



Government of Western Australia
Department of Fire & Emergency Services



EMERGENCY SERVICES CADET CORPS

PROGRAM MANUAL

CADET RECRUIT



TITLE: ESCC Program Manual - Cadet Recruit
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CADET RECRUIT - INTRODUCTION

BACKGROUND

The Emergency Services Cadet Corps (ESCC) is a voluntary youth organisation established in 1996 by the Western Australian State Government. The ESCC program assists young people to develop practical life skills, leadership, team work and initiative. Cadets learn about the diverse nature of WA Emergency Services and develop qualities of community responsibility and service.

The ESCC program works closely with volunteer emergency services including the:

- Association of Volunteer Bush Fire Brigades
- State Emergency Service
- Volunteer Fire and Emergency Service
- Volunteer Fire and Rescue Service
- Volunteer Marine Rescue Service.

The ESCC Skills Development Pathway (page 4), launched in 2016, provides a framework for the **Cadet Program – Recruit to Leader**. This program manual unpacks the content areas for Unranked to Cadet Recruit level providing suggestions of content and activities that cadet instructors can use to build knowledge and skills in the context of emergency services.

At this level cadets will develop a fundamental awareness of the content in all six streams of the ESCC Skills Development Pathway. The focus from Unranked to Cadet Recruit level is on learning. Cadets will demonstrate basic cadet, community engagement, and personal and social skills in a range of settings.

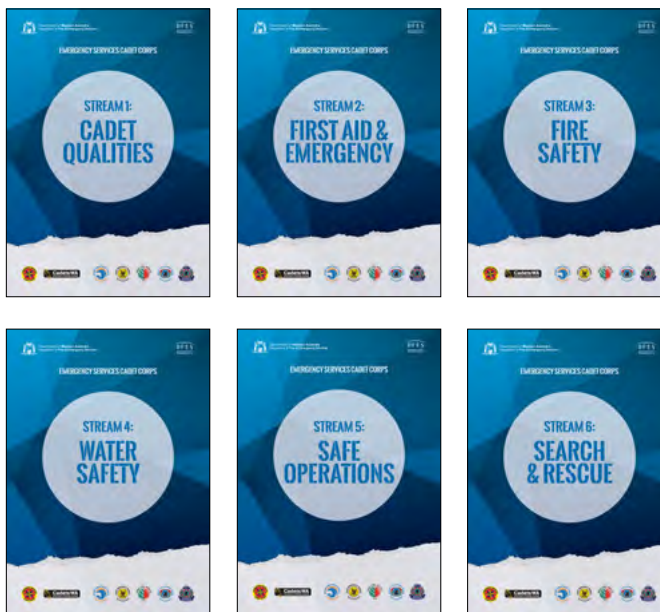
HOW TO USE THE MANUAL

The following information outlines how the manual has been structured and provides suggestions for use.

STREAMS

There are six content streams in the manual. These correlate with the streams in the ESCC Skills Development Pathway and are:

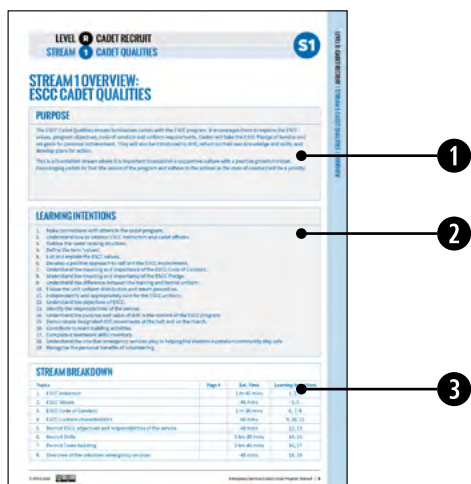
1. Cadet Qualities.
2. First Aid and Emergency.
3. Fire Safety.
4. Water Safety.
5. Safe Operations.
6. Search and Rescue.



Ideas on how cadets can engage with the community (Community Engagement stream) and build their personal and social skills (Personal and Social Skills stream) are embedded throughout the manual.

STREAM OVERVIEW

Each stream will start with an overview. At a glance, cadet instructors can see what content is included in the stream.



- ① **Purpose** – A quick explanation of the content in the stream.
- ② **Learning intentions** – The knowledge and skills covered in the stream.
- ③ **Stream breakdown** – Broken into topics in the stream, this section lists page numbers, timings, and the learning intentions for each topic.

TOPICS



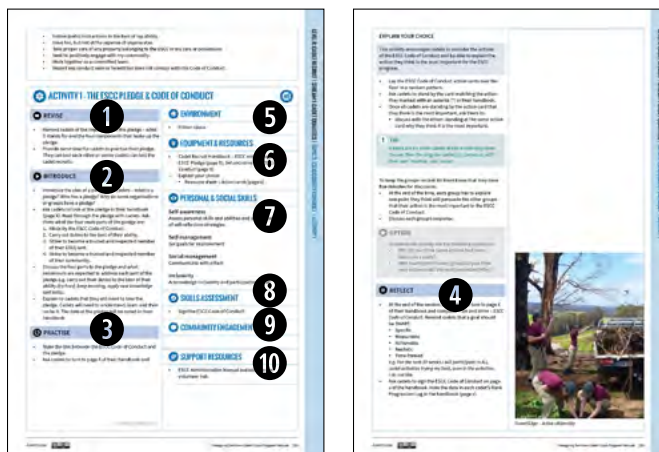
Each topic of this manual has been written acknowledging that cadet instructors are best placed to understand their cadets and how they learn. It also recognises that cadet instructors bring with them to the role knowledge and skills in emergency services and are well positioned to understand any local context issues responding to them by providing relevant and engaging activities.

Topics are structured in the same way throughout the manual with learning intentions, a topic content overview, suggested ways of teaching, and activities.

Activities

The activities in each topic are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

Activities are structured in the following way.



- ① **Revise** – A revision task.
- ② **Introduce** – New content is introduced.
- ③ **Practise** – Where cadets apply their new knowledge to a practical task.
- ④ **Reflect** – Encourages cadets to reflect on their learning and set achievement goals.
- ⑤ **Environment** – Suggested activity venue.
- ⑥ **Equipment and resources** – What items are required to run the activity.
- ⑦ **Personal and social skills** – Areas of growth for cadets.
- ⑧ **Skills assessment** – An assessment task.
- ⑨ **Community engagement** – Ideas or suggestions on how cadets could engage with the community.
- ⑩ **Support resources** – Additional content or resources.

ICONS

The following icons are used throughout the manual.

	Key point, suggestion or additional information.
	A variation or additional activity.
	Suggestion on how to run the activity.
	Explanation of a teaching and learning activity.
	A movie clip to view.
	Additional information in the Cadet Recruit manual.
	Additional information to view online.
	Certificate qualification external to the ESCC program.

SKILLS DEVELOPMENT PATHWAY- RECRUIT TO LEADER

	CADET SKILLS				PERSONAL & SOCIAL SKILLS		
	FIRST AID & EMERGENCY	FIRE SAFETY	WATER SAFETY	SAFE OPERATIONS	SEARCH & RESCUE	COMMUNITY ENGAGEMENT	
<p>CADET RECRUIT</p> <p>Cadets develop fundamental awareness of the content at Cadet recruit level, and are able to apply their common knowledge and understanding.</p> <p>The focus of the cadet recruit level is on learning, and personal and social skills and techniques, in practical settings.</p> <p>CADET RECRUIT optional Certificate level qualifications include:</p> <ul style="list-style-type: none"> Royal Life Saving – Bronze Star Royal Life Saving – Bronze Star St John Ambulance – First Aid Focus St John Ambulance – HLT/AID003 Provide fire at risk 	<p>FIRST AID & EMERGENCY</p> <p>Recruit first aid and resuscitation</p> <ul style="list-style-type: none"> Recruit first aid and resuscitation DRS/ABCD What's your emergency? First aid kit CPR <p>ESCC induction</p> <ul style="list-style-type: none"> ESCC values ESCC Code of Conduct ESCC uniform characteristics Formal/dress Informal/training <p>Recruit ESCC objectives and responsibilities of the service</p> <ul style="list-style-type: none"> Recruit drills Purpose Movement <p>Recruit team building</p> <ul style="list-style-type: none"> Procedure Movement <p>Overview of the volunteer emergency services</p>	<p>FIRE SAFETY</p> <p>Recruit fire awareness</p> <ul style="list-style-type: none"> Recruit fire awareness PPE in management Fire escape plan for the home Preparedness Communications <p>Recruit bushfire awareness</p> <ul style="list-style-type: none"> Fire transfer Fire danger ratings Factors affecting fire Bushfire alerts Preparedness Communications <p>Recruit marine fire awareness</p> <ul style="list-style-type: none"> Hazard management PPE Fire escape plan for the boat Preparedness Communications 	<p>WATER SAFETY</p> <p>Recruit introduction to inland environments</p> <ul style="list-style-type: none"> Identifying hazards Safety procedures Australian Standard signs Floods and floodways Communications SurvSmart Principles <p>Recruit introduction to open water environments</p> <ul style="list-style-type: none"> Identifying hazards Safety procedures Australian Standard signs/flags SurvSmart principles <p>Recruit introduction to natural hazards</p> <ul style="list-style-type: none"> Definition of hazard, risk, disaster Types of hazards (cyclone, flood, earthquake, fire, tsunami, severe storm, heat wave) Personal hazards and hazard identification Managing personal risk Preparedness <p>Recruit knots</p> <ul style="list-style-type: none"> Recruit preparing an emergency kit Essential items Know, check, discuss 	<p>SAFE OPERATIONS</p> <p>Recruit introduction to radio communications</p> <ul style="list-style-type: none"> What is communication? Basic operating procedures Standard procedures Radio safety User factors Piv words <p>Recruit introduction to mapping/charting and navigation</p> <ul style="list-style-type: none"> Basic map reading and understanding of scale Map legend Contour lines Compass Preparedness 	<p>SEARCH & RESCUE</p> <p>Recruit basic principles of land search</p> <ul style="list-style-type: none"> Working as a team Principles of land search operations Search equipment Communications <p>Recruit introduction to water rescue and survival</p> <ul style="list-style-type: none"> Throw rescue Accompanied rescue Underwater search 	<p>COMMUNITY ENGAGEMENT</p> <p>Active citizenship</p> <ul style="list-style-type: none"> Creating an interest in the local community <p>Building connections</p> <ul style="list-style-type: none"> Working collaboratively to build awareness of natural hazards <p>Building your capacity</p> <ul style="list-style-type: none"> Recognising personal attributes Growing personal skills and abilities 	<p>PERSONAL & SOCIAL SKILLS</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Assesses personal skills and abilities and use a variety of self-reflection strategies <p>Self-management</p> <ul style="list-style-type: none"> Set goals for improvement <p>Social awareness</p> <ul style="list-style-type: none"> Plan and action strategies to contribute to the community <p>Social management</p> <ul style="list-style-type: none"> Communicate with others <p>Leadership</p> <ul style="list-style-type: none"> Apply effective problem-solving and team-building strategies to achieve collective outcomes <p>Inclusivity</p> <ul style="list-style-type: none"> Acknowledge inclusivity and participation for all
<p>Review and reinforce prior knowledge and understanding of CADET RECRUIT level content and skills development. Identify gaps in content knowledge and skills and provide learning opportunities to address these gaps.</p> <p>CADET LEVEL 1</p> <p>At Cadet Level 1, cadets have an intermediate level of content knowledge and experience gained through theory and practical application.</p> <p>The focus at this level is on developing knowledge and skills through practical experience and working with others successfully in a team to enhance unit cohesion and the achievement of personal and collective outcomes.</p> <p>Cadets will demonstrate a sound knowledge and understanding of competencies in cadet, community engagement, and personal and social skills and techniques.</p> <p>CADET LEVEL 1 optional Certificate level qualifications include:</p> <ul style="list-style-type: none"> Royal Life Saving – Accompanied Rescue Royal Life Saving – Bronze Star St John Ambulance – First Aid Focus St John Ambulance – HLT/AID003 Provide fire at risk 	<p>FIRST AID & EMERGENCY</p> <p>First aid and resuscitation</p> <ul style="list-style-type: none"> First aid and resuscitation First aid Code of Conduct Basic emergency life support Scenario management <p>Community engagement 01</p> <ul style="list-style-type: none"> Expectations Projects <p>Drills 01</p> <ul style="list-style-type: none"> Purpose Procedure Movement 	<p>FIRE SAFETY</p> <p>Fire awareness 01</p> <ul style="list-style-type: none"> Fire, the community and the law Heat transference Communications <p>Bushfire awareness 01</p> <ul style="list-style-type: none"> Fire safety, survival and teamwork Communications <p>Marine fire awareness 01</p> <ul style="list-style-type: none"> Fire protection and control 	<p>WATER SAFETY</p> <p>Inland water environments 01</p> <ul style="list-style-type: none"> Rescue aids Performing a rescue Communications <p>Open water environments 01</p> <ul style="list-style-type: none"> Waves and rips Signalling for assistance PFDs – putting on and use Rescues Performing a rescue 	<p>SAFE OPERATIONS</p> <p>Radio communications 01</p> <ul style="list-style-type: none"> Phonetic alphabet Radio check and signal reports Mapping/charting and navigation 01 Land contours and features Preparedness <p>Natural hazards 01</p> <ul style="list-style-type: none"> Alerts Precaution, prevention and preparedness Response and recovery Knots 01 Vessel maintenance 01 Pre-ster checks Boating dangers 01 Sailing dangers 01 Weather and warnings Trip preparation Identifying hazards 	<p>SEARCH & RESCUE</p> <p>Principles of land search and survival 01</p> <ul style="list-style-type: none"> Reconnaissance, general search and contact search Duties and responsibilities Land contours and features Communications <p>Water rescue and survival 01</p> <ul style="list-style-type: none"> Survival skills Defensive techniques 	<p>COMMUNITY ENGAGEMENT</p> <p>Active citizenship</p> <ul style="list-style-type: none"> Making real-world connections Building connections Community resilience Community vulnerability <p>Building your capacity</p> <ul style="list-style-type: none"> Self-reflection and personal growth Participate in a community engagement project 	<p>PERSONAL & SOCIAL SKILLS</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Assesses personal skills and abilities through self-reflection and highlight areas of personal improvement <p>Self-management</p> <ul style="list-style-type: none"> Develop self-discipline and set personal goals <p>Social awareness</p> <ul style="list-style-type: none"> Plan and action strategies to contribute to the community <p>Social management</p> <ul style="list-style-type: none"> Appreciate of differing opinions, perspectives and decisions Communicate effectively with others Work successfully in a team to enhance unit cohesion and the achievement of personal goals and unit outcomes <p>Leadership</p> <ul style="list-style-type: none"> Effectively use interpersonal skills to lead cooperative unit tasks <p>Inclusivity</p> <ul style="list-style-type: none"> Promote inclusivity and participation for all
<p>Review and reinforce prior knowledge and understanding of CADET LEVEL 1 content and skills development. Identify gaps in content knowledge and skills and provide learning opportunities to address these gaps.</p> <p>CADET LEVEL 2</p> <p>Cadets at this level display an advanced knowledge and understanding of the content and a high level of competence in emergency services processes and skills.</p> <p>The focus at this level is on cadets enhancing and applying skills and knowledge in controlled environments.</p> <p>Level 2 Cadets begin to successfully lead others using the skills and contributions of team members to achieve collective outcomes.</p> <p>CADET LEVEL 2 optional Certificate level qualifications include:</p> <ul style="list-style-type: none"> Royal Life Saving – Bronze Star Royal Life Saving – Bronze Medalion (min age 14 yrs) St John Ambulance – First Aid Focus PAD Open Water Diver Course (min age 14 yrs) Recreational Skipper's Ticket (RST) (min age 14 yrs) 	<p>FIRST AID & EMERGENCY</p> <p>First aid and resuscitation</p> <ul style="list-style-type: none"> Legal and community considerations Scenario management - responding to emergency situations Body works - the basics <p>Community engagement 02</p> <ul style="list-style-type: none"> Expectations Projects <p>Drills 02</p> <ul style="list-style-type: none"> Purpose Procedure Movement 	<p>FIRE SAFETY</p> <p>Fire awareness 02</p> <ul style="list-style-type: none"> Portable fire fighting equipment Communications and teamwork <p>Bushfire awareness 02</p> <ul style="list-style-type: none"> Bushfire safety plans Fire fighting equipment Communications and teamwork <p>Marine fire awareness 02</p> <ul style="list-style-type: none"> Fire protection and fire fighting equipment 	<p>WATER SAFETY</p> <p>Inland water environments 02</p> <ul style="list-style-type: none"> Responding to emergency situations Communications and teamwork <p>Open water environments 02</p> <ul style="list-style-type: none"> Responding to emergency situations Communications and teamwork 	<p>SAFE OPERATIONS</p> <p>Radio communications 02</p> <ul style="list-style-type: none"> Establishing, maintaining and operating communication systems and equipment Route planning, route selection, route cards, time and distance estimation GPS features, operating functions, use and limitations Emergency navigation techniques using the sun and the stars Natural hazards 02 Extending response and recovery Rebuilding sustainable communities Vessel maintenance and boating dangers 02 Contingency plans and skipper responsibilities Marine safety – fares, navigational lights, EPIRBs 	<p>SEARCH & RESCUE</p> <p>Principles of land search and survival 02</p> <ul style="list-style-type: none"> Safety procedures and protocols involved with search and rescue Duties and responsibilities and working as a team Participating in land search Checking and packing search equipment, and servicing and returning it Communications Urban search and rescue (USAR) search and specialty Water rescue and survival 02 Survival, defensive techniques and rescue skills 	<p>COMMUNITY ENGAGEMENT</p> <p>Active citizenship</p> <ul style="list-style-type: none"> Building a community engagement project <p>Building connections</p> <ul style="list-style-type: none"> Fostering a shared responsibility towards hazard preparedness <p>Building your capacity</p> <ul style="list-style-type: none"> Self-reflection and personal growth 	<p>PERSONAL & SOCIAL SKILLS</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Acnowledge strengths and areas for improvement and devise strategies to achieve learning and personal goals <p>Self-management</p> <ul style="list-style-type: none"> Work independently and use initiative <p>Social awareness</p> <ul style="list-style-type: none"> Plan, implement and review personal and group strategies that contribute to the community Use interpersonal skills to manage challenging situations <p>Social management</p> <ul style="list-style-type: none"> Work collaboratively with others to achieve collective outcomes <p>Leadership</p> <ul style="list-style-type: none"> Lead successfully in diverse teams using the skills and contributions of team members to achieve collective outcomes <p>Inclusivity</p> <ul style="list-style-type: none"> Create environment that supports inclusivity & participation for all
<p>Review and reinforce prior knowledge and understanding of CADET LEVEL 2 content and skills development. Identify gaps in content knowledge and skills and provide learning opportunities to address these gaps.</p> <p>CADET LEADER</p> <p>Cadets at this level display an advanced knowledge and understanding of the content and a high level of competence in emergency services processes and skills.</p> <p>Cadets are able to consistently apply this knowledge and these skills to a variety of controlled situations.</p> <p>Cadets at the Leader level will demonstrate their emerging leadership skills in the emergency service cadet environment. Leader cadet roles include planning and facilitating cadet unit theory and practical lessons, coordinating community engagement projects, and preparing to join volunteer emergency services.</p> <p>CADET LEADER optional Certificate level qualifications include:</p> <ul style="list-style-type: none"> St John Ambulance – HLT/AID005 Provide First Aid in Remote Locations Wilderness First Aid – SSS S00108 ISAF YA Accredited Marine First Aid (meets the requirements of HLT/AID003 Provide First Aid plus additional yachting and maritime training requirements) First Attack Fire Fighting – Level 1 Accredited Radio and Communication Skills (min age 16 yrs) 	<p>FIRST AID & EMERGENCY</p> <p>Facilitating drills and knot sessions</p> <ul style="list-style-type: none"> Assisting in planning, promoting, facilitating and evaluating community engagement projects Modelling the values of the ESCC Assisting in establishing and fostering an inclusive culture Project managing a community based project. <p>At Cadet Leader level cadets will demonstrate their emerging leadership skills through managing a variety of applicable community engagement projects. These skills will include abilities such as: identifying projects, establishing collective outcomes, prioritising and allocating tasks, creating timelines, managing resources, recognising and solving problems, and critically reflecting.</p> <p>There is an expectation that cadets at this level will mentor more junior cadets and spend time in their local Brigades/Group/Unit expanding on their knowledge and further developing their skills.</p>	<p>FIRE SAFETY</p> <p>Facilitating drills and knot sessions</p> <ul style="list-style-type: none"> Assisting in planning, promoting, facilitating and evaluating community engagement projects Modelling the values of the ESCC Assisting in establishing and fostering an inclusive culture Project managing a community based project. <p>At Cadet Leader level cadets will demonstrate their emerging leadership skills through managing a variety of applicable community engagement projects. 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KEY

- Volunteer Fire and Rescue Service
- Volunteer Marine Rescue Services
- Volunteer Fire and Emergency Services
- State Emergency Service
- Volunteer Bush Fire Service



EMERGENCY SERVICES CADET CORPS

STREAM 1: CADET QUALITIES



STREAM 1 OVERVIEW: ESCC CADET QUALITIES

PURPOSE

The ESCC Cadet Qualities stream familiarises cadets with the ESCC program. It encourages them to explore the ESCC values, program objectives, code of conduct and uniform requirements. Cadets will take the ESCC Pledge of Service and set goals for personal achievement. They will also be introduced to drill, reflect on their own knowledge and skills, and develop plans for action.

This is a foundation stream where it is important to establish a supportive culture with a positive growth mindset. Encouraging cadets to ‘live’ the values of the program and adhere to the actions in the code of conduct will be a priority.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. Make connections with others in the cadet program.
2. Understand how to address ESCC instructors and cadet officers.
3. Outline the cadet ranking structure.
4. Define the term ‘values’.
5. List and explain the ESCC values.
6. Develop a positive approach to self and the ESCC environment.
7. Understand the meaning and importance of the ESCC Code of Conduct.
8. Understand the meaning and importance of the ESCC Pledge of Service.
9. Understand the difference between the training and formal uniform.
10. Follow the unit uniform distribution and return procedure.
11. Independently and appropriately care for the ESCC uniform.
12. Understand the objectives of the ESCC.
13. Identify the responsibilities of the service.
14. Understand the purpose and value of drill in the context of the ESCC program.
15. Demonstrate designated drill movements at the halt and on the march.
16. Contribute to team building activities.
17. Complete a teamwork skills inventory.
18. Understand the role that emergency services play in helping the Western Australian community stay safe.
19. Recognise the personal benefits of volunteering.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. ESCC Induction	7	1 hr 45 mins	1, 2, 3
2. ESCC Values	14	45 mins	4, 5
3. ESCC Code of Conduct	19	1 hr 30 mins	6, 7, 8
4. ESCC Uniform	33	60 mins	9, 10, 11
5. Recruit ESCC objectives and responsibilities of the service	37	60 mins	12, 13
6. Recruit Drills	46	5 hrs 30 mins	14, 15
7. Recruit Team building	61	2 hrs 45 mins	16, 17
8. Overview of the volunteer emergency services	72	45 mins	18, 19

LEVEL R CADET RECRUIT

STREAM 1 CADET QUALITIES

TOPIC 1 ESCC INDUCTION

R

1

1

TOPIC 1: ESCC INDUCTION

LEARNING INTENTIONS

1. Make connections with others in the cadet program.
2. Understand how to address ESCC instructors and cadet officers.
3. Outline the cadet ranking structure.

TOPIC CONTENT

Please refer to the ESCC Administration Manual available on the volunteer hub for more information.

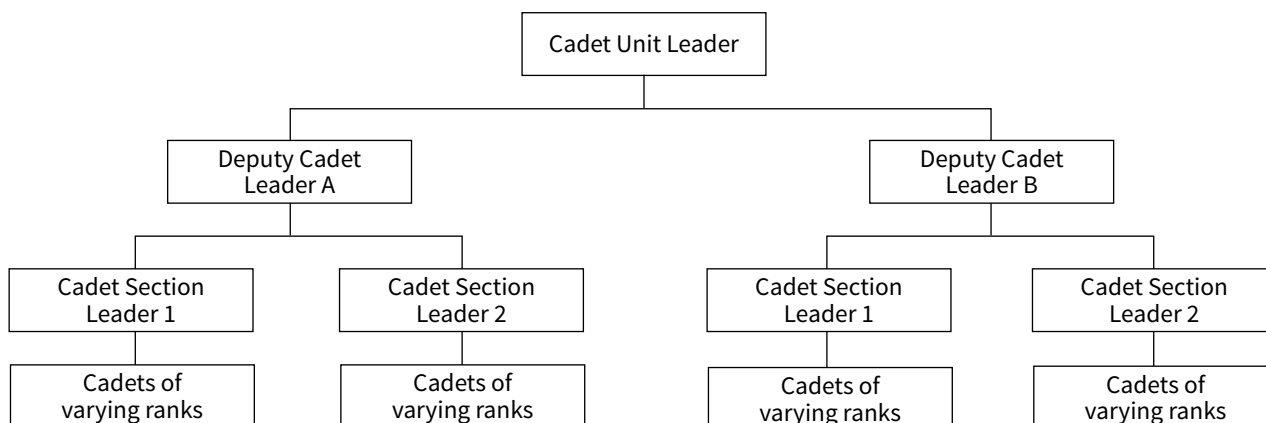
OVERVIEW

At this level, cadets will develop a fundamental understanding of the ESCC content. The focus of this level is on learning and cadets will be encouraged to apply their knowledge and understanding in practical settings.

An important focus of the induction process is establishing connections between cadets and introducing rank structure.

CADET UNIT STRUCTURE

1. Cadet units follow the same basic structure (diagram below). Depending on the size of the unit, cadets may be placed in sections and a Section Leader appointed.
2. The unit will have a Deputy Cadet Leader and Cadet Unit Leader to assist the adult instructors



ADULTS IN THE ESCC

3. Every adult who is part of the ESCC Unit has a current Working with Children Check (WWC Check). Every ESCC Unit has an adult unit leader and at least one adult instructor for every 10 cadets. There may also be one adult chief instructor in your unit.
4. The unit may also have other people who help out when needed. These people are called supplementary helpers.
5. Outside the unit, the person who is responsible for the unit as a whole is the school principal.

The topics in the Cadet Qualities stream provide further opportunity for cadets to get to know each other and develop an understanding of their cadet responsibilities.

ACTIVITY 1 - GET TO KNOW YOU

45


INTRODUCE

- Welcome cadets to the program.
- Cadet instructors and senior cadets in leadership roles to introduce themselves.
- Explain that the ESCC program assists young people to develop practical life skills, leadership, team work and initiative and that they will be learning about the diverse nature of WA Emergency Services including developing qualities of community responsibility and service.
- Explain how cadets need to address ESCC instructors.

Addressing ESCC instructors

1. When cadets are interacting with ESCC instructors they are to be addressed in the following manner:
 - either as Ma'am or Sir
 - by their title and family name (e.g. Ms Smith or Mrs Jones or Mr Black).
2. When cadets are addressing cadet officers they are to be addressed by their rank and family name (e.g. Senior Cadet Smith or Deputy Cadet Leader [DCL] Fuller).
3. Nicknames may not be used.

- Explain to cadets that an important part of the induction process is forming connections with instructors, senior cadets and cadets of the same rank.
- Explain that cadets will be participating in some 'getting-to-know-you' activities.
- The activities encourage cadets to learn about each other in a fun way. This is a very important 'first step' for developing a cohesive cadet unit.

 One or more 'getting-to-know-you' activities can be chosen for this session depending on the cadet cohort.

These activities can also be used throughout the cadet program.

It is recommended that senior cadets and cadet instructors also participate in the activities.

PRACTISE

THREE THINGS IN COMMON

This activity encourages cadets to recognise the connections that exist in their cadet unit.

- Divide cadets into groups of three or four.
- Each group must find three things that they have in common with each other.
- The weirder those things are – the better.

ENVIRONMENT

- Open space e.g. hall, gym, classroom

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Set and strive – Connection* (page 57)
- Pass the lolly
 - Lollies as required

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- After 10 minutes each group shares with the rest of the unit the three things they have in common.
- Everyone votes to decide which group has the 'weirdest' three things in common. Each cadet gets one vote only.

SIT DOWN IF...


This activity encourages cadets to recognise the similarities that exist within the cadet unit.

- The cadet group stands in a circle.
- The cadet instructor (or a senior cadet) then asks a range of silly questions.
- If a cadet can answer 'yes' to the question they need to sit down.
- Questions can be as strange or random as you like.
For example:
 - Did you eat cheese today?
 - Do you sing in the shower?
 - Are you afraid of heights?
 - Are you allergic to any foods?
 - Do you like rap music?
 - Did you clean your teeth this morning?
 - Do you want to get married?
 - Do you want children?
 - Is your favourite colour blue?
 - Do you like chocolate?
 - Have you ever won a trophy?
 - Can you ride a horse?
 - Do you have a dog?
 - Have you ever broken a bone?
 - Did you have breakfast today?
 - Do you have a brother?
 - Do you like drawing?
 - Is your favourite food broccoli?
 - Can you use a compass?
- Choose the question order according to the number of cadets still standing to either move the game along or lengthen it.
- The last person standing is the winner.

DESTINATION CHARADES

This activity encourages participation and builds confidence.


- Ask cadets to think of a country that they have been to or want to visit.
- They then need to choose three clues to describe the place.
- Ask for a volunteer who comes out the front and acts out the clues using charades.
- The person to guess the country gets a chance to act out their destination.

 For some cadets this activity could be a little challenging. These cadets should be encouraged to be involved in guessing the destination but given the opportunity to 'pass' on acting out their destination clues if they 'win' one of the 'rounds'. Check in with them throughout the game to see if they change their mind.

PASS THE LOLLY

This activity encourages confidence and connection through the sharing of facts.

- Pass around a bowl of lollies (usually Skittles or M&Ms or could be 4-5 types of wrapped lollies eg Minties, Fantails etc).
- Explain that cadets can take up to four different lollies but that they cannot eat them yet.
- After they have chosen, explain what question each candy colour/type represents.
 - Red/Sherbert – favourite hobby
 - Green/Fantail – favourite place to go
 - Blue/Columbine – favourite memory
 - Yellow/Eclair – dream job
 - White/Mintie – 'wild card' – choose what fact to share
- Each cadet takes turns introducing himself or herself, beginning with their name and then saying one fact for each piece that they have.
- Once they have completed their introduction they can eat their lollies.

 For larger groups, divide into two groups.

A cadet can 'share' all of their facts at one time or one cadet can share one fact, eat the related lolly, and then it moves on around the circle to the next cadet who shares their fact, eats their related lolly, and so on.

★ OPTION

Play hangman to discover what the topic under discussion will be e.g. 'values'.

Assign challenges to each lolly colour/type. For example:

- Red/Sherbet – sing the chorus of your favourite song
- Green/Fantail – tell the group a joke
- Blue/Columbine – show your best model pose
- Yellow/Éclair – show your best dance move
- Orange – show your best funny face



Different roles

REFLECT

- Remind cadets of the importance of getting to know the other cadets in the cadet unit as this understanding develops connections which are very important in the emergency service context.
- Encourage cadets to set a connection-based goal in their handbook on page 57 – *Set and strive – Connection*. Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action orientated
 - Realistic
 - Timeframe

e.g. *By the end of Term 1, I will know each cadet's name and one important thing about them.*

ACTIVITY 2 - CONNECTIONS



REVISE

SAME BUT DIFFERENT

This activity encourages cadets to recognise the connections that exist in their cadet unit.

- Ask all cadets to move into a group standing in the centre of an open space.
- Explain that they are going to play a game which shows them the similarities and differences within their cadet group. This demonstrates to cadets that each of them will have ‘things’ in common with another. Stress that these connections are important in an emergency services context when actions often require (and rely) on trust, respect and the cohesiveness of the team.
- Call out one of the questions listed below giving directions as to where cadets have to move. Make sure cadets listen to the whole instruction BEFORE moving.

Active listening is vital in an emergency service context. It is important to make sure that cadets have the complete instruction BEFORE they begin a task.

- When cadets get to their designated ‘spot’ ask them to introduce themselves to someone in the group.
- At the end of each question either ask cadets to move back to the centre or move from the previous spot they were standing in.

Questions

- If you are male, move to the left; or if female, move to the right.
- If you are 12 years old, move to the left; or if 13+, move to the right. If you are older or younger, stay in the centre
- If you eat breakfast five of the seven days on the week, move to the left. If you don’t, move to the right.
- If you have a dog, move to the left. If you don’t, move to the right.
- If you have blond hair, move to the left. If you don’t, move to the right.
- If you can skip, move to the left. If you can’t, move to the right.
- If you are the oldest child in your family, move to the left. If you are not, move to the right.
- If you can speak another language fluently, move to the left. If you can’t, move to the right.
- If you have a push bike, move to the left. If you don’t, move to the right.
- If you have been overseas, move to the left. If you haven’t, move to the right.
- If you are on Instagram, move to the left. If you are not, move to the right.

ENVIRONMENT

- Open space e.g. hall, gym, classroom

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Ranks* (page 2)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others


Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT


COMMUNITY ENGAGEMENT

SUPPORT RESOURCES


-  To ensure a cadet does not feel left out standing by themselves, move and stand with them until the next question is asked.

INTRODUCE

- Explain that in their ESCC unit there is a rank structure. This structure is based on the size of the cadet unit, the training cadets have received, and skills attained.


-  The ranks that exist within a cadet unit may depend on the size of the unit and the length of time the unit has been operating.

- Ask cadets to turn to page 2 in the cadet handbook – *Ranks*. Using the chart on this page, explain the structure of the cadet unit.
- For each position in the structure, ask cadets to write down in their handbook the name of the person(s) who hold this rank.
- Cadets also need to write down the achievements required at Unranked to progress up the ranking structure to Cadet Recruit. Use the information in the handbook (page 52) to complete this.

-  Information about ranking structure for cadets and adults is found in the Administration Manual – *Management, Functioning and Structure of the ESCC Unit*.

REFLECT

- Complete a think-pair-share activity.

-  A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to reflect on one of the following questions, sharing their response with a partner.
 - *I learnt...*
 - *Today I thought...*
 - *I need to...*
- Discuss responses with the unit.

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **2** ESCC VALUES**R****1****2**

TOPIC 2: ESCC VALUES

LEARNING INTENTIONS

1. Define the term 'values'.
2. List and explain the ESCC values.

TOPIC CONTENT

Please refer to the ESCC Administration Manual available on the volunteer hub for more detailed instruction on ESCC values.

OVERVIEW

1. DFES is the host organisation for the Emergency Services Cadet Corps (ESCC) in Western Australia.
2. The ESCC is a voluntary youth organisation established in 1996 by the WA State Government.
3. The ESCC program assists young people to develop practical life skills, leadership, team work and initiative. Cadets learn about the diverse nature of WA Emergency Services and develop qualities of community responsibility and service.
4. The ESCC mission is to improve community safety practices and provide timely, quality and effective emergency services, in partnership with local communities and emergency management partners.
5. The ESCC vision is: *Resilient Western Australian Communities that work together to build capability and capacity to prevent, prepare for, respond to and recover from emergencies.*

WAYS OF TEACHING

1. Teaching values can be challenging.
2. Encourage cadets to really process what the values mean as they relate to the ESCC Code of Conduct that cadets are expected to adhere to.

ACTIVITY 1 - UNDERSTANDING VALUES

45

INTRODUCE

OPTION

Play hangman to discover what the topic under discussion will be e.g. 'values'.

PRACTISE

- Introduce the idea of values by asking cadets what the word 'values' mean.
- Provide a simple definition – *Values signify what is important and worthwhile. They are principles or standards of behaviour.*

Continued on next page

ENVIRONMENT

- Open space e.g. hall, gym, classroom.

EQUIPMENT & RESOURCES

- Smartboard, whiteboard, butcher paper for optional hangman activity
- Cadet Recruit Handbook – *ESCC values* (page 3); *Reflection – Thought shapes* (page 4); *Set and strive – Values* (page 58)
- Values Auction
 - Resource sheet – *Value cards* (page 17) – print A3 size and cut into cards
 - Resource sheet – *Point cards* (photocopy the required amount – 100 points per cadet) (page 18) – cut into cards

- Explain that even though each cadet will have their own values (honesty, respect, kindness etc), that the ESCC program has a collective group of values that all cadets have to uphold.
- Introduce the idea of values by asking cadets what the word ‘values’ mean.
- Provide a simple definition – *Values signify what is important and worthwhile. They are principles or standards of behaviour.*
- Ask cadets to look at page 3 in their handbook – *ESCC values.*
- Look at each of the values listed.
 - Teamwork – Work together as a committed unit member.
 - Integrity and Honesty – Act with integrity and honesty.
 - Respect – Communicate respectfully.
 - Tolerance – Be tolerant of others.
 - Safety – Strive to keep ourselves and others safe.
 - Citizenship – Give support and help to the community.
- Define some of the words as required.
 - Integrity – Strictly following what you believe is right and good.
 - Honesty – Acting straightforwardly and fairly.
 - Tolerance – Recognising and respecting the beliefs and practices of others.
 - Respect – Showing polite attitude toward people or things that are important.

PRACTISE

VALUES AUCTION

This activity encourages cadets to rank the ESCC values according to their own personal beliefs.

The prioritisation exercise shows that values will influence what we do and what the most important things in life are to us as individuals, even using shared values such as those of the ESCC.

The values activity highlights that although some values are shared it is not always likely that individuals in groups will attribute the same level of importance to each value. This factor can impact group decisions.

- Have cadets prioritise their values by ranking them in importance on page 3 of their handbook by placing a number next to each value with 1 being the most important.
- Explain how the ESCC values auction will work.
- Give each cadet ‘100 points’ to spend.
- Cadets need to allocate how many points they will spend on each value. The value is according to their own value ranking.
For example, if ‘safety’ is a non-negotiable value and was ranked number 1, a cadet might set aside 80 points to guarantee that they will win this value. With the remaining 20 points, cadets might hope to bid and get the value – ‘respect’.

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Administration Manual available on the volunteer hub
- ‘Doing Core Values’ by Bob Keiller at TEDxGlasgow – 12.17mins
<https://www.youtube.com/watch?v=uIWkN0k0MVE>
This is an engaging TEDx Talk. Whilst it may not be suitable for cadets at recruit level, it provides an oversight into why values are so important to organisations and what strategies can be used to encourage individuals within organisations to uphold them. His last statement at 11.50mins is particularly important.

- Start the auction by holding up one value card and start the bidding at '0'. Cadets can bid in 5 point or 10 point increments only.
- When a cadet wins the bidding, they get the values card and hands over the correct number of points.
- Cadets keep playing until they have no money left.
- The game ends when all values have been bid on.
- Cadets will have to do some thinking on their feet if the bidding reaches a point where they will need to 'let it go' or keep bidding because it's that important.

! TIP

If the group is large you may need to divide them into smaller groups and each group will need to decide which value they will bid on collectively. This adds greater discussion opportunities to find out what skills they had to use to come up with the values they chose.

- Questions to ask and discuss:
 - Why did we 'bid' for these values? How does the bidding represent what we do with values in real life?
 - What can you do to make sure you uphold the ESCC values?
 - What do you think will happen if you do not uphold the values?
 - Do you think when individuals in the same cadet unit prioritise different ESCC values there will be consequences? Yes/No? Why? Why not? If yes, what can we do to avoid this situation? And what sort of consequences could there be?
 - How hard was it to prioritise values in your group and decide which value to bid for?

II REFLECT

- Encourage cadets to set a values-based goal in their handbook on page 58 – *Set and strive – Values*. Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action orientated
 - Realistic
 - Timeframe

e.g. I will demonstrate safe work practices this term in all cadet activities by following the proper protocols and procedures 100% of the time.
- Complete the thought shapes activity on page 4 of the handbook.



Safety first



Forest Edge – Working together as a team

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **2** ESCC VALUES

R

1

RS **2**



**INTEGRITY &
HONESTY**

TOLERANCE

CITIZENSHIP

TEAMWORK

RESPECT

SAFETY

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **2** ESCC VALUES

R
1
RS **2**

The image displays a grid of 20 point cards arranged in three rows. The top row consists of 5 cards, each labeled 'TEN POINTS' and featuring a large '\$' icon and the text 'ESCC'. The middle and bottom rows each consist of 5 cards, each labeled 'FIVE POINTS' and featuring a smaller '\$' icon and the text 'ESCC'. All cards have a green background with a white border and are separated by dashed lines. A small scissors icon is located at the top right corner of the grid.



LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **3** ESCC CODE OF CONDUCT**R****1****3**

TOPIC 3: ESCC CODE OF CONDUCT

LEARNING INTENTIONS

1. Develop a positive approach to self and the ESCC environment.
2. Understand the meaning and importance of the ESCC Code of Conduct.
3. Understand the meaning and importance of the ESCC Pledge of Service.

TOPIC CONTENT

Please refer to the *ESCC Administration Manual* available on the volunteer hub for more detailed instruction on the ESCC Code of Conduct and Pledge.

THE ESCC PLEDGE

1. The ESCC Pledge states:

The Pledge of Service

I will abide by the Code of Conduct of the Emergency Services Cadet Corps and will carry out my duties to the best of my ability. I will strive to become a trusted and respected member of the community and the Emergency Services Cadet Corps.

2. The ESCC Pledge of Service is a solemn promise or undertaking by the cadet to conduct themselves in a manner as outlined in the pledge. Cadets will need to understand the pledge before they agree to take it.
3. By taking the pledge they are agreeing to:
 - abide by the Code of Conduct of the ESCC
 - carry out their duties to the best of their ability
 - strive to become a trusted member of their ESCC Unit
 - strive to become a trusted member of their community.

ESCC CODE OF CONDUCT

1. All cadets are expected to abide by the ESCC Code of Conduct. It is important all cadets understand the purpose of the ESCC Code of Conduct and the consequences of not following it.
2. The ESCC Code of Conduct is not negotiable and is to be followed consistently by all cadets. Serious or repeated breaches may result in disciplinary action being taken, including removal from the cadet unit.
3. Actions in the ESCC Code of Conduct.
 - Respect my dignity and the dignity of others.
 - Strive to keep myself and others safe.
 - Demonstrate a high degree of individual responsibility, recognising that at all times my words and actions are an example to others.
 - Act with consideration and good judgement in all interpersonal relationships.
 - Speak and act courteously and respectfully to others.
 - Respect everyone's right to personal privacy at all times.
 - Do not tolerate or carry out violent or aggressive behaviour.
 - Treat all people with respect, honesty, courtesy and fairness, no matter what.
 - Respect the rights and views of others including those with different values, beliefs, cultures and religions to your own.
 - Respectfully acknowledge the past and present traditional owners of the land on which the ESCC unit operates.
 - Behave in an honest and ethical manner at all times. Cadets will not take part in actions which bully, intimidate, harass, mistreat, discriminate or physically, emotionally or sexually abuse others.
 - Not be in possession of, or use, any illegal drugs while in uniform or carrying out cadet duties.
 - Participate in all activities within the rules to the best of my ability.
 - Wear the ESCC uniform with pride and positively promote the ESCC.

Continued on next page

- Follow lawful instructions to the best of my ability.
- Have fun, but not at the expense of anyone else.
- Take proper care of any property belonging to the ESCC in my care or possession.
- Seek to positively engage with my community.
- Work together as a committed team.
- Report any conduct seen or heard that does not comply with this Code of Conduct.

ACTIVITY 1 - THE ESCC PLEDGE & CODE OF CONDUCT



INTRODUCE

- Introduce the idea of a pledge. Ask cadets – what is a pledge? Who has a pledge? Why do some organisations or groups have a pledge?
- Ask cadets to look at the pledge in their handbook (page 5). Read through the pledge with cadets. Ask them what the four main parts of the pledge are:
 1. Abide by the ESCC Code of Conduct.
 2. Carry out duties to the best of their ability.
 3. Strive to become a trusted and respected member of their ESCC unit.
 4. Strive to become a trusted and respected member of their community.
- Discuss the four parts to the pledge and what behaviours are expected to address each part of the pledge e.g. carry out their duties to the best of their ability (*try hard, keep learning, apply new knowledge and skills*).
- Explain to cadets that they will need to take the pledge. Cadets will need to understand, learn and then recite it. The date of the pledge will be noted in their handbook.

PRACTISE

- Make the link between the ESCC Code of Conduct and the pledge.
- Ask cadets to turn to page 6 of their handbook and look at all of the actions stated in the ESCC Code of Conduct.
- Discuss any actions that cadets do not understand e.g. terms used (possession, dignity, respect etc).
- Ask cadets to:
 - mark with an asterisk (*) the action they think is most important for the cadet program
 - underline the action they think they will have to work hardest to follow consistently.

ENVIRONMENT

- Indoor space.

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *ESCC Pledge of service* (page 5); *ESCC Code of Conduct* (page 6); *Set and strive – ESCC Code of Conduct* (page 58)
- Explain your choice
 - Resource sheet – *Action cards* (pages 23-32)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

- Sign the ESCC Code of Conduct

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Administration Manual available on the volunteer hub.

EXPLAIN YOUR CHOICE

This activity encourages cadets to consider the actions of the ESCC Code of Conduct and be able to explain the action they think is the most important for the ESCC program.

- Lay the *ESCC Code of Conduct action cards* (pages 23-32) over the floor in a random pattern.
- Ask cadets to stand by the card matching the action they marked with an asterisk (*) in their handbook.
- Once all cadets are standing by the action card that they think is the most important, ask them to:
 - discuss with the others standing at the same action card why they think it is the most important.

! TIP

If there are no other cadets at the action they have chosen then the singular cadet just comes up with their own 'number one' reason.

To keep the groups on task let them know that they have **five minutes** for discussion.

- At the end of the time, each group has to explain **one** point they think will persuade the other groups that their action is the most important in the ESCC Code of Conduct.
- Discuss each group's response.

★ OPTION

To extend the activity ask the following questions:

- Why do you think some actions had more, less or no cadets?
- After hearing from every group, do you think your action is still the most important? Why?












II REFLECT

- At the end of the session, ask cadets to turn to page 58 of their handbook and complete – *Set and strive* – *ESCC Code of Conduct*. Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-framed

e.g. For the next 10 weeks I will participate in ALL cadet activities trying my best, even in the activities I do not like.
- Ask cadets to sign the ESCC Code of Conduct on page 6 of the handbook. Note the date in each cadet's Rank Progression Log in the handbook (page 52).



Forest Edge – Active citizenship

 <h2>ACTIVITY 2 - TAKING THE PLEDGE</h2>	
<div data-bbox="116 210 764 275" style="background-color: #e6f2ff; padding: 5px;">  REVISE </div> <ul style="list-style-type: none"> Remind cadets of the importance of the pledge – what it stands for and the four components that make up the pledge. Provide some time for cadets to practise their pledge. They can test each other or senior cadets can test the cadets at this level. <div data-bbox="116 510 764 575" style="background-color: #e6f2ff; padding: 5px;">  PRACTISE </div> <ul style="list-style-type: none"> Hold a pledge ceremony where each cadet will give their pledge. Cadets may be presented with the Recruit epaulette slide to be worn on their uniform. Update each cadet’s Rank Progression Log (page 52 of the handbook). <div data-bbox="116 813 764 1037" style="background-color: #e6f2ff; padding: 5px;">  OPTION <p>To recognise the importance of the pledge ceremony consider inviting parents/guardians, higher ranked cadets, representatives from the local Brigade/Group/Unit (BGU), principal etc.</p> </div>	<div data-bbox="810 210 1463 275" style="background-color: #e6f2ff; padding: 5px;">  ENVIRONMENT <ul style="list-style-type: none"> Indoor space (consider a shaded outdoor space for the pledge ceremony) </div> <div data-bbox="810 367 1463 432" style="background-color: #e6f2ff; padding: 5px;">  EQUIPMENT & RESOURCES <ul style="list-style-type: none"> Cadet Recruit Handbook – <i>ESCC Pledge</i> (page 5) </div> <div data-bbox="810 510 1463 575" style="background-color: #e6f2ff; padding: 5px;">  PERSONAL & SOCIAL SKILLS <p>Social management Communicate with others</p> <p>Inclusivity Acknowledge inclusivity and participation for all</p> </div> <div data-bbox="810 748 1463 813" style="background-color: #e6f2ff; padding: 5px;">  SKILLS ASSESSMENT <ul style="list-style-type: none"> Take the ESCC Pledge of Service </div> <div data-bbox="810 891 1463 956" style="background-color: #e6f2ff; padding: 5px;">  COMMUNITY ENGAGEMENT <ul style="list-style-type: none"> To build/consolidate relationships with local BGUs, consider inviting representatives to the pledge ceremony. Acknowledge attendees in the ceremony welcome, and allocate a cadet to see to the comfort of each attendee. </div> <div data-bbox="810 1151 1463 1216" style="background-color: #e6f2ff; padding: 5px;">  SUPPORT RESOURCES <ul style="list-style-type: none"> ESCC Administration Manual available on the volunteer hub </div>

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Respect my
dignity and the
dignity of others**

**Strive to
keep myself and
others safe**

Demonstrate a high degree of individual responsibility, recognising that at all times my words and actions are an example to others

Act with consideration and good judgement in all interpersonal relationships

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Speak and act
courteously and
respectfully to others**

**Respect everyone's
right to personal
privacy at all times**

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Not tolerate or
carry out violent or
aggressive behaviour**

**Treat all people
with respect, honesty,
courtesy and fairness,
no matter what**

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



Respect the rights and views of others, including those with different values, beliefs, cultures and religions to your own

Respectfully acknowledge the past and present traditional owners of the land on which the ESCC unit operates

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **3** ESCC CODE OF CONDUCTRS **3**

Behave in an honest and ethical manner at all times. Cadets will not take part in actions which bully, intimidate, harass, mistreat, discriminate or physically, emotionally or sexually abuse others

Not be in possession of, or use, any illegal drugs while in uniform or carrying out cadet duties

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Participate in all
activities within the
rules to the best of
my ability**

**Wear the ESCC
uniform with pride
and positively
promote the ESCC**

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Follow lawful
instructions to the
best of my ability**

**Have fun, but
not at the expense
of anyone else**



**Take proper care of
any property belonging
to the ESCC in my care
or possession**

**Seek to positively
engage with my
community**

LEVEL **R** CADET RECRUIT

STREAM **1** CADET QUALITIES

TOPIC **3** ESCC CODE OF CONDUCT

R

1

RS **3**



**Work together
as a committed
team**

**Report any conduct
seen or heard that
does not comply with
this Code of Conduct**

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **4** ESCC UNIFORM**R****1****4**

TOPIC 4: ESCC UNIFORM

LEARNING INTENTIONS

1. Understand the difference between the training and formal uniform.
2. Follow the unit uniform distribution and return procedure.
3. Independently and appropriately care for the ESCC uniform.

TOPIC CONTENT

Please refer to the ESCC Administration Manual available on the volunteer hub for more detailed instruction on ESCC uniforms.

OVERVIEW

1. There are two ESCC uniforms – a formal uniform and a training uniform.
2. Uniforms are compulsory and are purchased by the ESCC unit. Formal uniforms are provided on a loan basis to cadets.
3. The uniform worn depends on what activities are taking place e.g. if the cadet unit is heavily involved with drill activities and representing the school at Anzac Day, Remembrance Day, official functions etc then a dress uniform will be required. For other activities the training uniform may be more suitable.

UNIFORM LIST

1. **Formal Uniform**
 - ESCC long sleeved shirt
 - ESCC trousers
 - Black work boots or enclosed leather shoes
 - ESCC broad brim hat or DFES black cap
 - Lanyard
 - Rank slides
 - Black belt
2. **Training uniform**
 - Black work boots
 - Durable cargo pants
 - Polo shirt with badges

CARE AND MAINTENANCE

1. Uniforms must be kept in a clean and tidy condition and be lightly pressed.
2. Rank slides, lanyards and name badges must be removed prior to washing the shirt.
3. Boots are to be maintained in a clean condition. Mud and grime is to be removed from boots as soon as practical and boots polished.

POSITION OF CLOTH BADGES AND INSIGNIA

1. The position of cloth badges and insignia is to be in accordance with the measurements stated below:
 - ESCC Badge: Placed central and 1 cm above left breast pocket.
 - Cadets WA Badge: Placed central and 1 cm above right breast pocket.
 - DFES Badge: Placed on the left outside upper arm sleeve.

ACTIVITY 1 - THE UNIFORM



INTRODUCE

- Explain to cadets that there are two ESCC uniforms and one of the actions in the Code of Conduct is to:
 - Wear the ESCC uniform with pride and positively promote the ESCC.
- Present to cadets the different items of the uniform e.g. dress uniform – shirt, trousers, rank slides etc; training uniform polo shirt, cargo pants etc.

TIP

Have all of the uniform items available to show the cadets.

Consider having senior cadets wear the uniforms pointing out parts of the uniform, showing the cadets how it wear the uniform(s) correctly.

- Highlight to cadets the position of the badges, rank slides and lanyards.
- Answer any questions about the uniform.
- Refer cadets to the cadet handbook (page 7) which includes information on the uniform(s).
- Explain to cadets the uniform distribution and return procedure for the unit and allocate uniforms detailing information in the handbook – *Uniform record* (page 7).
- Explain to cadets that a part of their responsibility as a cadet is to care for and maintain their uniform. This includes:
 - keeping them clean and tidy and shirts and pants lightly pressed
 - removing rank slides, lanyards and name badges prior to washing the shirt
 - maintaining boots by removing mud and grime from boots as soon as practical, and regularly polishing the boots with boot polish.
- Encourage cadets to take on these responsibilities themselves rather than relying on parents/guardians to complete the tasks for them.

ARE YOU UP FOR THE UNIFORM CHALLENGE?

This self-assessment task challenges cadets to care for and maintain their uniforms for a term.

- Introduce the challenge to cadets using the *Are you up for the uniform challenge?* activity in the handbook (page 8).
- Explain the activity emphasising that this task challenges cadets to care for and maintain their uniform and boots for a term.
- Discuss strategies that cadets could use to help them experience success with the challenge.



This is a self-assessment task however remind cadets of the ESCC value of honesty.

Continued on next page

ENVIRONMENT

- Indoor or outdoor space (free from trip hazards for the optional running game)

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Uniform record* (page 7); *Are you up for the uniform challenge?* (page 8)
- T-shirt relay activity
 - a number of XL T-shirts
- Dress the mannequin
 - Complete sets (a larger size is better) of the cadet uniform – pants, shirt, x 2 boots, socks, hat, lanyard, belt, rank slides – enough sets to have one item of clothing for each person in a team e.g. ten pieces of clothing – 10 in a team plus the mannequin (11 in total for a team)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all




Dressed for success

T-SHIRT RELAY GAME

This activity encourages each team to work together to shift the T-shirt from the first in the line to the person at the end of the line. This activity promotes teamwork. Everyone in the team needs to work together quickly to achieve the task.

Required

- 1 extra large t-shirt for each team
- A judge for each team (senior cadet)

 The judge should make sure the shirt is pulled all the way down on each cadet and that no short-cuts are taken during the competition. Teams need to have the same number of players or some need to put the shirt on twice.

- Divide into teams of 8–12 cadets.
- Teams line up in single file – all facing in the same direction.
- The shirt is given to the first cadet in each team.
- On the 'Go' signal, the first cadet puts the shirt on, turns to face the next cadet in line and holds hands.
- The cadet that is at the end of the line helps to work the shirt from the first cadet to the second cadet in line so they are wearing the shirt. The cadet who was assisting returns to their spot at the end of the line.
- The cadet that is first place in line helps work the shirt from the second cadet to the third cadet.
- Once the shirt is on the third cadet in line, the second cadet helps work it onto the fourth cadet and so on.
- The first team to get the shirt from the first cadet to the back of the line is declared the winner.
- After the game is completed ask the following questions and discuss the responses.
 - What attributes help to make a team work well together?
 - How did your team go? How could you have worked together better in this activity? What would you do differently if you did the activity again? Why?
 - Did you understand the goal of the activity? Do you think understanding a goal as a team helps you to work together more cohesively?
 - Why is it important to work together as a team in an emergency services context?



Dressed

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- Video of the T-shirt relay
<https://www.youtube.com/watch?v=sLF6D42uYeM>
<https://www.youtube.com/watch?v=h6mhPmUMtyI>

★ OPTION

DRESS THE MANNEQUIN

This activity encourages cadets to become familiar with the ESCC uniform(s) and work as a team to complete a task.

Required

- Complete sets of the ESCC formal uniform (pants, shirt, x2 boots, socks, hat, lanyard, belt, rank slides). You will need enough pieces of clothing to have one item for each person in a team e.g. 10 cadets in a team plus the mannequin will need ten pieces of clothing.
- Divide cadets into even groups.
- Explain the rules and the game and give each group two minutes to choose a mannequin and determine their 'tactics'.
- The goal is to have the most correctly dressed mannequin in the quickest time.
- The mannequins stand in a line down one end of the hall, gym, room, open space etc.
- The other members of the team stand at the other end with the clothing ready to dress the mannequin.
- All of the clothing has to be laid out on the floor ready to be collected.
- On 'go' the first in the line takes a piece of clothing runs to the mannequin and dresses them with the clothing. The mannequin can assist – but minimally e.g. so they do not fall over etc.
- Once the item is on the mannequin, the 'dresser' runs back and tags the next team member in the line.
- The second cadet grabs the next item of the uniform and 'dresses' the mannequin.

! TIP

The team has to decide what items need to go on the mannequin first.

- Once all items are on the mannequin, the mannequin raises their arm to be 'checked'.
- The winning team is the first team to dress their mannequin correctly and neatly.

II REFLECT

- Complete a think-pair-share activity.

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to reflect on one of the following questions, sharing their response with a partner.
 - *I was pleased that....*
 - *Today I thought....*
 - *I still want to know....*
- Discuss responses with the unit.

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **5** RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE**R****1****7**

TOPIC 5: RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE

LEARNING INTENTIONS

1. Understand the objectives of the ESCC.
2. Identify the responsibilities of the service.

TOPIC CONTENT

Please refer to the *ESCC Administration Manual* available on the volunteer hub for more information.

OVERVIEW

1. The ESCC is a voluntary youth program hosted by the Department of Fire and Emergency Services (DFES). The program is open to young people aged between 12 and 17 currently enrolled in a WA secondary school (government or non-government). The program offers young people an opportunity to develop ongoing life skills.
2. DFES and the ESCC program's core values align and are to:
 - prevent emergencies
 - prepare for emergencies
 - respond to emergencies
 - recover from emergencies.
3. ESCC program outcomes:
 - Well-rounded, confident and responsible individuals who are valued members of their community and whose involvement in the program enhances their wellbeing.
 - The image of WA's young people is positively influenced.
 - Community emergency and natural hazard safety practices are enhanced.
 - Community links involving youth and DFES BGUs are established and enhanced.
 - The DFES vision of resilient communities is promoted.
 - Cadets progress to become active emergency services volunteers.
4. ESCC program objectives:
 - Encourage young West Australians to participate in the acquisition of skills and knowledge about the role and functions of Western Australia's emergency services agencies.
 - Develop values of duty, loyalty and service to the community, school and Emergency Services Cadet program.
 - Support and promote public education and awareness of the management of emergencies at state, regional and local level.
 - Support and strengthen the links between schools, the community and volunteer emergency services.
 - Assist communities to deal with natural or other emergencies through appropriate training, supervision and control.



ACTIVITY 1 - OBJECTIVES AND RESPONSIBILITIES - WHAT ARE THEY?



INTRODUCE

Cadets need to develop an overall understanding of the objectives of the cadet program however this knowledge at this level does not need to be extensive.

- The wording of the objectives may be challenging. Look to 'unpack' the objectives into actions cadets can understand. For example, the objective:
 - encourage young West Australians to participate in the acquisition of skills and knowledge about the role and functions of Western Australia's emergency services agencies* can be explained simply as - developing skills and knowledge about the roles and jobs of emergency services in WA.
- How you choose to look at the objectives with your cadets will depend on the cohort. Below are some suggestions to explore program objectives.

PRACTISE

ALL ABOUT THE OBJECTIVES

The following activity(s) provide cadets with the opportunity to consider in more depth the objectives of the ESCC program and what they mean to them at this level of the cadet program.

OPTION 1

- Choose one of the objectives and 'unpack' it. Discuss with cadets what the objective means to them at this level. The instructor may need to lead this discussion. It may help to look at the cadet objectives listed in the cadet handbook (page 9) and underline key words.
- After the discussion put cadets into groups of four or five. More than one group may have the same objective if the unit is large.
- Hand each group one objective printed in large font on an A3 page (see Resource sheet – *ESCC objectives* pages 41-45). The objective should be written in the top 1/3 of the page with the bottom 2/3 remaining blank.
- In their groups ask cadets to repeat the discussion about what the objective means to them.
- After individual discussion time ask each group to share their findings. Add to it and check understanding as required.

OPTION 2

- Choose one of the objectives and 'unpack' it. Discuss with cadets what the objective means to them. The instructor may need to lead this discussion. It may help to look at the cadet objectives listed in the cadet handbook (page 9) and underline key words.
- After the discussion put cadets into groups of four or five. More than one group may have the same objective if the unit is large.

ENVIRONMENT

- Indoor space

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *ESCC objectives* (page 9)
- All about the objectives
 - Resource sheet – *ESCC objectives* (pages 41-45)
 - textas
- Snowball reflection
 - Small pieces of blank paper

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- Hand each group one objective written on an A3 page in large writing. The objective should be written in the top 1/3 of the page with the bottom 2/3 remaining blank. Use resource sheets on pages 41-45.
- Cadets need to work out what the objective means to them and share this as a twitter message – no more than 140 characters and with a #hashtag.
- Award a prize to the tweet that explains the objective clearly and is the most engaging.

OPTION 3

- Choose one of the objectives and ‘unpack’ it. Discuss with cadets what the objective means to them. The instructor may need to lead this discussion. It may help to look at the cadet objectives listed in the cadet handbook (page 9) and underline key words.
- Print each of the five objectives on an A3 sheet of paper. Each A3 sheet should contain one objective.
- Place the A3 sheets of paper (signs) in five locations around the room. Use resource sheets on pages 41-45.
- Cadets choose which objective they believe is the most important to the cadet program and move to that sign. They can only choose one.
- At their objective sign, cadets discuss the reasons they chose that objective and collectively choose ‘one best reason’ to share.
- Each group shares why they believe their objective is the most important. They have to be persuasive.
- After listening to each groups’ reasons, give the cadets a chance to move groups. Ask cadets to share why they moved or decided to stay.
- Explain that when you are a volunteer in emergency services there are many responsibilities. Broadly speaking, responsibilities to the community and also responsibilities to themselves.
- Using a whiteboard/large sticky note divide the board/page into two headings:
 - Service responsibilities
 - My personal responsibilities
- Working as a group, brainstorm service and personal responsibilities. Discuss and add to the list as required.
- Suggestions for inclusion:
 - Service responsibilities
 - Working in partnership with the community to prevent, prepare for, respond to, and recover from emergencies
 - Hazard management – fire, storm, cyclone, earthquake, tsunami
 - Hazardous materials (community protection)
 - Land search and rescue
 - Marine search and rescue
 - Cliff, cave and confined space rescue
 - Road transport emergencies
 - Communications and coordination of emergency
 - Educating the community
 - Personal responsibilities
 - Keep yourself and others safe
 - Listen and follow instructions
 - Actively participate
 - Uphold the ESCC Code of Conduct

- Ask cadets if they are surprised with the responsibilities that they would have as a volunteer. Discuss.

II REFLECT

SNOWBALL REFLECTION

This activity encourages cadets to reflect upon their learning from an objectives activity.

- Hand out a small piece of paper to each cadet. Ask them to write a key reflection from the 'All about the objectives' activity on the sheet of paper e.g. *I learnt that a part of the cadet program is giving back to the community.*
- Remind cadets of the actions in the code of conduct so that their statements are honest, respectful, appropriate and fair.
- Ask cadets to crumple the paper and move into a large group where they toss their papers into the air.
- Cadets catch one of the 'snowballs,' and read it.
- Cadets add a new reflection to the other side of the page. It can be their previous reflection or a thought that is generated from reading another cadet's reflection.
- Repeat the activity and discuss.

LEVEL	R	CADET RECRUIT	R
STREAM	1	CADET QUALITIES	1
TOPIC	5	RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE	RS 1

ESCC OBJECTIVE

Encourage young West Australians to participate in the acquisition of skills and knowledge about the role and functions of Western Australia’s emergency services agencies.

LEVEL	R	CADET RECRUIT	R
STREAM	1	CADET QUALITIES	1
TOPIC	5	RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE	RS 1

ESCC OBJECTIVE

Develop values of duty, loyalty and service to the community, school and Emergency Services Cadet program.

LEVEL	R	CADET RECRUIT	R
STREAM	1	CADET QUALITIES	1
TOPIC	5	RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE	RS 1

ESCC OBJECTIVE

Support and promote public education and awareness of the management of emergencies at state, regional and local level.



LEVEL	R	CADET RECRUIT	R
STREAM	1	CADET QUALITIES	1
TOPIC	5	RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE	RS 1

ESCC OBJECTIVE

Support and strengthen the links between schools, the community and the volunteer emergency services.

LEVEL	R	CADET RECRUIT	R
STREAM	1	CADET QUALITIES	1
TOPIC	5	RECRUIT ESCC OBJECTIVES & RESPONSIBILITIES OF THE SERVICE	RS 1

ESCC OBJECTIVE

Assist communities to deal with natural or other emergencies through appropriate training, supervision and control.

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **6** RECRUIT DRILLS**R****1****6**

TOPIC 6: RECRUIT DRILLS

LEARNING INTENTIONS

1. Understand the purpose and value of drill in the context of the ESCC program.
2. Demonstrate designated drill movements at the halt and on the march.

TOPIC CONTENT

Please refer to the ESCC Drill Manual available on the volunteer hub for more detailed instruction.

OVERVIEW

1. Drill is the term used to describe a formal parade where individuals and groups of individuals are able to move quickly in formation from one place to another. It encourages a readiness to respond to instructions when required which is an essential skill for emergency service cadets.
2. Cadets learn how to march and be part of a team and gain a better understanding of how they fit in and contribute to a team. Drill fosters self-discipline and encourages a sense of pride.
3. Drill can contribute to cadets working safely in natural environments (e.g. responding to instructions, measuring distance using 'pacing' skills taught through drill formations).

INSTRUCTOR TIPS FOR TEACHING DRILL

1. Drill is not a skill that should be taught as a 'once off'. Time must be provided in the cadet program to refresh and reteach drill skills regularly throughout the year.
2. An example is usually imitated. Demonstrations must be correct and are more effective than instructions without a demonstration.
3. When giving words of command from a stationary position, the instructor must stand still and correctly at attention.
4. The instructor should insist on the highest possible standard being achieved; in keeping with their instructional ability and the motivation and ability of their cadets to learn.

UNIT FORMATIONS

1. A general guide to unit formations relative to the number of people is as follows:
 - a single rank/single file may have up to 10 people.
 - two ranks/files are used for more than 10 and up to 20 people.
 - three ranks/column of threes are used for 21 people or more.
2. Unit instruction is best conducted with the cadets in a single rank; however, lack of space or the size of the unit may necessitate using two or three ranks at the open order (having enough space between the ranks so that the inspecting instructor can walk between the ranks).
3. Before cadets have been taught how to take up unit formations, they should be told in simple terms how to adopt the formations required.

PROTOCOLS

Saluting

1. The present-day salute is a symbol of greeting, mutual trust and confidence. It is initiated by the junior rank without loss of dignity on either side.
2. The only time a cadet or cadet instructor is required to salute is as follows.
 - When the Australian National Flag (ANF) is raised to the masthead; all personnel in the vicinity should stop, come to attention and face the flag. They are to salute until the flag reaches the top of the flagpole.
 - When the ANF is lowered the same shall apply until the flag is in the hands of a flag party member.
 - During the ANZAC Day ceremony when the ANF is lowered to half-mast and the Last Post is sounded. The salute should be held until the bugler ceases playing.
 - During the playing of the National Anthem, the following applies:
 - a. All ranks in uniform not on parade, or not part of a formed body of cadets, are to salute.
 - b. Cadet NCOs and cadets in command of bodies of cadets are to salute, while the cadets under their command are to stand to attention.

Ways of teaching

1. Drill requires concentration, teamwork and precision. A maximum of 20-30 minute drill sessions are recommended for cadets at this level.
2. Consider splitting cadet groups into ability levels to teach and reteach specific skills to the different levels as required.
3. As cadets become more skilled in drill, introduce more challenging/new drill commands.

Words of Command

1. Commands are issued in a confident, clear and decisive voice.
2. Each command has three parts.
 - The prefix – e.g. ‘UNIT’, ‘SECTION’, ‘CADETS’
 - The cautionary – this part warns of the movement to be performed e.g. in the command ‘ATTEN-TION’ the cautionary part of the word in ‘ATTEN’.
 - The executive – this is the signal for the movement to be carried out e.g. ‘TION’.

‘UNIT LEFT TURN’

UNIT = prefix

LEFT = cautionary

TURN = executive



Detailed descriptions of each command can be found in the overview section or the ESCC Drill Manual available on the volunteer hub.

Specific drill commands and actions

1. In foot drill, there are to be no exaggerated movements. Common faults that must be corrected are:
 - scraping of the feet
 - heel clicking
 - hopping
 - excessive stamping.

ATTEN – TION (2.2.1 of the ESCC Drill Manual)

On the command ATTEN – TION, the following position is adopted:

- The heels are together and in line; the feet are turned out to an angle of 30 degrees.
- Knees are braced but not locked; the body is erect with the weight evenly distributed on both feet; the shoulders are back, level and square to the front (to bring the chest to position without straining or stiffening).
- Both arms are straight from the shoulders; the elbows are close to the sides; the wrists are straight; the hands are closed (but not clenched).
- Backs of the fingers are close to the thighs; the thumbs are straight and to the front, close to the forefinger and just behind the seam of the trousers.
- Head is up, neck touching the collar; the eyes are open, steady and looking at their own height directly to the front.

STAND AT – EASE (2.2.2 of the ESCC Drill Manual)

On the command STAND AT – EASE, the following position is adopted:

- The right foot is kept still and the leg braced back, the left foot is raised 15 cm above the ground (the Knee Bent Position, Figure 2-1) without it being brought forward and it is carried sharply to the left and to the ground so that the feet are 30 cm apart, with the heels still in line and the feet at the same relative angle as for the position of ATTENTION.

- The weight of the body is transferred evenly over both feet.
- With the arms kept straight, they are forced, by the shortest means behind the back. The back of the right hand is placed in the palm of the left, with the thumbs crossed and the fingers and hands straight and pointing towards the ground.
- If the wearing of equipment makes placing the hands behind the back impractical, they are held at the sides. Similarly, when carrying books and other small objects, the arms are held to the sides. Books and similar items are carried in the left hand.

STAND – EASY (2.2.5 of the ESCC Drill Manual)

On the command STAND – EASY, the following position is adopted:

- After the pause, the limbs, body and head are relaxed.
- The head or limbs must not be moved unless directed to do so by the instructor.

REST (1.6.1 of the ESCC Drill Manual)

On the command REST, the following position is adopted:

- REST is an executive word of command.
- It means that the cadets can relax in the position they are in while an explanation is given or the instructor gives a demonstration.
- Given after a demonstration, it means that the instructor has completed the demonstration and is relaxing in his position while giving an explanation.
- When given to cadets, it should be prefixed with UNIT; when an instructor with reference to his own movements uses it, it should not be prefixed.

POSITION (2.3.1 of the ESCC Drill Manual)

On the command POSITION, the following position is adopted:

- POSITION is an executive word of command, used to return cadets, or the instructor, to the previous position to enable the practical phase of the lesson to continue.
- On this command, cadets will adopt the position they were in prior to the command REST being given, or the last position.
- The same rules for prefixing apply as for REST.

AS YOU WERE (1.6.2 of the ESCC Drill Manual)

On the command AS YOU WERE, the following position is adopted:

- Is given to return cadets to the position they were in prior to the last command.

RIGHT TURN (2.11.1 of the ESCC Drill Manual)

- On the command RIGHT TURN – ONE, with both knees straight, the member turns 90 degrees to the right on the right heel and the ball of the left foot by raising the left heel and right toe, keeping the weight of the body on the right foot.
- On completion of the movement, the right foot is flat on the ground, and the left leg to the rear with the heel raised and turned slightly inwards.
- The knees, thighs and body are braced in the position of ATTENTION.
- On the command UNIT – TWO, the left knee is bent and the left foot is brought sharply into the position of ATTENTION.

LEFT TURN (2.11.3 of the ESCC Drill Manual)

- The procedure for the left turn is the same as for the right turn, substituting a left turn for a right, and vice versa.

ABOUT TURN (2.11.4 of the ESCC Drill Manual)

- The procedure for the about turn is as for the right turn, except that a pivot through 180 degrees is made in the first movement.

SALUTE TO THE FRONT (2.10.7 of the ESCC Drill Manual)

- On the command SALUTE TO THE FRONT – ONE, the right arm is kept straight and raised sideways until it is horizontal with the palm of the hand to the front, the fingers are extended and the thumb is close to the forefinger.
- With the upper arm stationary and the hand and wrist straight, the elbow is bent until the tip of the forefinger is two centimetres over the right eye, or touching the peak of the cap or the brim of the hat in front of the right eye.
- The forearm, wrist and fingers are kept in a straight line and the palm of the hand is vertical.
- On the command SQUAD – TWO, the right elbow is dropped towards the front and the hand is cut to the side to return to the position of ATTENTION.
- The fingers of the right hand are curled into the correct position as the hand is cut down.
- On the command SALUTE TO THE FRONT – SALUTE, the hand is kept at the position of the SALUTE for the pause.

UNIT – RIGHT MARKER

From the Rear

- On the cautionary word of command UNIT, the position of STAND AT EASE is adopted.
- On the executive words of command RIGHT MARKER, the right-hand member of the front rank comes to attention, pauses then marches:
 - to a point two paces from the instructor
 - the nominated number of paces (always an odd number); or
 - to a place indicated by the instructor.
- The right marker halts, pauses and stands at ease.

ON – PARADE (2.5.2 of the ESCC Drill Manual)

- On the command ON – PARADE, the marker and the remaining cadets in the squad come to attention.
- After a pause, the remaining cadets in the squad march straight forward to their new alignment on the left of the marker, halt and stand at ease, with the Number One in the centre and rear rank covering the marker.



(2.5.3 of the ESCC Drill Manual)

The procedure from a flank is the same as for moving on parade from the rear, except that the marker turns to the front after halting and stands at ease. The remainder carry out the same movements. A pause is to be observed between movements.

UNIT – NUMBER (2.6.1 of the ESCC Drill Manual)

- On the command UNIT – NUMBER, the right-hand member of the front rank is to call out 'ONE', the member on his left is to call out TWO, and so on, along the front rank.
- Each member in the centre and rear ranks adopts the number of the front-rank member he is covering.
- If an error is made in numbering, AS YOU WERE will be ordered and the last correct number called out.
- The member so indicated is to repeat his number and the front rank takes up the numbering from that member.

PROVE (2.6.2 of the ESCC Drill Manual)

- When a number is called, for example FRONT RANK, NUMBER TEN, the member so numbered is to come to attention and respond as appropriate.
- On the command PROVE, he is to raise his left forearm parallel to the ground, keep the upper arm steady, palm of the hand to the right, fingers and thumb extended and closed together.

FORM UP IN THREE RANKS – MOVE (2.3.1 of the ESCC Drill Manual)

On the order FORM UP IN THREE RANKS – MOVE, the following position is adopted:

- Cadets position themselves in three ranks, with one pace between the toes of one rank and the toes of the rank behind it, and with an interval of one arm's length between cadets.

FORM UP IN TWO RANKS – MOVE (2.3.2 of the ESCC Drill Manual)

On the command FORM UP IN TWO RANKS – MOVE, the following position is adopted:

- Cadets position themselves in two ranks with two paces from the toes of the front rank to the toes of the rear rank and with an interval of one arm's length between cadets.

FORM UP IN SINGLE RANK – MOVE (2.3.3 of the ESCC Drill Manual)

On the command FORM UP IN SINGLE RANK – MOVE, the following position is adopted:

- Cadets position themselves in a single rank with an interval of one arm's length between cadets.

RIGHT DRESS (2.9.1 and 2.12.1 – 2.12.3 of the ESCC Drill Manual)

On the command RIGHT DRESS, the following position is adopted:

- All except the cadets in the right file turn heads and eyes to the right.
- At the same time, the cadets in the front rank, except for those on the left flank, bend left elbows slightly to the rear and, without pause, punch left arms to a horizontal position to the left, with fist clenched and the back of the hand uppermost.
- Where cadets are close to each other prior to dressing, the arms should be punched to the rear of the cadet on the left.
- After another pause, all except the right hand member of the front-rank dress by taking short, sharp paces until each can see the chin of the cadet two from him and his upper right arm is just in contact with the knuckles of the outstretched left arm of the member on his right.
- For each pace, the right foot is lifted 15 cm and the left foot moved in the appropriate direction without bending the knee.
- The right hand cadets of the centre and rear ranks place themselves at the correct distance from, and covering, the cadet in front.
- Other cadets in these ranks cover correctly by glancing out of the corner of the left eye.

EYES FRONT (2.4.5 of the ESCC Drill Manual)

On the command EYES FRONT, the following position is adopted:

- All turn heads and eyes smartly to the front and cut left arms to the side with a rearward movement of the elbow, under control and without noise.

PACES FORWARD AND TO THE REAR (2.7.1 of the ESCC Drill Manual)

- When the command ...PACES FORWARD (...PACES STEP BACK) – MARCH is given, the movement is carried out in quick time but with the arms held by the sides.
- The cadets in the nominated rank are to march forward (or to the rear) the ordered number of 75 cm paces. The maximum number of paces a member should be ordered to step forward or to the rear is three.
- If a greater number is required, the orders QUICK MARCH (3.1.1-3.1.4 & 3.3.1 of the ESCC Drill Manual) and HALT (3.3.2 of the ESCC Drill Manual) will be used.

OPEN AND CLOSE ORDER MARCH (2.8.1 of the ESCC Drill Manual)

- When OPEN ORDER – MARCH is ordered and there are two ranks, the rear rank steps back two paces.
- If in three ranks, the rear rank steps back two paces and the front rank steps forward two paces.
- When CLOSE ORDER – MARCH is ordered and there are two ranks, the rear rank steps forward two paces.
- If in three ranks, the front rank steps back two paces and the cadets in the rear rank step forward two paces.
- These movements are made in quick time. The arms are held by the sides of the body.

FALL – OUT (2.9.2 of the ESCC Drill Manual)

- To fall out of the front rank, a member takes a pace to the left front, pauses and moves off straight to the front and halts two paces from and facing the instructor.
- If in the centre or rear rank, a member takes a pace to the left front, pauses and moves off straight to his front and halts two paces from and facing the instructor.

DIS – MISS (2.12.1 of the ESCC Drill Manual)

- The cadets in the squad are first brought into line before dismissal.
- When the order DIS – MISS is given, cadets turn to the right, pause and then move off.
- They march forward as a squad for three paces and then break formation and carry on independently, but in step, until clear of the parade ground.

ESCC DRILL VIDEOS

A selection of drill videos are available on the volunteer hub and at the following links.

DFES Cadets Attention	https://youtu.be/3OGqOta91fw
DFES Cadets Left Turn	https://youtu.be/Y7_syAmLvWM
DFES Cadets Right Turn	https://youtu.be/Rp4qPfsfxEk
DFES Cadets About Turn	https://youtu.be/lsmpp1JSHZ4
DFES Cadets Left, Right Incline	https://youtu.be/ahRaHAcggqM
DFES Cadets Left, Right, About Turn	https://youtu.be/DUTl5SF0y4g
DFES Cadets Right Marker Sizing	https://youtu.be/6HFlF0umNq8
DFES Cadets Forming Up in Three Ranks Right Dress	https://youtu.be/NjJKzJGy3rw
DFES Cadets Right Dress	https://youtu.be/j2XOM5wLklc
DFES Cadets Open Order, Close Order	https://youtu.be/B4qZ_47-uh0
DFES Cadets Dismiss	https://youtu.be/Slr0eSQ5qK4
DFES Cadets Salute to the Front	https://youtu.be/Fs7d25r-h8c
DFES Cadets Salute to the Front Group	https://youtu.be/At4TE6TZSvE
DFES Cadets Greeting	https://youtu.be/g-DBgl3HyFs
DFES Cadets Quick March Dressing by the Left	https://youtu.be/gYUoEdlgl34
DFES Cadets Quick March Dressing by the Right	https://youtu.be/7cSyhQNq9Y0
DFES Cadets Quick March Dressing by the Centre	https://youtu.be/DQal5SLrRic
DFES Cadets When a Cadet Feels Unwell	https://youtu.be/c5qTbKXo_P0
DFES Cadets Standing Still Game	https://youtu.be/os5QS-YtAUM
DFES Cadets End Scene	https://youtu.be/sWeFUquFAnQ

ACTIVITY 1 - INTRODUCING DRILL



INTRODUCE

- Discuss the purpose and value of drill. Highlight teamwork, self-discipline, following of instructions, sense of pride in themselves and the ESCC, and participation in cadet events.
- Discuss the salute and when it is appropriate.

OPTION

- Choose a video from the examples below that show a drill team in formation. This can be a cadet corps, a dance drill team, band in formation etc. Cadets observe what a coordinated (or not so coordinated drill) looks like. Ask cadets to critique the drill looking at skills such as:
 - patterning
 - precision
 - following instructions etc.
- Discuss the cadets' observations.

Christ Church Grammar School Cadet Unit annual camp parade <https://www.youtube.com/watch?v=jFwPEtrgoos>

616 Australia Air Force Cadets <https://www.youtube.com/watch?v=TUDNrJbJNg>

Australian Army Cadets <https://www.youtube.com/watch?v=GjuYPnoxGZs>

U/12 March Past – Classic Cadets – Australian Drill & Dance – Sydney 2009 <https://www.youtube.com/watch?v=dsZr9bjl8fQ>

PRACTISE

- Introduce 'words of command'. These words convey an order which is to be promptly obeyed.
- Ask cadets to move into formation (1.3.1 of the ESCC Drill Manual).
 - A single rank/single file may have up to 10 people.
 - two ranks/files are used for more than 10 and up to 20 people.
 - Three ranks/column of threes are used for 21 people or more.
- Using a senior cadet to assist, demonstrate the following commands.
 - ATTENTION
 - STAND AT EASE
 - STAND EASY
 - REST
 - POSITION
 - AS YOU WERE
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.

ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible, level ground

EQUIPMENT & RESOURCES

OPTION

Access to the internet, screen etc to show YouTube video.

- Senior cadets to demonstrate
- Cadet hand book – *Set and strive – Drill* (page 58)

PERSONAL & SOCIAL SKILLS

Self-management

Set goals for improvement

Social management

Communicate with others

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub.

- Once cadets have the basics of the command move onto the next command.

Personalised instruction

- Use senior cadets to work individually or in small groups with recruit level cadets that require further instruction.

REFLECT

- At the end of the drill session ask cadets to write a drill-based goal in their handbook (page 58). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. For the next 10 weeks of drill practice I will practise reviewing the drill commands weekly in my own time in preparation for my drill skills assessment.



The flag



ACTIVITY 2 - FORMING UP RANKS, DRESSING A UNIT & MOVING ON PARADE



REVISE

- Revise drills using senior cadets to demonstrate.

GET IT RIGHT OR STEP OUT

This activity challenges cadets to apply their drill skills in a game situation.

- Ask cadets to fall into rank.
- Starting slowly, give a command.
- Cadets need to respond to the command.
- If the cadet responds correctly, they stay in the game. If they respond incorrectly, they need to 'step out'.

OPTION

- Play in lines or ranks rather than the whole unit.
- Divide unit into two (or more) even groups to compete against each other.
- Starting slowly, give a command.
- Cadets in one group respond to the command.
- The group continues to respond to commands until someone in their group makes an error allowing the other group to have a go.
- The winner is the group that gets the most commands followed correctly in a row.



The optional activity is useful if you want to use 'like skill ability groupings'. Whoever is running the game can then target the ability levels of each group accordingly.



PRACTISE

- Ask cadets to move into formation.
- Using a senior cadet to assist, demonstrate the following actions.
 - UNIT – RIGHT MARKER
 - FORM UP IN RANKS
 - RIGHT DRESS
 - DRESSING BY THE RIGHT
 - STAND AT EASE
 - EYES FRONT
 - MOVING ON PARADE
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.
- Once cadets have the basics of the command move onto the next command.



Form up



ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible



EQUIPMENT & RESOURCES

- Senior cadets to demonstrate



PERSONAL & SOCIAL SKILLS

Self-management

Set goals for improvement

Social management

Communicate with others

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - One command they followed well today and why
 - One command that needs improvement and why
- Complete a think-pair-share activity.

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to do a quick ‘thumbs up (good), down (not so good) or across (unsure, ok)’ based on how they feel they went in the drill session. Watch carefully and use this to ‘check-in’ with cadets as required.

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub



Presentations



ACTIVITY 3 - NUMBERING, PACES FORWARD & BACK, OPEN & CLOSE, AND FALL IN, FALL OUT



◀ REVISE

DO YOU KNOW YOUR COMMANDS?

This activity challenges cadet drill knowledge.

- Divide cadets into even groups.
- Each group is given a game sheet (*Do you know your commands?* page 56). They will need a pen to record their responses.
- Use senior cadets to demonstrate a command. No order is given – just the action is shown. The cadet demonstrating must be proficient to avoid confusion.
- Each group must decide on the command and write it down on the game sheet. Depending on the skill level of the unit in drill, the same command could be shown twice.
- After all of the commands have been given, mark the game sheets and recognise the winning group.
- This activity encourages cadets to really think about the action without hearing a command – just seeing the action.

🔄 PRACTISE

- Ask cadets to move into formation.
- Using a senior cadet, demonstrate the following actions.
 - NUMBERING
 - PACES FORWARD AND BACK
 - OPEN AND CLOSE ORDER – MARCH
 - FALL IN AND OUT
 - AS YOU WERE
 - RIGHT DRESS
 - DISMISS
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.
- Once cadets have the basics of the command move onto the next command.

⏸ REFLECT

- Complete a think-pair-share activity.

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to reflect on one of the following questions, sharing their response with a partner.
 - *I was surprised that....*
 - *Today I thought....*
 - *I still want to know....*
- Discuss responses with the unit.

🌐 ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible, level ground

🛠 EQUIPMENT & RESOURCES

- Senior cadets
- Do you know your commands?
 - Resource sheet – *Do you know your commands?* (page 56)
 - Pens/textas

👁 PERSONAL & SOCIAL SKILLS

Self-management

Set goals for improvement

Social management

Communicate with others

✅ SKILLS ASSESSMENT

- Drill Assessment

💬 COMMUNITY ENGAGEMENT

📎 SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub

Group name _____

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

ACTIVITY 4 - SALUTE AT THE HALT & RIGHT TURN, LEFT TURN & ABOUT

30

REVISE

- Divide the cadets into small groups of 3-4 cadets.
- Allocate each group a senior cadet.
- The senior cadet gives a command for cadets to follow.
- Make this a quick 5 min session.

OPTION

- Divide cadets into ability groupings to make the revision more tailored to cadet needs.

PRACTISE

- Discuss with cadets when and when not to salute (2.10.1 – 2.10.6 of the ESCC Drill Manual).
- Ask cadets to move into formation.
- Use a senior cadet to assist, demonstrate the following actions.
 - SALUTE TO THE FRONT
 - TURNS
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.
- Once cadets have the basics of the command move onto the next command.

REFLECT

ONE-MINUTE CHALLENGE

The activity challenges cadets to reflect on all the drill skills they know.

- Ask cadets to form pairs and write down all of the drill commands that they can remember.
- At the end of the one-minute ask cadets to count up the number of commands remembered.
- Check them for accuracy and reward the winning pair.

ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible

EQUIPMENT & RESOURCES

- Senior cadets to assist
- One minute challenge
 - Blank paper, paper/pens

PERSONAL & SOCIAL SKILLS

- Self-management**
Set goals for improvement
- Social management**
Communicate with others

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub



Learning in progress

ACTIVITY 5 - QUICK MARCH & HALT



REVISE

- Ask cadets to do a quick ‘thumbs up (good), down (not so good) or across (unsure, ok)’ based on how they feel they are progressing with the drill topic.
- Ask cadets which drills are causing the most confusion (if any). Demonstrate any drill skill in question.
- Complete a quick revision session.

Personalised instruction

- Use senior cadets to work individually or in small groups with recruit level cadets that require further instruction.

PRACTISE

- Ask cadets to move into formation.
- Using senior cadets to assist, demonstrate the following actions.
 - QUICK MARCH
 - HALT
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.
- Once cadets have the basics of the command move onto the next command.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - 1 command they followed well in their drill and why
 - 1 command that needs improvement and why

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible, flat ground for marching

EQUIPMENT & RESOURCES

- Senior cadets

PERSONAL & SOCIAL SKILLS

Self-management

Set goals for improvement

Social management

Communicate with others

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub

ACTIVITY 6 - WHEELING & SALUTING ON THE MARCH



REVISE

- Revise drills using senior cadets to demonstrate.

GET IT RIGHT OR STEP OUT

This activity challenges cadets to apply their drill skills in a game situation.

- Ask cadets to fall into rank.
- Starting slowly, give a command.
- Cadets need to respond to the command.
- If the cadet responds correctly, they stay in the game. If they respond incorrectly, they need to 'step out'.

OPTION

- Play in lines or ranks rather than the whole unit.
- Divide unit into two (or more) even groups to compete against each other.
- Starting slowly, give a command.
- Cadets in one group respond to the command.
- The group continues to respond to commands until someone in their group makes an error allowing the other group to have a go.
- The winner is the group that gets the most commands followed correctly in a row.

PRACTISE

- Ask cadets to move into lines (rank and lines if appropriate as detailed in 1.3.1 of the ESCC Drill Manual).
- Using a senior cadet to assist, demonstrate the following actions.
 - WHEELING
 - SALUTING ON THE MARCH
- Each command should be demonstrated at least twice with the teaching points of each command highlighted.
- Once cadets have the basics of the command move onto the next command.
- Remind the cadets of the date of the drill skills assessment.

REFLECT

- Cadets revisit the *Set and strive – Drill* page 58 in their log book and note whether they fully or partially achieved their goal.
- Conduct a quick 'thumbs up, down and across' to gauge where cadets are at with goal achievement. 'Check-in' with cadets as required.

ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible, flat ground for marching

EQUIPMENT & RESOURCES

- Cadets at level 1 or 2
- Cadet Recruit Handbook – *Set and strive – Drill* (page 58)

PERSONAL & SOCIAL SKILLS

- Self-management**
Set goals for improvement
- Social management**
Communicate with others

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub

ACTIVITY 7 - DRILL ASSESSMENT



REVISE

- Provide cadets with 10 minutes at the start of the session to practise their drills.

Personalised instruction

- Use senior cadets to work individually or in small groups with cadets at this level who require further instruction.

PRACTISE

- Provide cadets with the opportunity to be assessed in all drill skills. This may be in one session or over a number of sessions depending on their skill level.
- Provide opportunities for cadets to reassess as required.

TIP

Video the drill exercises on an iPad or another device and mark-up the Drill Assessments in the handbooks at a later date.

ENVIRONMENT

- Open space sufficient for the group size
- Consider the environment e.g. positioning cadets in the shade for drill when possible, flat ground for marching

EQUIPMENT & RESOURCES

- Senior cadets to demonstrate
- iPad or similar device to video drill exercises (optional)
- Cadet Recruit Handbook – *Drill Assessment* (page 53)

PERSONAL & SOCIAL SKILLS

Self-management

Set goals for improvement

Social management

Communicate with others

SKILLS ASSESSMENT

- Drill Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

- ESCC Cadet Drill Manual available on the volunteer hub
- ESCC Drill videos available on the volunteer hub



Concentration

LEVEL **R** CADET RECRUITSTREAM **1** CADET QUALITIESTOPIC **7** TEAM BUILDING**R****1****7**

TOPIC 7: RECRUIT TEAM BUILDING

LEARNING INTENTIONS

1. Contribute to team building activities.
2. Complete a teamwork skills inventory.

TOPIC CONTENT

OVERVIEW

1. Cadets need to learn how to be effective members of a team. This means both leading a team and contributing to it to reach a shared goal.

POSITIVE BEHAVIOURS IN A TEAM

The content in this topic includes generic information about positive behaviours within a successful team. The information has been applied to an ESCC context with recognition of the role of the cadet instructor and the ranking structures that do exist.

It also recognises that within a cadet unit there will be a number of teams however the behaviours listed below should be promoted as desirable elements within the culture of the entire unit and any team within this unit.

1. **Respect the cadet instructor and other team members**

Following instructions is an important skill in the emergency service context as some activities can involve risk. Being respectful of others is one of the actions listed in the ESCC Code of Conduct. In order to be an effective team member, cadets must be respectful and follow the instructions of cadet instructors and higher ranked cadets.

2. **Communicate clearly with others**

Communication works in two directions; listening and speaking. Cadets need to communicate actively with others in their unit. The ability to listen to others is essential in receiving correct information and completing the tasks allocated.

3. **Cooperate with others**

In an emergency services context more can be achieved by working together. Cadets need to cooperate to effectively and efficiently achieve program objectives.

4. **Admit mistakes and learn from experience**

Learning from mistakes and miscalculations builds resilience and can help to build a stronger unit. In a team setting cadets must be able to admit when they have made a mistake or when they have not carried out instructions as directed.

5. **Accept constructive criticism**

Constructive criticism includes observations or thoughts about ways to improve the way in which a task is completed. Cadet instructors, and senior cadets, will often provide constructive criticism to cadets. This criticism is given to assist cadets develop as team members, to improve their knowledge and skills, and to help them prepare to become leaders. Cadets must learn to accept constructive criticism and use it in a beneficial way.

6. **Assume responsibility**

Cadets should accept responsibility for their actions and be willing to accept additional responsibilities within the unit when required.

7. **Be honest**

Honesty is an ESCC value. Cadets must be honest with others in their unit. Most people will believe and want to work with someone they trust. In an emergency service context this is extremely important.

Continued on next page

8. Accept other team members for who they are

Cadet units are made up of individuals with different strengths and limitations. Embracing the diversity within a unit and accepting and understanding individual differences can help to build stronger and more resilient teams.

9. Know the job and be prepared

Being a positive and contributing cadet means knowing what the ESCC program's goals are and working hard to contribute to the attainment of these goals.

CHARACTERISTICS OF A SUCCESSFUL TEAM

Successful cadet units and successful teams share similar characteristics.

1. Communication

Clear communication is essential in an effective team. Team members must feel comfortable sharing ideas and concerns with each other, senior cadets and the cadet instructor.

2. Mutual cooperation and support

Cadet instructors have the task of fostering a cooperative and supportive environment through good leadership and the role-modelling of appropriate behaviours. The ESCC Code of Conduct clearly outlines acceptable cadet behaviour.

3. Share a common goal

When a team understands the purpose of a task they can be motivated to work together to achieve the task. Setting clear, shared goals should be a priority for cadet units.

4. High 'esprit de corps'

When all cadets have a sense of pride and belonging, it is more likely they will want to be part of the unit. This sense of belonging will enable the unit to become more cohesive and willing to work together to accomplish unit goals.

ADVANTAGES OF EFFECTIVE TEAMWORK

There are many advantages to effective teamwork.

1. Increases and develops communication

Teamwork is an opportunity for cadets to interact in new ways by forming new relationships and communicating with others. Communication is the key to ensuring all cadets are enjoying the program, achieving personal goals, feeling as though they belong, and developing new knowledge and skills. Communication, consultation and cooperation with and within the community is essential for emergency service organisations to achieve their mission.

2. Includes everyone and ensures a better outcome

A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task, different ideas and opinions mesh together to provide a sound outcome. In a team setting people feel that their contributions are valuable. Individuals feel a sense of belonging and that their contribution is helping to achieve something important.

3. Tasks are easier when more people are involved

When the responsibility and workload is shared among all cadets and the unit works well together, goals are reached, successful tasks are completed, and a sense of pride is experienced.

ACTIVITY 1 - LOOKING AT TEAM SKILLS



INTRODUCE

- Explain to cadets that throughout their life they will often need to work with others to achieve shared goals. To do this they need to 'activate' skills that they currently have and also develop some new skills. Essentially – work as a team.
- Ask the cadets to:
 - think of a time when they were a part of a team that worked well together e.g. sporting group, assignment group etc.
 - explain why the team worked well together e.g. listened to each other, knew what they had to achieve, were respectful of each other, each team member accepted responsibility for their role etc.
- Add to the skills mentioned to make sure cadets understand what helps to create a good team.
- Explain that cadets will need to:
 - support and rely on each other within the cadet unit
 - practise team work skills within their unit as they are very important in the emergency services context.

PRACTISE

LINE THEM UP

This activity encourages cadets to use their verbal and non-verbal communication skills and also their ability to work as a team to achieve an outcome.

- Divide the groups according to the months or year they were born.

TIP

If the group is large you may need to divide them into smaller groups.

- In their group, instruct the cadets to get into a single line facing the same direction.

TIP

Mark the floor with a line of masking tape so cadets know where they have to stand.

- In this line, and without talking, they need to get into birth date order e.g. youngest furthest to the left and oldest furthest to the right.
- When the group believes that the line-up is correct, they will start at one end and call off their birthdays. Down the line, every cadet will name off their date.



Focused

ENVIRONMENT

- Indoor or outdoor venue

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Team skills inventory* (pages 10-12); *Set and strive – Teamwork* (page 59)
- Line them up
 - Masking tape to mark the floor

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others


Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes


Inclusivity

Acknowledge inclusivity and participation for all

- When completed ask cadets the following questions and discuss their responses.
 - What skills as a team did you have to use to achieve the task?
 - What did you do well?
 - What could you have improved on?
- Ask cadets to move back into the line and drawing on what they learnt from the last task, put themselves into a line according to favourite colour, eye colour, hair colour or a subject in school etc. Again, they cannot talk.
- After the activity, ask the same questions and check the responses.

 They may respond that the task was easier as they became familiar with it. This could start a discussion on the importance of practice. When a cadet has to complete a task in a challenging situation it is easier if they know exactly what to do because they are well-trained e.g. evacuation procedure.

- Change the task by telling cadets that they can talk. Again, choose how you want them to line up according to favourite colour, eye colour, hair colour or a favourite subject in school.
- Once this task is finished, ask the cadets the following questions and discuss their responses.
 - What strategies did your team use to complete the task?
 - Did being able to talk make it easier or harder, why?

 They may respond that talking made it harder as everyone talked at the same time and no one listened. This is a great opportunity to discuss the importance of active listening. Discuss 'tuning in' to what someone is saying verbally and also non-verbally which they would have had to do well when they were unable to speak in the activity.

- Reiterate what the skills were that the team had to use to complete the tasks successfully.

PRACTISE

TEAMWORK SKILLS INVENTORY

This activity is designed to help cadets begin to identify their own individual teamwork strengths.

- Explain to cadets that becoming a functional member of a team is learning to understand what each individual brings to the team.
- Ask cadets for a list of some of the characteristics they think make a good team player. This might be phrased as follows: *What does it take from each person in a team to make a team really work?*
- Discuss the responses adding to them as necessary.
- Explain to cadets that they will be completing an individual inventory of their teamwork skills.

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT


SUPPORT RESOURCES

Teamwork pays off (1.22 mins)

<https://www.youtube.com/watch?v=wuo13FrNX6g>

The above includes three very small clips about teamwork. Whilst they are about travelling in groups the message is that working together can achieve more than working in isolation and being a part of a group can be a protective factor.

A video such as the above may be an interesting way of introducing the topic of teamwork for some units.

 This inventory is for personal reflection and does not need to be shared.

- Cadets complete the inventory in their handbook – *Team skills inventory* (pages 10-12).

Extension

- Have participants ask someone they know and trust to rate them using the ‘trusted other’ line in the *Team skills inventory* in the handbook (pages 10-11).
- Were the scores/checks similar or different? What could this mean?
- Does this change any of the notes they made related to skills to improve?

REFLECT

- Ask cadets to share one teamwork strength they have and one area they would like to improve in.
- This discussion may help those in need of assistance in a particular teamwork skill to identify who might be able to help them.
- Ask cadets to write their own teamwork-based goal in their handbook – *Set and strive – Teamwork* (page 59). Remind cadets that a goal should be SMART. Cadets can use information from the team skills inventory to write their SMART goal.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *Over the next four weeks I am going to listen actively and respect the different viewpoints of others in my cadet unit.*



Trust – a key teamwork attribute

ACTIVITY 2 - BARRIERS TO EFFECTIVE TEAMWORK



REVISE

ONE MINUTE CHALLENGE

This activity challenges cadets to remember the skills of successful teams.

- Divide cadets into even groups.
- Using a piece of butcher paper ask cadets to list the skills that are needed for teams to successfully work together e.g. good communication, active listening, recognising everyone's strengths and limitations, respect etc.
- Cadets have one minute to write down as many skills as they can in their group.
- The skills are shared, discussed and added to as needed.

INTRODUCE

PAPER PLANE

This activity encourages cadets to work together to complete tasks in a short period of time. They need to work together for more cadets to be successful in the activity. Explain that the shared team goal is to have all cadets still in the game right at the very end.

- Explain to cadets that teamwork is not always easy and sometimes there will be barriers to team and individual success. The trick is to put strategies in place to create positive outcomes.
- Hand each cadet a piece of A4 paper. Explain that they need to write one factual thing about themselves on the piece of paper that is not well known e.g. where they have been on a holiday, their pet's name etc.
- Give the cadets two minutes to make a paper plane from the paper. Make it clear that there is a time limit to the task.
- Count the time down when there is 20 seconds to go.
- Cadets who do not get their paper plane constructed in the timeframe will sit out of the next stage.
- Ask all cadets who have a paper plane to stand in a loose circle. On 'go' they need to fly their plane. Each cadet will need to catch/collect one paper plane. The plane cannot be their own. Cadets only have one minute to complete this task.
- Cadets who do not complete this task in the timeframe step out of the game.
- The last stage is for cadets to open the plane and find the person who wrote the fact on the plane. They have just one minute to do this. Keep to the tight timeframe for this last stage of the game.

ENVIRONMENT

- Hall, gym, open space

EQUIPMENT & RESOURCES

- One minute challenge
 - Butcher paper/pens
- Paper plane
 - A4 blank paper/pens
- Build a structure
 - Spaghetti (approx. ¼ packet per group) and marshmallows (approx. 12 per group)
- A magic carpet
 - Sheet/tarp

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all



Working together

🔗 You may find in the game that there are only 2–3 pairs that ‘find’ each other. This is ok because you want cadets looking at the barriers to achieving a shared team goal.

- Ask the following questions and then discuss the cadets’ responses.
 - What were the barriers stopping everyone getting their paper plane constructed? How could you as a team have overcome these?
 - What were the barriers to flying and catching the planes? How could you have overcome these?
 - Who was not able to find the person whose plane they caught? Why was this? How could this outcome have been changed?
 - What are other reasons why teamwork can be difficult?

🔗 This activity encourages cadets to think about working together e.g. those who can make planes quickly help others, handing planes to each other to make sure everyone gets a plane, pointing cadets in the right direction if they know who wrote the information etc. The important point is looking for positive strategies to overcome barriers to successful teamwork.

🔄 PRACTISE

OPTION 1 BUILD A STRUCTURE

This activity encourages cadets to think about the skills they use to complete the tasks, the barriers they face and the positive strategies they use to overcome them.

- Divide cadets into groups of four or more.
- Ask each group to elect a team leader for this activity.
- Give each group a supply of spaghetti and marshmallows.
- Tell the group they will have 10-15 minutes to work together to create the tallest freestanding structure possible.
- Before you say, ‘go’, tell the teams that their team leaders may only supervise and offer instructions. He or she may not physically participate in this activity.
- After 15 minutes ask cadets to step away from their structures and evaluate them.

🔗 Usually the highest structure has a solid and wide foundation. Discuss with participants what it means to have a solid foundation and why laying a solid foundation is important (and the core of an effective team).

- Ask cadets the following questions and then discuss their responses.
 - How did your team work together?

📋 SKILLS ASSESSMENT

💬 COMMUNITY ENGAGEMENT

📎 SUPPORT RESOURCES



Building a structure

- What specifically worked well? What difficulties did you experience?
- Besides the team leader, what role did each person play in the group? How was each person helpful to the end goal?
- Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about his or her level of participation?
- What would you do differently if given a second chance at this activity?

OPTION 2 A MAGIC CARPET

The activity encourages cadets to think about the skills they used to complete the tasks, the barriers they faced and the positive strategies they used to overcome them.

- Divide the cadets into two groups.
- Give each group a sheet/tarp large enough for everyone in their group to stand on.

! TIP

The sheet/tarp should not be too large or the activity will be too easy.

- Tell cadets it is a magic carpet transporting them to some faraway land. However, it is taking them in the wrong direction and needs to be flipped over so it will fly in the right direction.
- The cadets must figure out how to flip it over without anyone touching the ground and they only have five minutes to complete the task.
- Have cadets try a number of different strategies e.g. both groups may choose to work together, putting everyone on one tarp, turning it over and doing the same to the other.
- Ask cadets the following questions and then discuss their responses.
 - How did your team work together?
 - What specifically worked well? What difficulties did you experience?
 - How did you come up with a strategy to try? How was each person helpful to the end goal?
 - What would you do differently if given a second chance at this activity?

II REFLECT

- At the end of the activities ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they contributed to the teamwork tasks.
- 'Check in' with any cadets who choose 'thumbs down'.



Magic carpet – solving the problem

ACTIVITY 3 - TRUST IN TEAMS



REVISE

THE HUMAN KNOT

This activity encourages cadets to consider the skills that they need to work together successfully to achieve a shared goal.

- Have everyone stand in a circle facing each other, shoulder to shoulder.
- Instruct the cadets to put their right hand out and grab a random hand of someone across from them.
- Then, tell them to put their left hand out and grab another random hand from a different person across the circle.
- Within a set time limit, the group needs to untangle the knot of arms without releasing their hands.

TIP

If the group is too large, make multiple smaller circles and have the separate groups compete.

- At the end of the activity ask cadets to tell you what team work skills they had to use e.g. listening, speaking clearly, patience, following instructions from others, perseverance.
- Ask them why these skills were important for the success of this task.

INTRODUCE

- Explain to the cadets that trust is an important component of teamwork. Cadets must learn to trust each other in their assigned roles to work towards a common goal.
- Remind cadets that trust and the ability to follow orders is extremely important to the safety of all in an emergency service context.

OPTION 1 MINEFIELD

The activity encourages cadets to analyse how effective their chosen form of communication was and to explore the level of trust required to complete the task safely.

- Divide cadets into pairs. Blindfold one cadet.
- In a designated area, place small plastic hoops (hula hoops) or witches' hats on the ground to represent mines.
- The cadet without a blindfold stands on the opposite side of the field and must direct their partner across the mine field safely. Everyone does it at the same time, making it hard to hear.

ENVIRONMENT

- Minefield
 - Flat surface without any potholes, divots etc
- Surviving Antarctica
 - Outside where tent pegs can be secured

EQUIPMENT & RESOURCES

- Minefield
 - Blindfolds, witches' hats or hula hoops
- Surviving Antarctica
 - Tent(s)

PERSONAL & SOCIAL SKILLS

- Self-awareness**
Assess personal skills and abilities and use a variety of self-reflection strategies
- Self-management**
Set goals for improvement
- Social management**
Communicate with others
- Leadership**
Apply effective problem-solving and team-building strategies to achieve collective outcomes
- Inclusivity**
Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES



! TIP

Depending on the group you are working with, you can have the non-blindfolded team member walking next to their partner.

- Let the partners come up with a form of communication that their partner must listen out for ahead of time.
- After the activity ask the following questions and discuss the responses.
 - Why is trust important in a team? In an emergency services context?
 - Who found the activity hard, frustrating or scary?
 - Did any of the blindfolded participants find it hard to trust their partner? Why? What were the barriers and how could these have been removed?
 - How hard was it for cadets without blindfolds to get your partner to trust you? What could you have done differently to gain this trust?
- To conclude the activity, ask cadets to come up with one way to improve trust within their cadet unit e.g. all follow the code, have honest communication etc.

OPTION 2 SURVIVING ANTARTICA

The activity encourages cadets to explore the level of trust required and the teamwork skills necessary to complete the task successfully.

- Divide the group into two even sized teams.
- Ask the teams to nominate a team leader for the activity or choose one.

! TIP

This activity will work better if cadets already have an understanding of how to put up a tent.

- Give each group an un-assembled tent.
- Explain that they are in Antarctica and in the middle of a snowstorm. They must quickly put up the tent for survival.
- Challenges that the group must overcome include:
 - the team leader has frost bitten hands and cannot help
 - half the team has been blinded by snow. Allocate these roles and blindfold the cadets. The other half have lost their voices.
- Explain that as a team they must work together, listen to their leader and trust each other to put the tent together.
- Give 10–15 minutes to complete the task.



The timing you allocate will depend on your cadets' experience in putting up a tent.

- After the activity ask the following questions and discuss the responses.
 - Why is trust important in a team? In an emergency services context?

- Who found the activity hard and/or frustrating?
- If you were blindfolded, did you find it hard to trust the other team members? Why? What were the barriers to this trust and how could these barriers have been removed? Did you feel confident to participate?
- If you didn't have a voice, how hard was it to communicate what you wanted others to do?
- If you were the leader, what did you observe from the activity? Did the team follow direction? Did everyone participate? Why/why not? What skills did you use to help the group achieve their goal?
- To conclude the activity, ask cadets to come up with one way to improve trust within their cadet unit e.g. all follow the code, have honest communication etc.

II REFLECT

- Complete a think-pair-share activity.

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to reflect on one of the following questions, sharing their response with a partner.
 - *I was surprised that....*
 - *Today I thought.....*
 - *I really need to improve....*
- Discuss responses with the unit.

TOPIC 8: OVERVIEW OF THE VOLUNTEER EMERGENCY SERVICES

LEARNING INTENTIONS

1. Understand the role that emergency services play in helping the Western Australian community stay safe.
2. Recognise the personal benefits of volunteering.

TOPIC CONTENT

OVERVIEW

This topic includes a brief overview of the emergency services in Western Australia.



BUSH FIRE SERVICE (BFS)

1. West Australians in rural and pastoral areas rely heavily on Bush Fire Brigades (BFB) for protection against the threat and devastation of fire, primarily caused by bushfires.
2. Volunteers operate through 'brigades', which are administered and trained by their respective local governments and supported by DFES.
3. Volunteers are trained and equipped to carry out a range of activities such as:
 - personal and team safety
 - fire suppression methods
 - vehicle driving on and off road
 - communications
 - first aid
 - leadership
 - emergency management procedures.

Some BFB's on Perth's urban bushland fringe also operate as Volunteer Fire and Rescue Service (VFRS) brigades, taking additional responsibility for fires involving structures, chemical spills and assisting with road crash rescues.

Further information about the BFS can be found at:

[Bush Fire Service](#)



VOLUNTEER FIRE AND EMERGENCY SERVICES (VFES)

1. VFES volunteers play a significant and vital role in helping to ensure their local communities are safe.
2. VFES volunteers operate through 'brigades' and are supported by DFES.
3. VFES volunteers can respond to a range of local emergencies including:
 - structure, bush and scrub fires
 - hazardous materials emergencies
 - vehicle and industrial rescue
 - floods, storms and cyclones
 - cliff and cave rescues
 - air searches
 - marine rescues.

Further information about the VFES can be found at:

[Volunteer Fire and Emergency Services](#)



VOLUNTEER FIRE AND RESCUE SERVICE (VFRS)

1. Volunteers within the VFRS play a significant and vital role in ensuring that the community is a safe place to work, live and play.
2. VFRS volunteers operate through 'brigades' and are supported by DFES.
3. VFRS firefighters undertake a range of responsibilities including:
 - combating fires
 - containing hazardous material spills
 - road crash rescue and
 - fire safety education.
4. For incidents involving road crash rescues and hazardous materials emergencies, specialised equipment is used such as the 'jaws of life' hydraulic rams, cutters and spreaders, decontamination equipment and protective clothing.

Further information about the VFRS can be found at:

[Volunteer Fire and Rescue Services](#)



VOLUNTEER MARINE RESCUE SERVICES (VMRS)

1. VMRS members serve their respective local communities on a voluntary basis.
2. VMRS volunteers operate through 'groups' and are supported by DFES.
3. Marine rescue volunteers provide a variety of emergency management services including:
 - assisting Western Australia Police Force (WAPoL) to search for missing people or vessels
 - providing help to drifting vessels unable to make their way
 - assisting in operations to remove grounded or submerged vessels.
4. Rescue assistance includes:
 - provision of senior first aid, cardiopulmonary resuscitation or expired air resuscitation
 - towing damaged vessels back to shore or launching ramp
 - re-supplying water or fuel to stranded vessels
 - providing advice on voyage planning, radio communications and actions to take during an emergency at sea.

Further information about the VMRS can be found at:

[Volunteer Marine Rescue Services](#)



STATE EMERGENCY SERVICE (SES)

1. The SES plays a crucial role in countering the effects of natural and man-made emergencies. SES volunteers promote safety messages to help the community prepare for and respond to cyclones, storms and fire.
2. SES volunteers operate through 'units' and are supported by DFES.
3. Other response roles include support for WAPoL in land and air searches and road crash rescues. SES volunteers undertake cliff and cave rescues; provide radio communications and transport services as well as support for emergency service personnel involved with prolonged incidents.
4. Volunteers are trained and equipped to carry out a range of activities such as those listed below.

Responding to natural disasters including:

- floods
- cyclones
- storms
- tsunamis and
- earthquakes.

Responding to emergencies including:

- land searches
- vehicle rescues (in specified areas)
- vertical rescues and
- cliff and cave rescues.

Working with the community to prepare for storms and minimise the risk of damage.

Providing support to other emergencies around the state.

In some locations, the SES also has specialised response teams including:

- Communications Support Unit (CSU)
- mounted section (horses)
- canine unit.

Further information about the SES can be found at: (links on actual titles)

[State Emergency Service](#)



ACTIVITY 1 - EXPLORING A VOLUNTEER EMERGENCY SERVICE



INTRODUCE

- Show cadets the following video.



DFES

National Volunteer Week (1.46 mins)

<https://www.youtube.com/watch?v=RjTelg284t8>



Choose the appropriate volunteer service and then complete the relevant activity.

BUSH FIRE SERVICE (BFS)

INTRODUCE

- Brainstorm what cadets think BFS volunteers do in the community. Add to the list as required.
- Discuss the following as a whole group or by dividing cadets into small groups and giving them questions to discuss and report back on.
 - What sort of situations are emergency services volunteers involved in?
 - Who can volunteer?
 - What are the benefits of being an emergency services volunteer?
 - What role does local government play in the BFS?

PRACTISE

- Explain the responsibilities that BFS has in the community. Remind cadets there are operational and non-operational activities.
- Divide cadets into small groups.
- Using a computer/iPad ask cadets to find a story/video where BFS volunteers have assisted the community in an area of operational responsibility, e.g. in a bushfire.
- Cadets read/watch the story/video and report back on the incident explaining the following:
 - What happened?
 - What was the role of the BFS?
 - What was the outcome?



Not all articles will address all questions.

- Discuss each of the incidents found.



ENVIRONMENT

- Environment suitable for use of computer hardware and Internet access



EQUIPMENT & RESOURCES

- Internet access
- Computer/ipad access for cadets OR printed newspaper articles and pens
- Bush Fire Service articles (pages 80-84); State Emergency Service articles (pages 85-92); Volunteer Fire and Emergency Services article (page 93); Volunteer Marine Rescue Services articles (pages 94-95)
- Cadet Recruit Handbook – *Set and strive – Community engagement goal* (page 59)



PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all



SKILLS ASSESSMENT



COMMUNITY ENGAGEMENT

- Visit a BGU in the local area or have a volunteer attend the unit to discuss what it means to be a volunteer and the role they play in emergencies in the community.



SUPPORT RESOURCES

BUSH FIRE SERVICE (BFS)

Emergency Services Volunteer Recruitment

www.dfes.vol.org.au

The Association of Volunteer Bush Fire Brigades

<https://avfbf.org/>

Bush Fire Brigade Contact Details

<https://avfbf.org/was-emergency-services/brigade-details/>

REFLECT

- Ask cadets to write a personal community engagement goal in their handbook – *Set and strive – Community engagement* (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe
 e.g. *I commit to being involved in one community-based event as an ESCC representative this semester.*

VOLUNTEER FIRE AND EMERGENCY SERVICES (VFES)

INTRODUCE

- Brainstorm what cadets think VFES volunteers do in the community. Add to the list as required.
- Discuss the following as a whole group or by dividing cadets into small groups and giving them questions to discuss and report back on.
 - What sort of situations are emergency services volunteers involved in?
 - Who can volunteer?
 - What are the benefits of being an emergency services volunteer?
 - What role does DFES play in the VFES?

PRACTISE

- Explain that the VFES have many operational responsibilities in the community including:
 - combating fires
 - containing hazardous material spills
 - road crash rescue
 - fire safety education.
- Divide cadets into small groups.
- Using a computer/iPad ask cadets to find a story/video where VFES volunteers have been assisted the community in an area of operational responsibility e.g. combating a fire.
- Cadets read/watch the story/video and report back on the incident explaining the following:
 - What happened?
 - What was the role of the VFES?
 - What was the outcome?

 Not all articles will address all questions.

- Discuss each of the incidents found.

Stories/Videos

Perth bushfire: Firefighters battle Sawyers Valley blaze
<https://thewest.com.au/news/bushfires/perth-bushfire-firefighters-battle-sawyers-valley-blaze-ng-b88714053z>

Wallcliffe Volunteer Fire Brigade

https://www.facebook.com/permalink.php?story_fbid=2498327756851952&id=283584328326317

Albany bushfire: Two blazes burn out of control in WA's Great Southern threatening lives and homes

<http://www.abc.net.au/news/2018-05-25/wa-bushfires-threatening-lives-and-homes-amid-major-storm/9797968>

Augusta Margaret River Times: Firefighters under pressure

<https://avbfb.org/augusta-margaret-river-times-firefighters-under-pressure/>

Albany bushfires: Rain comes to the aid of firefighters in WA's south as blazes are downgraded

<https://www.perthnow.com.au/news/wa/albany-bushfires-rain-comes-to-the-aid-of-firefighters-in-was-south-as-blazes-are-downgraded-ng-b88847831z>

VOLUNTEER FIRE AND EMERGENCY SERVICES (VFES)

Emergency Services Volunteers Association

<http://www.esva.asn.au/>

Volunteer Fire and Emergency Service Brigade Contact Details

<https://www.dfes.wa.gov.au/contactus/Pages/volunteerfireandemergencyservices.aspx>

The following VFES Facebook pages have many short articles with accompanying videos that would be suitable for this activity.

Baldivis VFES

<https://www.facebook.com/Baldivisfirestation/>

Bullsbrook VFES

<https://www.facebook.com/BullsbrookVFS/>

Stories/Video

Lucky events save man's life

<https://www.pressreader.com>

Crossing: New emergency unit

<http://www.kimberleypage.com.au/2010/07/fitzroy-crossing-new-emergency-unit/>

REFLECT

- Ask cadets to write a personal community engagement goal in their handbook – *Set and strive – Community engagement* (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe
 e.g. *I commit to being involved in one community-based event as an ESCC representative this semester.*

VOLUNTEER FIRE AND RESCUE SERVICE (VFRS)

INTRODUCE

- Brainstorm what cadets think VFRS volunteers do in the community. Add to the list as required.
- Discuss the following as a whole group or by dividing cadets into small groups and giving them questions to discuss and report back on.
 - What sort of situations are emergency services volunteers involved in?
 - Who can volunteer?
 - What are the benefits of being an emergency services volunteer?
 - What role does DFES play in the VFRS?

PRACTISE

- Explain that the VFRS have many operational responsibilities in the community including:
 - combating fires
 - containing hazardous material spills
 - road crash rescue
 - fire safety education.
- Divide cadets into small groups.
- Using a computer/iPad ask cadets to find a story/video where VFRS volunteers have assisted the community in an area of operational responsibility, e.g. a road crash rescue.
- Cadets read/watch the story/video and report back on the incident explaining the following:
 - What happened?
 - What was the role of the VFRS?
 - What was the outcome?

 Not all articles will address all questions.

- Discuss each of the incidents found.

VOLUNTEER FIRE AND RESCUE SERVICES (VFRS)

National Volunteer Week (1.46 mins)
<https://www.youtube.com/watch?v=RjTelg284t8>

The following VFRS Facebook pages have a number of short articles with accompanying videos that would be suitable for this activity.

Fire and Rescue Service of Western Australia
<https://www.facebook.com/FRSofWA/>

Margaret River Volunteer Fire & Rescue Service
<https://www.facebook.com/Margaret-River-Volunteer-Fire-Rescue-Service-481439891927590/>

VOLUNTEER MARINE RESCUE SERVICE (VMRS)

Volunteer Marine Rescue Western Australia
<https://www.vmrwa.org.au/>

Volunteer Marine Rescue Groups Contact Details
<https://www.vmrwa.org.au/our-member-groups>

Fremantle Sea Rescue - Anna Brotherson Story (2.08 mins)
<https://www.youtube.com/watch?v=KycA36xNrz&feature=youtu.be>

Stories/Videos

Port Hedland VMR – rebuilt for the community
<https://www.dfes.wa.gov.au/newsandmedia/pages/newsarticle.aspx?ItemId=249>

Midwest Times – Rescue fisher ‘very lucky’
<https://www.pressreader.com/australia/midwest-times/20180516>

When disaster strikes, it’s all hands on deck
https://www.youtube.com/watch?v=Er_6r-joVH4

Today Tonight - WA’s incredible marine rescue volunteers
<https://www.facebook.com/TodayTonight/videos/1776649859041129/UzpfSTcxOTM1MjA0ODU1MTE0MjoxNjg4NTQ1NTg4NTk4NDQ1/>

STATE EMERGENCY SERVICE (SES)

SES Volunteer Association of WA
<http://www.ses-wa.asn.au/>

State Emergency Service Contact Details
<https://www.dfes.wa.gov.au/contactus/pages/stateemergencyservice.aspx>

SES Today (4.17 mins).
<https://www.youtube.com/watch?v=dIH02XKLS88>

SES Wear orange Wednesday 2016 video (1.47mins)
<https://www.youtube.com/watch?v=iUmi2Yu17vQ>

REFLECT

- Ask cadets to write a personal community engagement goal in their handbook – *Set and strive – Community engagement* (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe
 e.g. *I commit to being involved in one community-based event as an ESCC representative this semester.*

VOLUNTEER MARINE RESCUE SERVICES (VMRS)

INTRODUCE

- Brainstorm what cadets think VMRS volunteers do in the community. Add to the list as required.
- Show cadets the following video.



Fremantle Sea Rescue – Anna Brotherson Story (2.08 mins)
<https://www.youtube.com/watch?v=KycA36xNrz&feature=youtu.be>

- Discuss the following as a whole group or by dividing cadets into small groups and giving them questions to discuss and report back on.
 - What happened?
 - What sort of situations are VMRS volunteers involved in?
 - What services do VMRS volunteers offer?
 - What role does DFES play in the VMRS?

PRACTISE

- Explain that the VMRS have many operational responsibilities in the community including:
 - assisting WAPoL to search for missing people or vessels
 - providing help to drifting vessels unable to make their own way
 - assisting in operations to remove grounded or submerged vessels
- Rescue assistance includes:
 - provision of senior first aid, cardio-pulmonary resuscitation or expired air resuscitation
 - towing damaged vessels back to shore or launching ramp
 - re-supplying water or fuel to stranded vessels
 - providing advice on voyage planning, radio communications and actions to take during an emergency at sea.
- Divide cadets into small groups.

Newspaper articles

Building Repair

<http://www.ses-wa.asn.au/node/405>
<http://www.abc.net.au/news/2017-07-28/storm-batters-south-west-wa-with-strong-winds-damaging-homes/8751694>

Cliff Rescue

<https://www.dfes.wa.gov.au/mediareleases/Pages/MediaRelease.aspx?ItemId=719>
<https://thewest.com.au/news/australia/kimberley-tourist-hurt-in-cliff-fall-ng-ya-374413>
<http://www.abc.net.au/news/2014-07-22/ses-chopper-crews-rescue-man-from-bell-gorge/5614662>

Communications

<https://thewest.com.au/news/sound-southern-telegraph/state-of-the-art-emergency-services-centre-was-biggest-ng-b88546359z>

Earthquake

<http://www.abc.net.au/local/stories/2010/04/20/2877871.htm>

Evacuation

<http://www.abc.net.au/news/2017-02-10/wa-towns-being-evacuated-amid-heavy-rainfall-flooding/8258178>

Flood

<http://www.abc.net.au/news/2017-02-13/premier-declares-natural-disaster-over-swan-valley-flood-areas/8265464>
<http://www.abc.net.au/news/emergency/2012-12-12/flooding-and-storm-damage-in-mandurah-and-rockingham---wa---dec/4423394>
<https://www.perthnow.com.au/news/wa/residents-count-cost-as-homes-flooded-ng-918f1fc2e408738113a95e3c06a08dc0>

Land Search

<http://www.ses-wa.asn.au/node/2001>
<https://thewest.com.au/news/pilbara-news/pilbara-land-search-for-missing-man-continues-ng-b88559130z>
<https://thewest.com.au/news/wa/search-ramped-up-for-missing-grandfather-jorn-jensen-at-lancelin-ng-b88522105z>

Storm/Tempest

<http://www.watoday.com.au/wa-news/100kmh-winds-and-thunderstorms-to-hit-perth-and-southern-wa-for-second-day-20170922-gymo8q.html>

- Using a computer/iPad ask cadets to find a story/video where VMRS volunteers have assisted the community in an area of operational responsibility, e.g. assisting with a submerged vessel.
- Cadets read/watch the story/video and report back on the incident explaining the following:
 - What happened?
 - What was the role of the VMRS?
 - What was the outcome?

 Not all articles will address all questions.

- Discuss each of the incidents found.

REFLECT

- Ask cadets to write a personal community engagement goal in their handbook – *Set and strive – Community engagement* (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *I commit to being involved in one community-based event as an ESCC representative this semester.*

STATE EMERGENCY SERVICE (SES)

INTRODUCE

- Brainstorm what cadets think SES volunteers do in the community. Add to the list as required.
- Show cadets the following video.



SES Today (4.17 mins)

<https://www.youtube.com/watch?v=dIH02XKLS88>

- Discuss the following as a whole group or by dividing cadets into small groups and giving them questions to discuss and report back on.
 - When did the WA SES form?
 - Why was there a need for the SES in the community?
 - What sort of situations are the SES involved in?
 - What sort of roles are in the SES?
 - Who can volunteer?
 - What are the benefits of being an SES volunteer?
 - What role does DFES play in the SES?



Cliff rescue

PRACTISE

- Explain that the SES have a number of operational responsibilities in the community including:
 - building repair
 - cliff rescue
 - communications
 - earthquake
 - evacuation
 - flood
 - land Search
 - storm/Tempest.
- Divide cadets into eight groups. Allocate an operational responsibility to each group.
- Ask cadets to research their operational responsibility on a computer/iPad looking for newspaper stories or a video where SES volunteers have assisted the community e.g. a cliff rescue or land search for a missing person.
- Cadets read/watch the story/video and report back on the incident explaining the following:
 - What happened?
 - What was the role of the SES?
 - What was the outcome?
 - How do you think that the SES volunteers' involvement in this situation contributed to the SES mission – *To assist the community to cope with natural or man-made emergencies?*

 Not all articles will address all questions.

- Discuss each of the incidents found.

REFLECT

- Watch the following video.



ES Wear orange Wednesday 2016 video (1.47mins)
<https://www.youtube.com/watch?v=iUmi2Yu17vQ>

- Discuss how the volunteers feel about the role they play in the SES.
- Ask cadets to write a personal community engagement goal in their handbook – *Set and strive – Community engagement* (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *I commit to being involved in one community-based event as an ESCC representative this semester.*

BUSH FIRE SERVICE: Article 1

ABC News

Albany bushfire: Two blazes burn out of control in WA's Great Southern threatening lives and homes*Updated Fri 25 May 2018, 3:27pm*

Key points:

- Firefighters say they are stretched thin as they try to get everyone out of affected areas safely
- In some places people are being told it is too late to leave, they must take shelter in their homes
- At least one property has been lost
- People impacted by the Albany Fires or looking for loved ones can register with the Red Cross

Two bushfires are threatening lives and homes around Albany and other communities across Western Australia's south coast, as winds from the season's first strong cold front fan flames, sparking spot fires up to 1.5 kilometres ahead of one blaze.

One of those fires is burning 10 kilometres west of the city of Albany in the Redmond area and the other is in the Napier area near the Porongurup National Park, about 20km to Albany's north east.

More than 30 fires remain active in the region, and DFES said it was "an unprecedented fire situation within the City of Albany".

At least two homes have been lost in the town of Wellstead, east of Albany, according to Albany Mayor Dennis Wellington.

"One house confirmed as being burnt out, there's another shed which is full of farm materials burnt out," Mr Wellington said.

He said livestock had been lost, and it was fortunate nobody had been injured in the fires.

An emergency warning for a fire in Redmond has now been extended to the Elleker township, about 16km west of Albany, and people in the area around the Lake Powell Nature Reserve.

Those in the area have been warned they are in danger and need to act immediately to survive.

Mr Wellington said about 4,000 hectares had been burnt in this area so far, and about 17,000 hectares in the Porongurup fire.

"It's just something we've never experienced before," Mr Wellington said.

Radio the property had been saved and all guests were safe after earlier being evacuated.

Three other fires have been downgraded to watch and act level, including a fire at Albany's Goode Beach.

Authorities said people in the vicinity of this fire need to stay alert to changing conditions and there is a possible threat to lives and properties.

Wind gusts of more than 100 kilometres per hour have been recorded at Albany and the Bureau of Meteorology is warning winds will intensify during the day with gusts of up to 125kph forecast.

More details on all fires can be found on the Emergency WA website.

Two fires threaten to combine

Department of Fire and Emergency Services (DFES) Superintendent Wayne Green said one of the biggest concerns was the fire burning in Napier, about 30km north-east of the city of Albany, which is home to about 35,000 people.

An emergency warning has been issued for the Napier fire, which is threatening to join up with another fire burning in the south-east of

the Stirling Ranges, a rugged and mountainous national park north of the township.

Mr Wellington said one of the worst scenarios would be if the two fire fronts at Napier and the Stirling Range, both north-east of Albany, were to combine.

"What we don't want to see is the Stirling range one and the Napier one meet up, because that just gives a huge fire front to fight," he said.

Superintendent Green said there were dozens of fires across the area and crews were under a lot of strain.

"All of our resources are absolutely stretched to the point where some of the fires that are coming in and being reported now aren't even getting a response," he said.

"Because our resources are so tied up with making sure that people are being evacuated safely."

The southern half of the state is also being battered by the first strong cold front of the season, but while strong winds are whipping up flames, there is not enough rainfall to have a major impact on most of the fires.

"We can't rely on any of this rain that's starting to drizzle through at the moment, it seems to be having not that much affect out on the fire grounds," Superintendent Green said.

The fires have spread quickly, and Superintendent Green said one fire front was almost the length of the Stirling Ranges.

He said crews were managing to stay on top of the blazes in the Napier and Redmond areas, but DFES was not anticipating any let up.

“All I’m doing is urging our residents and our community to monitor Emergency WA, have a look at the location of the fires and enact your plans now.

“Don’t wait for any further advices — have a look at right now, if it’s something near your property put your plan into play right now.”

‘It’s just absolute mayhem’

Mr Wellington said he had never seen a fire on this scale.

“I’ve never seen anything like it ... it’s just absolute mayhem,” he said. “They’re serious fires, there’s a lot of fuel in front of them — and they’re in areas which are very difficult to control.

“The fortunate part is that we’ve got some new crews on the ground.”

Mr Wellington said crews had travelled from the nearby regional hubs of Katanning, Cranbrook and Tambellup to assist worn out volunteer firefighters.

School under threat

South Coast regional manager Greg Mair from the Department of Parks and Wildlife said the fire has burnt through large swathes of the Stirling Range National Park.

“The fire took a big run overnight, it’s come out of the national park under those strong northerly winds and it has burnt through private property around the Two Mile Lake area ... and burnt down towards South Stirling nature reserve and South Stirling Primary School,” Mr Mair said.

He said the school had not been directly impacted by the fires but the full picture was yet to emerge.

The Department of Education cancelled classes at the South Stirling Primary School on Friday as a precaution.

“Because the main run has been in hours of darkness, the actual edge of the fire is a little unclear,” he said.

“We’ve got a general impression of where it’s come but once we get a little daylight we can put an aircraft up and get a main plot on it, that will help us identify the main threat areas.”

Mr Mair said the fire has torn through about 16,000 hectares, with homes and private property damage unconfirmed at this stage.

“Most of that is in the national park but it includes an undetermined amount of private property, so we haven’t separated those figures out yet. [It’s] a very large fire,” he said.

Little relief from cold front

The Bureau of Meteorology Senior Forecaster Matt Boterhoven said a cold front sweeping over the state had brought little relief.

“We’ve had a strong cold front move over the south-west of the state, challenging fire conditions near Albany,” he said. “They recorded [wind] gusts up to 102kph just before 2am.

“Since then it’s cooled off a little, there’s some humidity, there are some showers but only light rainfall recorded so far.”

Mr Boterhoven said light rainfall is expected tomorrow and heading into the weekend, but that gusty winds are also forecast.

A south-westerly change was expected to bring more significant rainfall later today, but it would also bring stronger winds that could fan the flames.

“Activities should increase Friday evening and Saturday morning with up to 10 millimetres [of rain],” he said.

Warning for residents to take shelter

An emergency warning — the highest threat level — is in place for Redmond,

Marbelup, and Elleker including the Elleker townsite on the western side of Albany.

A bushfire watch and act notice has been issued for people south of the Elleker townsite and between Wilgie Road to the west and Prescotttvale Road to the east, down to the coast in Redmond, Marbelup and Elleker.

A second emergency warning was issued this morning for parts of Napier in the City of Albany. The alert has been issued for people in an area bounded by Chester Pass Road, Takalarup Road, Deep Creek Road, Penn Road and Mindijup Road.

A bushfire watch and act notice has also been issued for people in an area bounded by Takalarup Road, Palmdale Road and Moir Road including Takalarup and Manypeaks in Napier.

The bushfire is moving fast and in a southerly direction and homes are under threat now, according to DFES.

Emergency warnings have also been issued for an area south-east of Stirling Range National Park in the city of Albany.

Authorities say people in the vicinity of these fires are in danger and need to act immediately to survive.

For these people, DFES advises:

- It is too late to leave, leaving now would be deadly.
- You need to shelter in your home and actively defend it.
- Go to a room away from the fire front and make sure you can easily escape.
- Choose a room with two exits and water such as a kitchen or laundry.
- You must shelter before the fire arrives, as the extreme heat will kill you well before the flames reach you.
- Protect yourself by wearing long sleeves and trousers, made from cotton or wool, and strong leather boots.

- If your home catches on fire and the conditions inside become unbearable, you need to get out and go to an area that has already been burnt.
- Close all doors and windows and turn off evaporative air conditioners, but keep water running through the system if possible.

A watch and act is in place for Goode Beach and Frenchman Bay across the inlet from the town.

Albany Mayor Mr Wellington warned residents to exercise extreme caution in the area.

“You just got to be careful if you are on the roads, there could be trees down and still coming down,” he said.

“We can always replace the houses and that sort of thing but you can’t replace lives.”

The Stirling Ranges fire is the result of an escaped burn, a DFES statement said.

City of Albany community emergency services manager Brendan Gordon said strong southerly winds had picked up during the evening and were pushing the fires quickly towards farming properties.

“Both of these fires will impact properties really quickly,” he said. “We’re chucking everything at these fires and hoping for the best.”

An emergency evacuation centre has been set up at the Albany Leisure and Aquatic Centre on Barker Road.

Rain brings relief to Peaceful Bay

An earlier emergency warning for the holiday-home community of Peaceful Bay in the shire of Denmark has been downgraded to a watch and act as rainfall dampened flames.

However, homes along Ficifolia Road and Peaceful Bay Road including the coastal Peaceful Bay township, comprising around 300 homes, may still come under threat.

The Department of Fire and Emergency Services said the bushfire is fast-moving, out of control and unpredictable.

Roads in the area have been closed.

DFES said those planning on staying to defend their homes must not rely on mains water pressure. Those with access to a water tank should start patrolling with their hose and put out spot fires.

Motorists are asked to avoid areas affected by the fires, reduce speed and drive carefully due to smoke.

BUSH FIRE SERVICE: Article 2

WA News

Albany bushfires: Rain comes to the aid of firefighters in WA’s south as blazes are downgraded

AAP

May 26, 2018 8:43AM

Rain has come to the aid of firefighters in the south of Western Australia as they fought bushfires that have destroyed at least one home and buildings at a holiday-stay farm.

The emergency fire warning for Redmond, Marbelup and Elleker, in the City of Albany, was downgraded on early Saturday morning after rain helped suppress the bushfires.

Homes and lives were no longer in danger, but authorities warned there was a lot of smoke in the area and

residents should stay aware in case the situation changed.

An all clear was issued for the Elleker townsite, with residents told there was no longer any threat to the community.

A residential property in Napier has been razed while several buildings at Nutkin Lodge in Peaceful Bay, a 200-

acre property that contains cottages, sheds and campgrounds, have been destroyed.

City of Albany Mayor Dennis Wellington has expressed anger the fires were caused by prescribed burns that were

carried out despite fierce wind forecasts earlier this week.

An evacuation centre was set up at the Albany Aquatic Centre. There have been no reports of anyone being hurt.

BUSH FIRE SERVICE: Article 3

Augusta Margaret River Times

Firefighters under pressure

General News | Warren Hately

Volunteer firefighters are facing ever-increasing workloads, with the region's brigades fresh from a month of hectic action which included hosing down escaped private burnoffs and a relief mission to Albany while trying to reduce local fuel loads.

Brigades were under pressure last week as strong winds turned some controlled burns into emergencies, with a worrying number of escaped fires blamed on absentee landowners who left the region without monitoring their burnoffs.

Stretched brigades were also diligently trying to meet Shire fuel reduction targets.

Some fireys voiced private concerns at mounting expectations on the volunteer workforce and the workload potentially discouraging new recruits.

During a council briefing last week, Shire community emergency services coordinator Chris Lloyd said volunteers helping meet targets was "a challenge we're going to have to work through".

The Shire's recently updated Bushfire Risk Management Plan has found 32 per cent of 9500 assets in the region were classed as "very high" bushfire risks and 12 per cent were rated "extreme".

"Nearly half of the assets in our shire is at high or very high risk of bushfire," Mr Lloyd said, noting the statistics were "alarming".

Cowaramup had now overtaken Augusta in terms of growth, and fuel mitigation was essential, he said.

"The volunteers are probably happy enough providing response for most

of the burnoffs that are going on, but when there's all these escaped burns, it's getting silly," he told the *Times*.

Responding to questions about regional volunteers carrying out unpaid work, Emergency Services Minister Fran Logan said volunteers were not "expected" to carry out mitigation.

"They are volunteers, but if they have the time needed, and want to take part to help community safety or for training opportunities, then they would be warmly welcomed," he said.

"I would expect that local governments work closely with their bushfire brigades on their mitigation activities."

BUSH FIRE SERVICE: Article 4

The West Australian

Perth bushfire: Firefighters battle Sawyers Valley blaze

Sunday, 14 January 2018 4:25PM | Elisia Seeber and Catherine Healey

UPDATE: The bushfire threat to homes and lives in Mundaring has eased, with fire authorities downgrading the warning to an advice level.

Earlier on Sunday, the out-of-control Sawyers Valley bushfire jumped the Mundaring Weir, potentially putting lives and homes at risk.

A watch and act alert was issued for people in or near the Mundaring Weir Village and near Mundaring Weir Road (between Firewood Road and Lockwood Road).

But thankfully up to 150 firefighters were able to bring the alert level down to an advice.

Those in the Mundaring Weir Village area and residents 10km south of Great Eastern Highway – near Gorrie Road, Chambers Road and Firewood Road – are urged to stay on alert should the fire conditions change.

There are fears the fire was deliberately lit near the intersection of Gorrie and Chamber roads around 8.30am on Sunday.

The blaze remains out-of-control and unpredictable as it burns in a westerly direction.

The smoke plume from the fire was so big, residents across Perth reported ash falling as far as Maddington, Mosman Park, Hamilton Hill and Kalamunda.

Parks and Wildlife Service firefighters and Sawyers Valley and Chidlow volunteer Bush Fire Brigade firefighters are actively fighting the fire and building containment lines, with rain due at the fireground by midnight tonight.

A number of roads have been closed including, Firewood Road from the intersection of Mundaring Weir Road, Gorrie Road, Smit Road from the intersection of Yarra Road, Ashendon Road between Mundaring Weir Road and Dale West Road, and the Bibbulmun Track between the Hills Forest and Mt Dale.

Motorists have been asked to avoid the area, reduce speed and drive carefully due to the smoke.

WHAT TO DO

- If you are not prepared or you plan to leave, leave now if the way is clear.
- If you are well prepared and plan to actively defend your home, make final preparations now.
- If you are not at home, do not try to return as conditions in the area could be very dangerous.
- Close all doors and windows and turn off evaporative air conditioners, but keep water running through the system if possible.

If driving

- Be extremely careful when driving through the area.
- Turn your headlights on and drive slowly.
- Watch for emergency services personnel and follow their directions.
- Road information may also be available from Main Roads WA by calling 138 138 or visiting www.mainroads.wa.gov.au.

BUSH FIRE SERVICE: Article 5

Wallcliffe Volunteer Fire Brigade | Facebook | 5 June

Volunteer Brigades are filled with some remarkable men and women and we've got more than our fair share at Wallcliffe.

One of those remarkable people is Rod Dilkes. He's one of Western Australia's leading experts on rechargeable lithium batteries. He supplies batteries to people all over the world.

So it's kinda handy to have him as one of the first responders to the exploding lithium battery fire we responded to yesterday as a 000 call. He lives just up the road to the incident and got there even before the full brigade arrived.

Once the Brigade arrived in full PPE and secured the incident he was able to enter the scene and quickly identify the source of the fire and how it exploded and started a secondary fire.

Stoked to have blokes like Rod in our brigade.

For the record Rod makes batteries under his business name of EV Power. His batteries don't explode [thumbs up emoji].

STATE EMERGENCY SERVICE: Article 1

SES Volunteers Association of WA website

SES Volunteers respond to storm damage

04/11/2011

State Emergency Service Volunteers are answering calls for help after a thunderstorm in the Great Southern caused some minor roof

damage and flooding in Albany. The Bureau of Meteorology advised at 4.55pm that thunderstorms were likely to bring very heavy

rainfall conducive to flash flooding, large hail and damaging winds. "A surface trough and middle level disturbance have combined to

produce a large area of showers and thunderstorms across southwest parts of WA," the bureau said. The bad weather is expected to last

into the evening. People in areas between Walpole, Northam, Morawa, Cue, Esperance and the coast should take action to stay safe now.

This includes Albany, Katanning, Narrogin, York, Dalwallinu and Southern Cross. The SES has responded to 15 calls for help, with

volunteers from Albany and Denmark using tarpaulins to fix roof damage and sandbagging some areas in danger of flooding.

If the storm has caused damage to your home call the SES on 132 500.

Source: *The West Australian*

STATE EMERGENCY SERVICE: Article 2

SES Volunteers Association of WA website

Warwick Land Search

18/05/2017

The Warwick Open Space Search

On Tuesday morning DFES received a request to assist the police in a search for a missing male person.

The SES were tasked with a search to cover the Warwick Open Space area near Beach, Warwick and Wanneroo roads as this was in close proximity to where the missing person's car had been located. 41 SES personnel were activated to undertake land search, on foot and utilising an ATU.

The Divisional 'Commander (FSC) was SES Volunteer Graham Fixter. Searching was through gently undulating terrain and varying thickness of bushland intersected by a network of tracks.

The searching continued for a number of hours before being suspended by the police as there were a number of probable sightings which need to be investigated further.

The SES volunteers were able to contribute to the search in a positive way through the confirmation that the missing person was not in the areas searched and therefore eliminating them from the area of concern.

Volunteers came from a number of units including Wanneroo, Stirling, Belmont, Canning and the CSU.

The picture below shows the Stirling SES all women team!



STATE EMERGENCY SERVICE: Article 3

WAToday

100km/h winds and thunderstorms to hit Perth and southern WA for second day*By Heather McNeill
22 September 2017*

A tree has come down on Adelaide Terrace, blocking the CBD road east-bound as a severe weather warning remains in place for a second day in Perth and southern parts of the state.

The tree has toppled on Adelaide Terrace between Hill and Bennett streets, causing traffic chaos.

Radio 6PR reporter Anthony Anderson said no one had been injured in the incident, which occurred around 9am.

“An entire tree has come down mid-trunk... it’s fallen on a parking ticket machine,” he said.

“It’s very lucky it didn’t hit a car or person.”

Meanwhile, people south-west of a line from Perth to Bremer Bay have been advised to take action to protect themselves and properties against severe thunderstorms and damaging winds up to 100 kilometres an hour.

The area includes Perth, Albany, Bunbury, Esperance, Katanning, Mandurah, Manjimup, Margaret River, Merredin, Moora, Mount Barker, Narrogin and Northam.

On Thursday, Dwellingup was drenched with the most rain, recording 36.3 millimetres in less than 24 hours, while Cape Leeuwin experienced the most damaging winds, clocked at 113 kilometres an hour.

On Friday morning, Ocean Reef recorded similar winds, topping 100 kilometres an hour at 7.30am.

ABC Great Southern reported the Maitraya managers house a Nannarup, near Albany, on Thursday was heavily hit by the storm, with trees felled and windows blown out by the gale.

STATE EMERGENCY SERVICE: Article 4

ABC Goldfields WA

Earthquake rocks Kalgoorlie Boulder

20 April, 2010

Geoscience Australia confirmed there was a tremor near Kalgoorlie and they have confirmed it had a magnitude of 5.0, and were felt as far away as Kambalda and Coolgardie.

Ambulance officers have taken a man and a woman to hospital with minor injuries.

They are both in a stable condition.

Aftershocks

Residents are being warned to prepare for aftershocks, but GeoScience Australia's David Jepsen says the worst should be over.

"You can never rule out anything, but the general behaviour of earthquakes in Australia is that you would only have smaller aftershocks."

Commenters on the ABC Goldfields Esperance facebook page said they experienced numerous aftershocks.

People who need help can call the SES on 132 500.

Damage

The Fire and Emergency Services Authority (FESA) said the quake the strongest ever recorded in the area mainly affected Boulder and five or six hotels on Burt Street, including the Roc Hotel and the Golden Eagle, which have been damaged.

The Education Department says Boulder Primary school has extensive damage and several buildings had to be evacuated. O'Connor Primary School and Kalgoorlie Primary School have some damage and are partly closed, with some buildings declared unusable. The Kalgoorlie School of the Air is closed.

The balcony of the Golden Eagle hotel collapsed during the quake. Burt and Lane Streets in Boulder have been closed and FESA is asking people to avoid the area.

Workers from Kalgoorlie's super pit have also been evacuated.

FESA and SES volunteers from Kalgoorlie are working in the area and

locals are being asked to turn off their electricity, gas and water if possible.

Largest recorded

David Jepsen, a senior seismologist with Geoscience Australia, told ABC Local Radio the earthquake was felt up to several hundred kilometres from where it struck.

"This is the largest earthquake that we've had in the region since we've recorded earthquakes here," he said.

"We can't rule out the effects of what the mining has done."

He says there is a high possibility of aftershocks.

Western Australian Premier Colin Barnett says he will be briefed soon on the extent of the damage.

If you have picture or a story to share, contact the Kalgoorlie office on 1300 525 222.

STATE EMERGENCY SERVICE: Article 5

ABC Emergency

Flooding in South West WA

Updated 13 December 2012 at 10:41 am | First posted 12 December 2012 at 8:12 am

Moderate to major flooding is expected along the Collie River, downstream of Collie early Thursday morning. Flooding may also impact the Harvey and Murray River catchments.

It follow significant rainfall over the last 24 hours, including falls well over 100mm in some areas.

A storm has caused overnight flooding and property damage in Mandurah

and Rockingham and conditions continued during the day.

More than 100 calls have been received by the State Emergency Service, with reports of flooding and other damage. Work was expected to continue re-connecting homes to the power grid.

ABC News reports the unseasonal downpour set a new record for the wettest December day in Mandurah

with 70.2 millimetres of rain falling.

Other large falls recorded include 58.8mm at Myalup and a recording of 34.2mm in two hours at Garden Island.

Other large falls recorded include 58.8mm at Myalup and a recording of 34.2mm in two hours at Garden Island.

> find more coverage from ABC News
> Mandurah and Rockingham bear brunt of story damage

STATE EMERGENCY SERVICE: Article 6

The West Australian

Kimberley tourist hurt in cliff fall

Tayissa Barone

Tuesday, 22 July 2014 8:04AM

A 55-year-old tourist was being treated in Broome last night after falling into a gorge in the King Leopold Ranges in the Kimberley.

The man is believed to have been walking with his brother when he slipped on a rock at Bell Gorge shortly before 1pm yesterday.

The brother used a satellite phone to call for help but did not have GPS equipment to pinpoint their location.

He apparently tried to call emergency services several times but reception allowed only two successful calls.

Department of Fire and Emergency Services Central Kimberley district officer Glenn Hall said a helicopter and caravan with a paramedic, DFES staff and six SES volunteers specialising in cliff rescues were sent.

The pilot managed an “awkward” landing and, after more than five hours

in pain, the man was rescued about 6.30pm. He has suspected spinal injuries.

He is the second Kimberley tourist rescued in a week.

Mr Hall said people venturing into remote places should go in groups and be prepared for accidents.

STATE EMERGENCY SERVICE: Article 7

The West Australian

Pilbara land search for missing man continues

Staff reporters

Saturday, 5 August 2017 1:25PM

A major land search and rescue operation to locate a man missing near the Canning Stock Route in the Pilbara has re-commenced today and police are calling for anyone who may have seen him to contact them immediately.

Police say 32-year-old Anthony Collis and a 39-year-old woman left Newman on Thursday and were travelling along the Canning Stock Route near Lake Disappointment in a white Mitsubishi Triton that day, on their way to Darwin.

It is believed the pair became separated late on Thursday afternoon.

Police were contacted by travellers later that night after the woman walked into the Georgia Bore Camp, about 8.2km north of Lake Disappointment on the Canning Stock Route, in a disorientated and dehydrated state.

She has since recovered and is currently assisting police.

A search to find Mr Collis involving a search plane, Tactical Response Group

trackers, SES volunteers and local police began yesterday at first light and is continuing today.

The pair’s vehicle was found yesterday afternoon about 1km north of Lake Disappointment but the missing man was not with it.

Mr Collis is described as being fair skinned, 185cm tall, of medium build and with blonde hair.

Police are asking anyone who might have seen him or picked him up to contact them immediately on 131 444.

STATE EMERGENCY SERVICE: Article 8

PerthNow

Residents count cost as homes flooded

Jordan Cutts

August 9, 2017 6:02PM

A RESIDENT in Perth’s north-east said he thought someone had left a tap on before he found parts of his home flooded in today’s wild winter storm.

Ian Innes woke to find a torrent raging through the backyard of his Bennett Springs home.

The water surged through Mr Innes’ fence and didn’t stop there.

“I heard the water running down here like a waterfall and thought, ‘someone’s left the water on or something,’” he said.

“I came inside and there was water in the sunken lounge room.”

By Wednesday night, the water was still flowing from Mr Innes home, flooding his street.

SES volunteers have placed sandbags through Mr Innes’ home in a bid to try and stem the water’s flow.

It was one of about 40 calls for help that the SES received on Wednesday.

It wasn’t just homes that were hit hard, with Ballajura’s Langley Park turning into a lake.

Heavy falls were recorded throughout southern WA as Perth recorded a chilly maximum temperature of just 14.2C – the coldest day of the year.

The wet weather is expected to continue well into next week.

STATE EMERGENCY SERVICE: Article 9

The West Australian

Search ramped up for missing grandfather Jorn Jensen at Lancelin

Staff reporters

Thursday, 29 June 2017 10:13AM

More than 70 police officers will be on the ground in Lancelin this morning as authorities ramp up efforts to find a missing Perth man.

A land search resumed at 7am for Jorn Jensen, who was last seen at his Ocean Reef home at about 3.30pm on Sunday June 25.

He was driving a silver Toyota Camry sedan, which was found by police in a car park outside the Lancelin Beach Hotel on Wednesday.

Police say resources have increased to about 70 police officers and SES personnel using all terrain vehicle and on foot and in vehicles.

Mounted police and Water Police will also be assisting and the search will be coordinated from the Mobile Police Facility in the car park of the Lancelin Beach Hotel.

There are concerns held for Mr Jensen’s welfare as he has difficulty walking.

Mr Jensen is described as fair skinned, approximately 185cm tall, with a large build, greying short hair and a moustache.

Anyone with information about his whereabouts should call Police immediately on 131 444.

STATE EMERGENCY SERVICE: Article 10

The West Australian

State-of-the-art emergency services centre WA's biggest

David Salvaire

Friday, 28 July 2017 8:35AM

Since moving into the new state-of-the-art facility, Mandurah State Emergency Services regional manager Chris Strickland says the organisation is ready for any challenge that lies ahead.

The Telegraph was given a tour of the new Greenfields facility last week as the group put the finishing touches on its headquarters, which Mr Strickland said was 35 years in the making.

"This was a quarry before we came here," he said.

"Mandurah is one of the fastest growing cities in Australia and initially they didn't match the growth of the emergency services – now they're catching up.

"We're still developing and sorting a few things out but the central location makes a big difference.

"We're probably now one of the best equipped units in WA and definitely the largest." Now in its 40th year of operating in Mandurah, the SES has increasingly become a key aspect of any emergency response operation.

The new facility houses three fully equipped rescue trailers, which can be deployed within 15 minutes of being called and is capable of servicing more than 80km of coast from Singleton to Lake Clifton.

The centre has a number of radio control and operations rooms, with Peel Amateur Radio Group also working out of the facility with their members capable of reaching any emergency centre in the world.

Eleven cameras have been installed to help co-ordinate emergency responses at a State level.

There are 86 volunteers at Mandurah SES and a cadet group ensures the next stock of volunteers are not far off.

After 35 years with the Mandurah SES Mr Strickland said it was still a very rewarding job and called on anyone with a skill or trade to get involved.

"We're always behind the scenes helping the emergency services which is a really important job," he said.

"We're always on the lookout for people with special skills like electricians or builders.

"It's a big operation and it takes a lot of time but it's all worth it in the end."

STATE EMERGENCY SERVICE: Article 11

ABC News

WA towns flooded, cut off as heavy rainfall hits state; more wet weather set for weekend

Graeme Powell

Updated Fri 10 Feb 2017, 9:00pm

Heavy rain throughout the Wheatbelt and South West regions of Western Australia has caused widespread flooding.

Emergency services issued a warning for people to evacuate due to flooding in parts of Northam, about 100 kilometres east of Perth.

The Department of Fire and Emergency Services is advising people in the Muluckine and Seabrook areas to get ready to leave.

Meanwhile, two people have been rescued from rising floodwaters near Wagin.

Authorities said the pair was stuck in their car east of the town after more than 170mm of rain fell in the past 14 hours.

All roads in the Shire of Wagin are closed and most streets in Great Southern town are flooded.

Wagin Shire president Phillip Blight said the town's waterways were banking up, causing significant flooding in some areas.

"The main street is fairly badly flooded just on the east side of the railway line," he said.

"It's probably deep enough that unless you're in a four-wheel drive or truck, you wouldn't get through it."

Albany Highway in Williams has also been closed at the Williams River crossing.

The town of Gnowangerup about 140 kilometres north of Albany is completely cut off due to floodwaters.

The town has received 160 millimetres of rain since early Friday morning.

Gnowangerup shire spokeswoman Yvette Wheatcroft said all the major roads and the main street are completely flooded.

"Quite a lot of houses along the Gnowangerup creek we've had to sandbag, the SES have been extremely busy since about six o'clock this morning," she said.

Towns in much of southern WA are bracing for the floodwaters to reach them during the weekend.

Albany is expecting another 25 to 50 millimetres tomorrow, with creeks continuing to rise.

The Bureau of Meteorology (BOM) has warned of rapid flooding in the Avon River catchment during Friday and

into the weekend. The Swan River is in danger of flooding.

Perth records second wettest day ever

Meanwhile, Perth has recorded its second wettest day ever, receiving 114 millimetres in a 24-hour period.

The record was set on February 9, 1992, when the city recorded 120.6mm.

The overnight rain caused flooding and traffic chaos early on Friday morning.

Perth also recorded its lowest maximum temperature for the month of February since records began more than 100 years ago on Thursday night.

The BOM confirmed Thursday's maximum of 17.4 degrees was reached just after 4:00pm.

The heavy rain has caused widespread flooding and power blackouts in Perth and the south-west of the state.

A tropical low which formed off the Pilbara coast earlier this week before dumping more than 200 millimetres of rain on Karratha is responsible for the wild weather.

STATE EMERGENCY SERVICE: Article 12

ABC News

WA weather: Natural disaster declared over Swan Valley, other areas hit by flooding

Sarah Collard

Updated Tue 14 Feb 2017, 3:30pm

Perth's wine producing region, the Swan Valley, has been declared a natural disaster zone — along with areas from the Pilbara to the Goldfields-Esperance region — following severe flooding over the weekend

Unprecedented rains and floods caused widespread damage to towns along the Avon River catchment, with some Swan Valley wine producers inundated.

Premier Colin Barnett said declaring the area a natural disaster meant funds were available to those in need.

“That does trigger both the Commonwealth and State governments working together to first immediately repair infrastructure damage which is principally roads and bridges,” he said.

“There is assistance in the form of some grants to assist in cleaning up any debris particularly if there is health risk attached to it and also there is the ability to access low interest loans to rebuild the business.”

Mr Barnett said most of the state was a natural disaster zone, with areas affected stretching from Karratha in the state's north to Esperance in the south.

Swan Valley vineyards submerged

Wine growers in Western Australia's Swan Valley say they were disappointed by last week's unprecedented floods and rains.

The Pearses thought they had escaped the worst of it with earlier summer rainfall.

“We had flooding about a week ago and that wasn't too bad,” Ms Pearse said.

“I was quite nervous, but it pooled quickly and then started to go down.

“And then we heard that they'd been flooding at Northam and we were like ‘oh God.’”

The Pearses were shocked to wake up on Saturday morning to find much of the Shiraz crop under water.

“We were really looking forward to this and so were a bit disappointed, it will be memorable now for other reasons,” Ms Pearse said.

The couple has owned the vineyard for 20 years and the flooded Shiraz crop would have been its 20th vintage.

“Part of what makes our wines so unique is the microclimate here, we get the cooler climates but unfortunately we are in the middle of the flood plains,” Ms Pearse said.

She estimated they had lost about half of their Shiraz crop.

‘That's a whole year's work we've lost’

Colby Quirk, a senior winemaker at Sitella vineyard in the Swan Valley, said he had “never seen anything like it”.

He estimated he had about \$300,000 damage to crops and property but managed to save his white grapes.

“We worked tirelessly to pick our white grapes, picking for three days straight,” he said.

Mr Quirk said the floods had been devastating.

“It's quite sad, that's a whole year's work that we've lost,” he said.

“We had a wedding scheduled here on Saturday night, police came to evacuate everyone.

“We said we'll do that but you have to tell the bride, thankfully they let us carry on.

“We're cleaning up for the 250 guests who are having a Valentine's Day dinner tomorrow night.”

Police release name of Esperance victim

The body of 68-year-old Charles Boyes was recovered on Sunday after he drove his car onto a flooded road in Gibson, about 22 kilometres north of Esperance on Saturday evening.

Two dogs managed to swim to safety before the car disappeared downstream.

A report into Mr Boyes' death will be prepared for the coroner.

Meanwhile, a search is still underway for a missing 74-year-old Esperance man whose car was found abandoned under the flooded Jerdacuttup Bridge.

VOLUNTEER FIRE AND EMERGENCY SERVICES: Article 1

Kimberley Page <http://www.kimberleypage.com.au/2010/07/fitzroy-crossing-new-emergency-unit/>

Fitzroy Crossing: New emergency unit

Sarah Collard

Tuesday, July 13th, 2010

Police and Emergency Services Minister Rob Johnson today opened the extension of the Volunteer Emergency Service unit headquarters.

He also said construction will start on a new Police Station, expected to be ready by the end of next year.

You can read his statement here:

Minister for Police;
Emergency Services
13/7/10

Media Statement

Boost for community safety in Fitzroy Crossing.

Community safety in Fitzroy Crossing will receive a significant boost, with the expansion of the town's emergency services unit, and work starting soon on the construction of a new \$10.2million police station.

Police and Emergency Services Minister Rob Johnson visited Fitzroy Crossing today to officially open the extension of the Volunteer Emergency Service (VES) unit headquarters, which will enable local volunteers to better respond to major incidents and natural disasters affecting the community.

"We all know that VES volunteers play an important role in fighting fires and this building, complete with its new breathing apparatus room, will no doubt make their role of training and preparing for such events much easier," Mr Johnson said.

"In addition to structural fire fighting and bushfire control, the unit also attends vehicle rescues and hazardous materials incidents, and conducts search and rescues in the tourist areas of Geikie Gorge.

"During last year's dry season, the unit was very active providing fire fighting support to the shire at several significant pastoral station fires in the Fitzroy Valley area.

"It was about this time last year that members of the unit were attending the Tarunda shopping centre fire, which caused \$3million damage and destroyed the only supermarket and post office for 230km in either direction of Fitzroy Crossing.

"The team also delivers food and supplies to outlying communities when the Fitzroy River floods.

"These volunteers are the backbone of emergency services in remote towns such as Fitzroy Crossing and the local community is very fortunate to be able to call on such dedicated people in times of need.

"I would like to sincerely congratulate and thank the team at the Fitzroy Crossing VES for their commitment and persistence in completing this extensive building project, particularly inaugural officer in charge of the unit, Andrew Twaddle."

The Minister said the State Government had allocated \$1.3million over four years for the enhancement of essential aerial controlled burning programs in the Kimberley and Pilbara.

He also toured the Fitzroy Crossing Police Station, which would soon be replaced with a new purpose-built facility, expected to be completed by December 2011.

Mr Johnson said the new facility would accommodate 14 police personnel and be located on the existing police station site fronting Fallon Road.

"The new facility will include office areas, a dedicated electronic interview room, gymnasium, storage facilities, an operations room and a forensic examination garage and district training facility," he said.

"It will be a significant improvement on the current station, which is in poor condition and cannot adequately accommodate existing or future staffing levels.

"This new police station at Fitzroy Crossing is part of the State Government's commitment to providing hundreds of extra police officers to fight crime in WA as well as ensuring that these officers have the best resources to carry out their duties."

Sandover Pinder Architects has been appointed to design the new station.

VOLUNTEER MARINE RESCUE SERVICES: Article 1

Midwest Times

Rescued fisher ‘very lucky’

Adam Poulsen

16 May 2018

Emergency services were called to help an injured fisherman whose boat washed on to rocks in Kalbarri after breaking down early on Saturday morning.

The middle-aged man, from Kalbarri, notified Kalbarri Volunteer Marine Rescue Group on Friday that he would be out all night fishing with his wife and dog.

But when a motor issue caused his half-cabin aluminium vessel to lose power, he was left unable to drive, without working electronics.

Kalbarri Volunteer Marine Rescue Group Commander Barry Kennewell received an emergency call from the man about 1am.

“He’d washed over the reef, on to the rocks and the shore, and he didn’t have a clue where he was,” Mr Kennewell said.

“Once he lost power, he had no GPS and no lights.”

Mr Kennewell said there had been about a 2m swell that night and the man was “very lucky” his boat had not capsized.

Mr Kennewell set out to locate the stricken boat, which he found on the beach just south of the Murchison River mouth.

The fisherman had cuts to both his legs, apparently sustained from the reef while anchoring the boat on the beach.

“When I got there, he was sitting on the bow of the boat bleeding everywhere,” Mr Kennewell said.

“I cleaned his wounds, bandaged him up, and once I got him settled, I took his wife and the dog back home. He didn’t want to leave the boat because he had a heap of equipment aboard.”

Mr Kennewell then returned and stayed on the beach until sunrise when police, State Emergency Service and Fire and Rescue Service volunteers arrived to recover the boat.

He said he had been concerned for the welfare of the fisherman, who had suffered a heart attack several months ago and was taking blood thinning medication.

About 3.30am, Mr Kennewell went to check on the man after he failed to answer his phone. Mr Kennewell found the man fast asleep, but while wading out he was hit by a wave, which slammed him into the boat, injuring his back.

He said he was “just a bit sore” but would see a doctor and physiotherapist. Later that morning, police, the SES and Kalbarri Volunteer Fire and Rescue Service assisted with hauling the boat off the rocks.

Mr Kennewell said the boat was written off. The fisherman was taken to the Kalbarri Health Centre.

VOLUNTEER MARINE RESCUE SERVICES: Article 2

DFES

Port Hedland VMR – rebuilt for the community*Tuesday 29 May 2018 – 9:30 AM*

Five years ago Port Hedland Volunteer Marine Rescue (VMR) was in dire times, close to shutting down after a mass exodus of members as people moved out of town.

Thanks to the relentless determination and leadership of current Commander Zac Slaughter, the group has been completely rebuilt and provides a timely and effective service to the community.

Shortly after joining the group Zac found himself elevated to the role of Commander as there were very few volunteers remaining in the group.

He set to work rebuilding Port Hedland VMR, starting with recruiting and training friends to boost numbers and enabling them to crew a boat, as well as refurbishing their boats and truck to ensure they could efficiently respond to call outs.

“We did some refits on a lot of the vessels and started up pretty regular training sessions for all the members so they could get out and learn about

the vessels and learn the procedures for how to undertake different rescue scenarios,” Zac said.

“We started receiving rescue calls and were going out helping the community and slowly, one by one, more people started joining.”

Since 2013 Port Hedland VMR’s membership has been steadily growing and in the past five years the number of incidents they attend has increased by an amazing 820 per cent.

The incidents they attend are varied and recently a particularly busy week included involvement in the search and rescue efforts for helicopter crash that occurred 20 nautical miles offshore, recovery of a jet ski from an abandoned mine quarry, and a flare sighting down the coast.

The transient nature of the workforce in Port Hedland does present challenges however the group has a strong core of dedicated members from the local community and they describe themselves as being more like family.

DFES Manager Marine Service Mark Eatts said the group had worked hard to turn their fortunes around and were a valuable resource to their community.

“Port Hedland are an extremely capable group with a lot of experience and involvement from engaged leaders,” he said.

“They continue to raise the bar in volunteer marine rescue and it is fantastic to witness the growth of the group.”

For more information and how you can become a volunteer visit the Volunteer Marine Rescue page on the DFES website.



EMERGENCY SERVICES CADET CORPS

STREAM 2: FIRST AID & EMERGENCY



STREAM 2 OVERVIEW: FIRST AID & EMERGENCY

PURPOSE

This stream will include very basic first aid information (e.g. bleeding, treating burns, recovery position, DRSABCD [Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillator], and how to prepare a first aid kit). It is recommended that the content and activities in this stream be supported by a professionally developed and delivered first aid program. In particular, it is recommended that cadet instructors access qualified external CPR personnel to teach CPR.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. Practise an emergency call.
2. List the DRSABCD procedure.
3. Accurately place someone in the recovery position.
4. Explain how to care for a simple cut/graze and burn.
5. Prepare a simple, personal first aid kit.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. Recruit first aid and resuscitation	98	180 mins	1, 2, 3, 4, 5


LEVEL **R** CADET RECRUITSTREAM **2** FIRST AID & EMERGENCYTOPIC **1** RECRUIT FIRST AID & RESUSCITATION**R****2****1**

TOPIC 1: RECRUIT FIRST AID & RESUSCITATION

LEARNING INTENTIONS

1. Practise an emergency call.
2. List the DRSABCD procedure.
3. Accurately place someone in the recovery position.
4. Explain how to care for a simple cut/graze and burn.
5. Prepare a simple, personal first aid kit

TOPIC CONTENT

-  This stream will include very basic first aid information (e.g. bleeding, treating burns, recovery position, DRSABCD [Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillator], and how to prepare a first aid kit). It is recommended that the content and activities in this stream be supported by a professionally developed and delivered first aid program. In particular, it is recommended that cadet instructors access qualified external CPR personnel to teach CPR.

OVERVIEW

1. A key point for this stream is for cadets to know what to do in an emergency situation as this can save someone's life. At this level, cadets will look at basic first aid including calling an emergency line, managing a bleed, treating a burn, the recovery position, DRSABCD, and preparing a simple first aid kit.
2. There are a number of first aid providers including:
 - **St John Ambulance – First Aid Focus**
The First Aid Focus secondary school program aims to equip teens and pre-teens with basic first aid skills. Details of the program are available at: <http://www.stjohnambulance.com.au/youthengagement/first-aid-focus/secondary-school>
 - **St John Ambulance – First Aid Recruits (12-16 year olds)**
An extracurricular program for teens aged 12 - 16 years that has been designed to be delivered by teachers, parents and members of the community in local settings such as schools and community groups. This delivery allows for flexibility and ensures the program fits within teens' existing commitments. To support the adults who deliver this course, St John Ambulance offers them free, accredited first aid training. Comprehensive lesson plans are available at: <http://www.stjohnambulance.com.au/youthengagement/first-aid-recruits>
 - **St John Ambulance – Click to Save**
St John Ambulance has developed the clicktosave online course to help save lives on WA roads. The program is available at: <https://www.clicktosave.com.au/log-in/>
 - **Royal Life Saving WA – Heart Beat Club**
Teaches the lifesaving skills of CPR. The training session runs for three hours and covers first aid for common child injuries including burns and scolds, choking, drowning and provides information on how to perform child resuscitation or CPR. <https://royallifesavingwa.com.au/training/provide-cardiopulmonary-resuscitation/c-25/p-930>
3. The following fact sheets by St John Ambulance include relevant information to this stream.
 - DRSABCD <http://stjohn.org.au/assets/uploads/fact%20sheets/english/DRSABCD%20Action%20Plan.pdf>
 - Burns http://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_burns.pdf
 - Recovery position http://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_recoveryposition.pdf
 - Bleeding http://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_bleeding.pdf
 - CPR – Adults http://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_CPR_adult.pdf
 - CPR – Infants http://stjohn.org.au/assets/uploads/fact%20sheets/english/FS_CPR_infants.pdf
 - Additional topics can be accessed at: <http://stjohn.org.au/first-aid-facts>

ACTIVITY 1 - TRIPLE ZERO



INTRODUCE

- Brainstorm what cadets know about calling Triple Zero.
- Listen to the radio advertisements at: www.triplezero.gov.au/Documents/radio_ads.mp3
There are three different advertisements.
- After each advertisement discuss:
 - the nature of the emergency
 - whether help could be provided and why/why not
 - the key message of the advertisement.

The Triple Zero radio advertisements are also available in nine languages – Arabic, Cantonese, Greek, Italian, Korean, Mandarin, Serbian, Spanish and Vietnamese at: www.triplezero.gov.au/Documents/cald_radio_ads.mp3

The advertisements can be downloaded if Internet access is not available.

- Highlight to cadets the following key points about contacting Triple 000.

Make your call

- When you call Triple Zero (000) you will be asked – Do you want police, fire or ambulance?
- Stay on the line while your call is transferred.
- Stay calm, don't shout, and speak clearly and slowly.
- Be ready to answer the operator's questions.

Where are you?

- Try to give the street number, street name, nearest main or intersecting street, and the area.
- If you are in a rural area, you will need to give the full address and distances from known landmarks and roads as well as the property name.
- If you are calling from a mobile or satellite phone, the operator may ask you for other location information.

Stay on the line and follow any instructions from the operator

- The operator may ask you to wait at a pre-arranged meeting point to help emergency services to find the incident.
- You will be advised to assist the person prior to the arrival of the ambulance.
- Stay on the line. Don't hang up until the operator tells you to do so.

Remind cadets that calling 000 is only for emergencies. Hoax calls (like the second call in the Triple Zero advertisements) take an operator away from a situation where they could be helping to save a life. However, in an emergency situation, cadets should not hesitate to call 000.

ENVIRONMENT

- Venue with access to the Internet

EQUIPMENT & RESOURCES

- Access to the Internet for the Triple Zero calls
- The emergency call
 - Resource sheet – *Making an emergency call* (page 110)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Triple Zero Kid's Challenge

Relevant for a younger audience but may be useful for cadets with younger siblings or as a community engagement activity when working with a local pre-kindergarten or kindergarten groups.

Cadets could work in small groups helping the young children in the online game to learn the process for calling Triple 000 and then practising the skills they need using the scenarios provided.

<https://itunes.apple.com/au/app/triple-zero-kids-challenge/id679476707?mt=8>

SUPPORT RESOURCES

First Aid Focus

<http://www.stjohnambulance.com.au/youthengagement/first-aid-focus/secondary-school>

First Aid Recruits (12-16 year olds)

<http://www.stjohnambulance.com.au/youthengagement/first-aid-recruits>

Click to Save


<https://www.clicktosave.com.au/log-in/>

PRACTISE

THE EMERGENCY CALL


This activity encourages cadets to think about the process of calling Triple 000, the steps they need to follow, and the information they need to provide.

- Ask for a cadet volunteer to role-play making an emergency call.
- Use one of the scenarios provided in the resource sheet – *Making an emergency call* (page 110) and the questions provided below.

 Choose the cadet and their role in the role-play activity according to the cadet's skills and confidence.

Role-play emergency service operator questions

- Which emergency service do you require – ambulance, police or fire?
 - What is the address of the emergency? (Give the road, suburb, state and nearest cross road).
 - What phone number are you calling from? (Having this information is essential in case a call is disconnected, drops out or the operations centre needs to call you back to get more information. Inform cadets that they are not required to give their name if they choose not to do so).
 - What is the emergency? Tell me what happened. (Information about the injured person, their name, their age, if they are breathing etc. will be asked. Remember you can only provide the information you know so try not to panic if you can't answer a question).
- Critique the call (e.g. what information was provided, was any information missed).
- Ask the cadets to move into groups of three.
- Each group will need an operator, a caller and an observer.
- The operator and the caller participate in the call. The observer provides constructive advice on any information that was missed from the scenario at the end of the call.
- Use the scenarios, operator questions and planning sheet provided in the resource sheet – *Making an emergency call* (page 110).
- Give cadets a chance to play each role.
- Process the activity by asking cadets:
 - how they felt in their role(s)
 - how they think they would feel in an emergency situation
 - what the observer noted.

 Explain that rehearsing how to make a Triple 000 call is important because if they ever found themselves in an emergency situation where they had to call for help, they would know what to do and what information they had to provide.



CPR

USING TECHNOLOGY TO SAVE LIVES

These tasks introduce cadets to the use of technology as a tool for use in an emergency.

ICE Number

- Ask cadets if they have an ICE number in their phone. ICE stands for In Case of Emergency.
- An ICE number may make it quicker and easier for emergency services or a passer-by to get in touch with a support person in an emergency.
- An ICE contact may also be helpful not just in an emergency but any time someone gets into difficulty.
- Encourage cadets to:
 - enter the acronym ICE into their mobile's contact list
 - add the name and number of the person they want to be contacted in an emergency. A cadet's parent/guardian may be the best person to have as an ICE contact
 - explain to cadets that they can also store their blood type, allergy information and any other relevant health information under the ICE entry.
- Explain that if they have an iPhone and their iPhone is locked, the ICE number can be accessed using Siri. If cadets have an Android or Windows phone there may be an emergency contact feature in phone settings or they may have to download an app for loading ICE information.

Emergency+ app

- Encourage cadets to download the Emergency+ app to their phone and encourage their family and friends to also place it on their phones.
- The Emergency+ app is a free app developed by Australia's emergency services, government and industry partners. The app uses GPS functionality built into smart phones to help a Triple Zero (000) caller to provide critical location details required to mobilise emergency services.

Emergency+

<http://emergencyapp.triplezero.gov.au/>

II REFLECT

- Ask cadets to complete a 3-2-1 reflect with a partner.
 - 3 things that they have learnt about the Triple Zero service.
 - 2 people to include on their ICE list.
 - 1 thing they need to remember if calling emergency services.

ACTIVITY 2 - DRSABCD



INTRODUCE

- Explain to cadets that there are four main aims of first aid. To:
 - preserve life: carrying out emergency first aid procedures e.g. opening a casualty's airway or performing cardiopulmonary resuscitation (CPR)
 - protect the unconscious
 - prevent deterioration/further injury: preventing a casualty's condition from deteriorating further e.g. asking a patient to stay still to prevent movement of possible fractures
 - promote recovery: by arranging quick emergency medical help e.g. quickly cooling a burn can reduce the risk of long term scarring.

THE QUICK QUIZ

- Using quiz questions included in the resource sheet – *What do you know about first aid?* (pages 111-112) conduct a quick quiz to determine cadets' basic first aid knowledge.

The quiz can be run individually or in groups and electronically or paper-based. Choose the method that best fits resources available and cadets.

- Run through the correct responses to each question in the quiz and explain that the first aid module will be focusing on these topics.

OPTION

Use the quiz questions provided and set up the quiz on Kahoot! Cadets will need access to a smartphone/iPad or the activity can be run as a whole group using a smartboard or something similar.
<https://kahoot.com/>

OPTION

As an alternative to using the quiz questions provided on the resource sheet *What do you know about first aid?* (pages 111-112), cadets may complete individually, in small groups or as a whole group, one of the many online first aid quizzes available on the Internet.

St John Ambulance (VIC)
<https://www.stjohnvic.com.au/testmyfirstaid/index.asp>

St John Ambulance (QLD)
<https://www.stjohnqld.com.au/Training/First-Aid-Resources/First-Aid-Quiz>

British Red Cross
This quiz allows you to tailor your questions.
<http://firstaidlearningforyoungpeople.redcross.org.uk/first-aid-quiz/>

ENVIRONMENT

- Venue with access to the Internet and a screen to view the video(s)

EQUIPMENT & RESOURCES

- Internet access and screen
- Quick quiz
 - Resource Sheet – *What do you know about first aid?* (pages 111-112)
- DRSABCD
 - Cadet Recruit Handbook – *Using DRSABCD* (page 14)
- Applying DRSABCD to a scenario
 - Resource Sheet – *Making an emergency call* (page 110)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

- First Aid Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

St John Ambulance

DRSABCD action plan adult and child
<http://www.stjohnambulance.com.au/online-resources/first-aid-information-and-resources>

HLTAID001 – Provide Cardiopulmonary Resuscitation

Royal Lifesaving WA

<https://royallifesavingwa.com.au/training/provide-cardiopulmonary-resuscitation/c-25/p-930>

PRACTISE

DRSABCD

This activity introduces or revises the steps in the DRSABCD first response process.

- Introduce the letters D R S A B C D.
- Ask the cadets to explain what they think each of the letters stand for.
 - D – Danger
 - R – Response
 - S – Send for help
 - A – Airway
 - B – Breathing
 - C – CPR
 - D – Defibrillator
- Watch the following video:
 - **St John Ambulance – DRSABCD 2.49mins**
<https://www.youtube.com/watch?v=s2PSo9mjSY0>
 - After watching the video ask the following questions and discuss the responses.
 - D for Danger – Why do you need to be alert to potential dangers at the scene of an accident/incident? What sort of ‘dangers’ should you be looking for? If there are dangers, what should you do?
 - R for Response – How can you check for a response? What should you do if you get a response or not get a response?
 - S for Send for help – What action should you take to get help?
 - A for Airway – What does this step involve? What should you do if the airway is blocked?
 - B for Breathing – How do you check for breathing? If the casualty is breathing normally, what should you do? If they are not breathing normally, what should you do?
 - C for CPR – What is CPR? When do you use it? Where do you press down on the body? What is the rate of compressions? How many compressions per minute? When do you stop?
 - D for Defibrillator – What is a defibrillator? How do you use it?

OPTION

Show the following video.



WA St John Ambulance

Don't be afraid to Defib (1.56 mins)

https://www.youtube.com/watch?v=3RqL64n_ltQ

- Refer cadets to the DRSABCD first response process in their handbook – *Using DRSABCD* (page 14) and encourage them to refer to this process through the first aid sessions.



DRSABCD

RECOVERY POSITION

This activity revises/introduces the process of putting a casualty into the recovery position.

- Explain to cadets that they are going to revise/learn how to put a casualty into the recovery position.
- Ask if they know when the recovery position is used:
 - if someone is unresponsive and breathing then you need to turn them onto their side and into the recovery position to keep their airway open so they can still breathe.
- Show a video demonstrating the process.



Training Aid Australia

Recovery position (0-1.28mins ONLY)

<https://www.youtube.com/watch?v=E02g1OK8l68>

St John Ambulance UK

Recovery position for adults and children (one year and above) (2.31 mins)

<http://www.sja.org.uk/sja/first-aid-advice/first-aid-techniques/the-recovery-position.aspx>

- After watching the video, ask the following questions and discuss the responses provided.
 - What are the three reasons to use the recovery position?
 - How do you put someone in the recovery position?



OPTION

Instead of watching a video, ask two cadets to demonstrate the steps in the recovery position process while you talk them through the steps.

- Place cadets in pairs and encourage them to work through the steps in placing someone in the recovery position making sure that each step is completed accurately and completely.
- Cadets should take turns being the casualty and the first aid provider.



Depending on your cadet group, you may need to demonstrate the steps in the recovery position process during the practice session.

APPLYING DR5ABCD TO A SCENARIO

This activity encourages cadets to apply the knowledge and skills they have learnt and practised to a scenario.

- Once cadets are confident with the recovery position, progress their skills by giving them a scenario to work with.
- Place cadets in groups of three.
- Allocate a suitable scenario from resource sheet *Making an emergency call* (page 110) to each group (or create additional scenarios).



The recovery position


- Explain that cadets are to create a role-play for their scenario that includes the DRSABCD procedure.
- Allow cadets five minutes before they need to share the role-play with the group.
- Process each group's role-play. Highlight where the DRSABCD procedure has been applied and any steps in the process that may have been overlooked.

CPR

It is recommended that cadet instructors engage experts in the community to deliver CPR training.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - One first aid process/treatment they are confident with and why
 - One first aid process/treatment that they feel they need to practise more and why.

 A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how confident they feel about the DRSABCD procedure. Watch carefully and use this to 'check-in' with cadets as required.

ACTIVITY 3 - CUTS & BURNS



REVISE

- Revise the DRSABCD process through a simple Q&A.

INTRODUCE

- This information and activity explores some first aid techniques to care for simple cuts and burns.

Simple cuts and grazes

- Introduce treating a simple cut or graze.
- Ask cadets what they do when they have a simple cut or graze.
- Highlight the key points in the treatment from the discussion.
 - Apply pressure
 - Raise the injury
 - Clean and dry the wound
 - Apply a sterile dressing
- Explain that cadets should wipe away from the edges of the wound to keep the dirt out of it rather than wiping around and across the edges of the wound.
- Remind cadets of the importance of hygiene. Washing hands before treating the wound or wearing gloves if available.

OPTION

- Show a video that explains how to treat a cut/graze.



St John Ambulance UK
Cuts and Grazes (1.28 mins)
<http://www.sja.org.uk/sja/first-aid-advice/bleeding/cuts-and-grazes.aspx>

St John New Zealand
External bleeding (0.20 secs)
<http://www.stjohn.org.nz/First-Aid/First-Aid-Library/Bleeding/>

CPR KiDS
First aid for bleeding and abrasions (3.09 mins)
<https://www.youtube.com/watch?v=ld4PGYej0tI>

- Reinforce the key points of treating a graze or cut drawing on the observations from the video(s).

Simple burns

BURNS – 2 MINUTE CHALLENGE

- Split into groups of four to five cadets.
- Hand each group a blank piece of A4 paper and a pen.
- Ask the group to write down as many ways they can think of that someone could burn themselves. They have two minutes to complete the task.

ENVIRONMENT

- Venue with access to the Internet and a screen to view the video(s)
- Blank A4 paper and pens

EQUIPMENT & RESOURCES

- Internet and screen
- Burns – 2 Minute challenge
 - Blank A4 paper and pens

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

SKILLS ASSESSMENT

- First Aid Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

St John Ambulance – Burns and scalds
<http://www.stjohnambulance.com.au/online-resources/first-aid-information-and-resources>



- Ask the groups to share their responses. Discuss these. Add any common burn accidents if they are not included in the lists.
- Explain that treating burns can be complex depending on what caused the burn however the following are the simple steps in managing a burn.
 - Follow DRSABCD.
 - Extinguish burning clothing – STOP DROP AND ROLL – pull the patient to the ground; wrap in a blanket, jacket or similar; roll the patient along the ground until the flames are extinguished. If the burn is from a scald (hot liquid), quickly remove the patient’s wet clothing from the affected area.
 - As soon as possible after the burn, hold the burnt area under cool running water for 20 minutes.
 - Remove any clothing and jewellery from the burnt area (unless they are stuck to the burn).
 - Cover the burn with a clean, light, loose non-stick dressing.
 - See medical aid.

PRACTISE

SCENARIO

This activity encourages cadets to apply their knowledge about burns to a simple scenario.

- Ask cadets to move into a group of four or five.
- Explain to cadets that they are going to complete some tasks using a scenario.
- Read out the scenario.

Scenario

You and your mates have decided to go camping for a night during the school holidays. You will be camping at a campsite in the local national park. Being autumn, it’s reasonably cool and there is no current fire ban in place.

Unfortunately, when you were getting your gear ready for the night in the bush, you forgot to pack a first aid kit.

- In their groups, ask cadets to:
 - list all the ways that someone could get burnt on your camping trip
 - suggest ways to deal with these situations
 - and how you would treat the casualty(s).
- Ask each group to share one of their potential accidents and how they would respond and treat the casualty.

REFLECT

- Ask cadets to do a quick ‘thumbs up (good), down (not so good) or across (unsure, ok)’ based on how confident they feel in treating cuts/grazes and then burns. Watch carefully and use this to ‘check-in’ with cadets as required.



Treating a cut

ACTIVITY 4 - WHAT'S IN A FIRST AID KIT?

30

REVISE

- Set up for a game of Red light/Green light.
- Use the sample questions in resource sheet – *Red light/Green light* (page 113).

RED LIGHT/GREEN LIGHT

This quick activity is a strategy to revise introduced first aid content.

- Cadets line up in a straight line at one end of an open space e.g. hall, gym, quadrangle etc.
- A first aid question is asked using questions from the resource sheet.
- If the answer is no, or it is something they shouldn't do, they don't move – Red light – stand still.
- If the question is right or the cadets feel they should say yes, they take three steps forward – Green light – move forward.
- If they get the wrong answer, they go back to the beginning.
- The winner is the person who crosses the line first.

INTRODUCE


- Reaffirm that emergencies can happen at any time and access to some first aid items can preserve life, prevent deterioration and promote recovery.
- Ask cadets where they have seen a first aid kit? If they have one at home? In the car?
- Ask cadets what they think should be in a first aid kit and where they could be stored e.g. in a car, in the laundry (at home), backpack when hiking, in a school etc.

PRACTISE

PERSONAL FIRST AID KIT

This activity explores different types of first aid kits and the items included in them.

- Explore the items included in various first aid kits through a 'show and tell'.

 **Include a simple, personal first aid kit in the kits that you show.**

- As a group consider the items that should be included in a personal first aid kit that cadets could pack/take when they went on cadet excursions, activities, camps etc.
- Items to consider include band aids, safety pin, non-stick dressing pad, crepe bandage, alcohol swabs, hand sanitiser, notepad and permanent marker, disposable gloves, small scissors, small torch etc.

ENVIRONMENT

- Open space with access to the Internet

EQUIPMENT & RESOURCES

- Red light/Green light
 - Resource sheet – *Red light/Green light* (page 113)
- Personal first aid kit
 - Cadet Recruit Handbook – *My personal first aid kit* (page 15)
 - A number of different first aid kits e.g. different sizes with different items
- Cadet Recruit Handbook – *Set and strive – First aid and emergency* (page 59)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

MINI FIRST AID KITS – ACTIVITY

This link is to an activity using film canisters to make a very small personal first aid kit. There is a game that goes with the activity.

This could be a good project for a local event (e.g. fête) where the importance of first aid and preparedness is promoted.

Girls Camp Certification: Roll a First Aid Kit

<https://www.playpartyplan.com/girls-camp-certification-first-aid-kit/>

- Ask cadets to write the items for a personal first aid kit in their handbook – *My personal first aid kit* (page 15).
- Explain that first aid kits need to be well maintained so that they are ready to use. To do this:
 - replace items as soon as possible after they are used
 - every 12 months check that items are in good working order, have not deteriorated and are within their expiry date
 - ensure sterile items are still sealed.

★ OPTION

Set cadets the task of creating their own personal first aid kit. They can store their kit in an empty plastic vitamin container or something similar and make a label for their kit. There are quite a few examples on the Internet (see Support resources for examples) or a sample could be made to show cadets what it could look like.

Cadets are to include all of the items they listed in their handbook.

In the next cadet session – check each cadet's first aid kit.

★ OPTION

Cadets could make a personal first aid kit as a part of a cadet session.



Additional information about emergency kits and preparedness is included in the following section of this manual.

Cadet Recruit
Stream 5 Safe Operations
Topic 5 Recruit preparing an emergency kit

II REFLECT

- At the end of the session ask cadets to write a first aid goal in their handbook (page 59). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *Within the next week I will build my own personal first aid kit and bring it to the next cadet session.*

SUPPORT RESOURCES

Health Direct – First aid kits
<https://www.healthdirect.gov.au/first-aid-kits>

Australia Wide First Aid
<https://www.australiawidefirstaid.com.au/20-essentials-travel-first-aid-kit/>

Wiki How – First aid kits (includes information on mobile kits)
<https://www.wikihow.com/Create-a-Home-First-Aid-Kit>



Our first aid kit

LEVEL R CADET RECRUIT

STREAM 2 FIRST AID & EMERGENCY

TOPIC 1 RECRUIT FIRST AID & RESUSCITATION

RS 1

OPERATOR QUESTIONS	CALLER – WHAT TO SAY
Which emergency service do you require – ambulance, police or fire?	
What is the address of the emergency? <i>Give the road, suburb, state and nearest cross road (if you can)</i>	
What phone number are you calling from?	
What is the emergency? Tell me what happened. <i>Information about the injured person – remember you can only give them information you know but this information can be critical e.g. their name and age, if they are breathing, what happened, are they bleeding, conscious etc.</i>	

SCENARIOS

You and your friend were at the skate park on Bold Park Drive, Floreat when your friend slipped off their skate board and hit their head. There are no adults around and your friend is breathing but they are not answering you when you call their name. Call Triple Zero now.

You were riding your dirt bike in the Gnangara Pine Plantation with your mate. They have fallen off their bike. It has landed on their leg. There is a bone jutting out, your friend is screaming in pain and you are not due to be picked up by your folks for another hour. You think you are near the intersection of Nursery and Machado Road. You have your phone with you. Call Triple Zero now.

Your friend's Mum was bringing you home from soccer practice. You have hit a roo on the Old Coast Road near Busselton. There are no other cars around. Your friend's Mum in the driver's seat is not responding. Your friend is bleeding from a head wound. You have your phone with you. Call Triple Zero now.

You are at home with your older brother when all of a sudden he gets really wobbly and crashes to the floor. He is breathing but you can't get him to respond. Call Triple Zero now.

You are taking your dog for a walk along Princess Road in Balga when you come across someone lying next to the footpath. There is vomit near them and they have blood on their head. They look to be asleep. No one else is around.

You are riding to tennis really early on Saturday morning on Kings Park Road in West Perth when you smell smoke. You ride a bit further and can see flames in Kings Park and no one else around. It looks like an unattended fire and it is a really hot, windy summer's morning. You have your phone with you. Call Triple Zero now.

Group name _____

QUESTION	ANSWER
1. What does the following acronym stand for – DRSABCD?	
2. What is the emergency number?	
3. What is first aid?	
4. How can you stop external bleeding?	
5. What should you do if you have burnt your finger?	
6. If someone is unconscious but breathing, what should you do?	
7. What is CPR?	
8. What are four items that should be included in a basic first aid kit?	

ANSWERS

1. Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation.
2. 000.
3. Medical treatment of an injured person.
4. Applying direct or indirect pressure around the wound.
5. Hold the burnt area under cool running water for 20 minutes.
6. Place them in the recovery position and continue to observe them.
7. Cardiopulmonary resuscitation – a manual method of pumping blood around a person’s body when their heart has stopped functioning.
8. Bandages – triangular and crepe, non-stick dressing pads, disposable gloves, adhesive tape, pair of scissors, thermal blanket, notepad and pencil, plastic bag, alcohol swabs, resuscitation mask/face shield.

LEVEL R CADET RECRUIT
STREAM 2 FIRST AID & EMERGENCY
TOPIC 1 RECRUIT FIRST AID & RESUSCITATION

R
2
RS 1

QUESTION	ANSWER
1. To treat a small cut, clean it with soap and water and apply a clean Band-Aid.	Yes (move forward x3 steps).
2. When cleaning a wound, always wipe around and across the edges of the wound.	No – Wipe away from the edges of the wound to keep the dirt out of it (stand still).
3. ‘S’ in the DRSABCD stands for ‘Send for help’.	Yes (move forward x3 steps).
4. The emergency number is 911.	No – it is 000 (stand still).
5. If you burn your finger you should hold the burnt area under cool running water for 20 minutes.	Yes (move forward x3 steps).
6. To stop external bleeding you apply direct or indirect pressure around the wound.	Yes (move forward x3 steps).
7. One of the main aims of first aid is to preserve life.	Yes (move forward x3 steps).
8. Before you offer any first aid you should check the scene for danger.	Yes (move forward x3 steps).
9. If someone is unconscious but breathing you should try to sit them up.	No – you place them in the recovery position (stand still).
10. ICE stands for ‘In case of emergency’.	Yes (move forward x3 steps).
11. Once you have made an emergency call to Triple 0, you need to get off the line as quickly as possible.	No – you need to stay on the line until you are told you can hang-up (stand still).
12. A person who is deprived of oxygen is having a breathing emergency.	Yes (move forward x3 steps).
13. CPR stands for ‘cardiopulman resuscitation’.	No – it stands for ‘cardiopulmonary resuscitation’ (stand still).
14. You can check a person’s response by squeezing their shoulders.	Yes (move forward x3 steps).
15. Don’t remove any clothing or jewellery from the burnt area of a burn if they are stuck.	Yes (move forward x3 steps).



EMERGENCY SERVICES CADET CORPS

STREAM 3: FIRE SAFETY



STREAM 3 OVERVIEW: FIRE SAFETY

PURPOSE

This stream introduces the concept of fire and the impact structural, bush and marine fires have on WA. It acknowledges that every year thousands of fires destroy or damage houses, sheds and garages, commercial and industrial buildings and businesses, vehicles, flora and fauna, and vast hectares of bushland throughout WA. Cadets are introduced to the fire triangle, hazards, and ways to mitigate risk from these hazards, as well as preparedness strategies.

Cadets develop an understanding and appreciation for the role of emergency services volunteers in fighting fire across WA's lands and seas.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. List fire hazards in the home.
2. Explain how to reduce the risk of fire in the home.
3. Create a home fire escape plan.
4. Inform community members of how to reduce their fire risk in their home.
5. Explain the bushfire triangle.
6. Provide strategies for breaking the bushfire triangle.
7. Describe the three ways heat is transferred.
8. Describe the factors affecting fire behaviour.
9. Explain the Fire Danger Ratings System.
10. Explain the Bushfire Warning System.
11. List potential fire hazards on a boat.
12. Explain a fire escape plan for a boat.
13. Explain how to make an urgency or distress call and the difference between the two.
14. Outline strategies to reduce hazard risks on a boat.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. Recruit structure fire awareness	116	2 hrs 30 mins	1, 2, 3, 4
2. Recruit bushfire awareness	128	2 hrs 30 mins	5, 6, 7, 8, 9, 10
3. Recruit marine fire awareness	145	1 hr	11, 12, 13, 14

LEVEL **R** CADET RECRUITSTREAM **3** FIRE SAFETYTOPIC **1** RECRUIT STRUCTURE FIRE AWARENESS**R****3****1**

TOPIC 1: RECRUIT STRUCTURE FIRE AWARENESS

LEARNING INTENTIONS

1. List fire hazards in the home.
2. Explain how to reduce the risk of fire in the home.
3. Create a home fire escape plan.
4. Inform community members of how to reduce their fire risk in their home.

TOPIC CONTENT

OVERVIEW

1. Each year thousands of fires destroy or damage houses, sheds and garages, commercial and industrial buildings, vehicles, and vast hectares of bushland throughout WA.
2. The career Fire and Rescue Service (FRS) comprises more than 1,100 firefighters working with firefighting volunteers from the Volunteer Fire and Rescue Service and the Volunteer Fire Service.
3. Each year career and volunteer firefighters responded to and put out approx. 1,300 structural fires, 1,600 rubbish fires, 1,500 vehicle and caravan fires and 5,000 bushfires.
(DFES <https://www.dfes.wa.gov.au/safetyinformation/fire/Pages/default.aspx>)
4. Every year people die in house fires from inhaling toxic smoke and dangerous fumes. Most household fires are accidental and preventable.
5. Fires starting in the bedroom or lounge room account for 73% of all house fire fatalities.
(Source: FESA 2010/11 Annual Report)
6. When you are asleep you can't smell smoke.
7. You are 60% less likely to survive a house fire without a working smoke alarm.
8. A fire can engulf an entire room within four minutes.
9. From 1 July 1997 the installation of mains powered smoke alarms became mandatory for all new residential buildings (or residential building extensions) within Western Australia. Since 1 October 2009 mains powered smoke alarms must also be fitted in all existing residential buildings prior to the transfer of ownership, rent or hire.



Additional information about smoke alarms is found at:

DFES

Smoke Alarm Legislative Requirements

<https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/Pages/smokealarmlegislativerequirements.aspx>

MANAGING FIRE HAZARDS IN THE HOME

1. The following are suggestions for how to manage fire hazards in the home. Cadets need to be aware of these so that they can communicate them to family and friends.
 - Install mains powered smoke alarms.
 - Develop and practise an escape plan with household members.
 - When installing security, always select a licensed installer.
 - When installing heating systems only use qualified tradesmen.
 - Guard open fires with a fine mesh screen to prevent sparks and logs falling out.
 - Clean chimney and flues regularly from built-up ash and soot.
 - Be alert when cooking and never leave food unattended.
 - Never leave lit cigarettes to burn unattended.

- Never leave children unattended with candles, matches and lighters.
- Only purchase fire blankets and extinguishers that meet Australian Standards.
- Know what to do if a person's clothing catches on fire (stop, drop, cover and roll).

FIRE ESCAPE PLAN

1. Each year in Western Australia, structural fires result in injury and death and create significant property damage.
2. Home fire escape plans help occupants to leave quickly and safely if a fire starts in their home.
3. DFES recommends that a fire escape plan is discussed with all household members.
4. Tips for the fire escape plan are below.
 - The fire escape plan should include all rooms in the house.
 - Plan for two ways to get out of every room, if possible
 - Decide on a safe place outside the home for all householders to meet in the event of a fire e.g. the letterbox.
 - Make sure security doors can be unlocked quickly from the inside.
 - Consider householders with special needs e.g. those that are very young, elderly or infirm.
 - Consider an escape route for pets.
 - Draw up the escape plan on paper, discuss it with the household, and practise it once a year.
 - Install smoke alarms and test them every year.
 - Once outside a house fire, don't go back in.
 - Dial 000 once escaped from the house fire.

CALLING TRIPLE ZERO

1. When calling Triple Zero (000)
 - State whether police, fire or ambulance are needed.
 - Give a state and address or location.
 - Stay calm, don't shout, speak slowly and clearly.
 - Stay on the line until told to hang up.



Additional information about calling 000 can be found in:

Cadet Recruit

Stream 2 First aid and emergency

Topic 1 Recruit first aid and resuscitation

WAYS OF TEACHING

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is highly recommended that where possible instructors seek opportunities for cadets to connect with a local VFES or VFES for some extended knowledge and where possible, practical experience.



DFES

Volunteer Fire and Emergency Services

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteerfireandemergencyservices.aspx>

DFES

Volunteer Fire and Rescue Service

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteerfireandrescueservice.aspx>

ACTIVITY 1 - FIRE - IT'S A HAZARD



REVISE

- Ask cadets to explain what they know about the fire triangle. Ensure they understand the three elements in the triangle. Use a structure example such as the one below in the explanation.

THE FIRE TRIANGLE			
Fire scenario	Fuel	Oxygen	Heat
A cat jumps onto a bed side table knocking over an unsupervised lit candle	Furniture and furnishings, timber stud walls, wooden rafters	Oxygen is part of the air	Burning fuel creates light and heat



Additional information about the fire triangle is found in:
 Cadet Recruit
 Stream 3 Fire safety
 Topic 2 Recruit bushfire awareness

INTRODUCE

- Explain to cadets the following:
 - The career Fire and Rescue Service (FRS) comprises more than 1,100 firefighters working with more than 25,000 firefighting volunteers from the Bush Fire Service, Volunteer Fire and Rescue Service, and the Volunteer Fire and Emergency Service.
 - Career and volunteer firefighters responded to and put out 1,360 structural fires, 1,690 rubbish fires, 1,554 vehicle and caravan fires and 5,339 bushfires for the period 1 July 2013 to 30 July 2014. (DFES <https://www.dfes.wa.gov.au/safetyinformation/fire/Pages/default.aspx>)
- Ask cadets what they think the role of the VFRS and VFES are in fighting fires. (*Through comprehensive training, VFRS and VFES firefighters learn to operate the wide range of equipment, vehicles and appliances used for fire suppression including charged hose lines, portable pumps, tankers and communications.*)
- On a board, large sheet of butcher page or large sticky note construct the following chart.

Potential fire hazards in the home	Strategies to manage fire hazards

- Brainstorm the hazards and the ways to manage them.

ENVIRONMENT

- Classroom, gym etc with Internet access

EQUIPMENT & RESOURCES

- Board, butcher paper or larger sticky note and markers
- Computer, screen or Smartboard
- Personal Protective Equipment (PPE)
 - Resource sheet – *Your structure fire PPE* (page 125)

PERSONAL & SOCIAL SKILLS

Social management
 Communicate with others

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Seek opportunities for cadets to connect with a local VFES or VFRS for some extended knowledge and where possible, practical experience.


SUPPORT RESOURCES

DFES
 Fire in the home
<https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/Pages/default.aspx>

DFES
 Volunteer Fire and Emergency Services
<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteerfireandemergencyservices.aspx>

DFES
 Volunteer Fire and Rescue Service
<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteerfireandrescueservice.aspx>



 You may need to revisit the definition of a hazard or introduce it for the first time.

Hazard – anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity, and how it is performed.



Additional information about hazards and risk is found in:

- Cadet Recruit
- Stream 5 Safe operations
- Topic 3 Recruit introduction to natural hazards

- Add to the chart as required. Suggestions for the chart are included below.


Potential fire hazards in the home	Strategies to manage fire hazards
<ul style="list-style-type: none"> • Homes not having smoke alarms installed or alarms that are not working correctly • Electrical work in the home that has not been completed by an authorised tradesperson • Chimney and flues that have not been cleaned regularly and are blocked • Children playing with matches/lighters • Unattended candles • Unattended and unguarded fires • Unattended lit cigarettes • Cooking area of the home e.g. food left unattended, flame from the gas stove setting a tea towel alight, fires caused by hot oil/fat • Electric blanket catching fire • No existing fire escape plan 	<ul style="list-style-type: none"> • Install mains powered smoke alarms • Develop and practise an escape plan with household members • When installing security, always select a licensed installer • When installing heating systems only use qualified tradesmen • Guard open fires with a fine mesh screen to prevent sparks and logs falling out • Clean chimney and flues regularly from built-up ash and soot • Be alert when cooking and never leave food unattended • Never leave lit cigarettes to burn unattended • Never leave children unattended with candles, matches and lighters • Only purchase fire blankets and extinguishers that meet Australian Standards • Know what to do if a person's clothing catches on fire (stop, drop, cover and roll)

PERSONAL PROTECTIVE EQUIPMENT (PPE)


- Ask cadets if they know what PPE is or an example of PPE. (*Personal protective equipment (PPE) is protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. PPE items impose a barrier between the wearer/user and the working environment.*)
- Explain to cadets that PPE is issued by emergency services volunteers to provide protection levels for operational responses.
- Continue the discussion by explaining that PPE requires ongoing inspection and maintenance to ensure that the levels of protection offered are preserved.




PPE

 Emergency service volunteers have a responsibility to check their PPE after use for damage and take appropriate action as required.

- Highlight to cadets that all volunteers should always be correctly dressed in protective clothing when attending an incident involving fire.

 A minimum standard for volunteers fighting fires is cotton/wool long trousers, long sleeve shirts, sturdy work boots and a suitable helmet. Standard issue structure 'turn-out' gear incorporating a jacket, trousers, boots, helmet and gloves are provided to protect volunteers during structural firefighting.

- Hand out to cadets the resource sheet *Your structure fire PPE* (page 125).
- Working as a whole group, consider the PPE shown on this worksheet. Discuss how the different items of PPE help to mitigate risk.

 Remind cadets that when preparing emergency kits, appropriate PPE should be included especially when in bushfire regions e.g. long sleeve shirts made of cotton/wool, sturdy boots, gloves, masks etc.



Additional information about emergency kits is found in:

Cadet Recruit

Stream 3 Fire safety

Topic 2 Recruit bushfire awareness

Cadet Recruit

Stream 5 Safe operations

Topic 5 Recruit preparing an emergency kit

REFLECT

- Watch the following video.



DFES

Home fire safety (1.25 mins)

<https://www.youtube.com/watch?v=m6Yf-Uh4Luo>

- After watching the video ask cadets to state the four key messages from the video. (*Have mains powered smoke alarms installed, never leave heat sources unattended, know your escape plan, get down low and go!*).
- Encourage cadets to explain how they could share this information with the community e.g. visit local schools studying fire safety and explain the 'stop, drop, cover and roll' or 'get down low and go' processes.

ACTIVITY 2 - ESCAPE THE FIRE



REVISE

QUICK QUIZ

- Ask cadets to move into small groups.
- Provide each cadet group with a resource sheet *Fire – What do you know?* (page 126).
- Explain to cadets that working in their small group they need to answer as many of the questions correctly as they can in the allocated time.
- On ‘go’, cadets start working.
- The winning group in the one with the most correct responses in the shortest time frame.
- Clarify any concepts with cadets as required.

Use senior cadets to assist in running this activity e.g. timing groups, marking quizzes etc.

Quiz answers

QUESTION	ANSWER
When you're asleep you cannot smell smoke. True or False?	True
If you are in a house fire, feel closed doors with the back of your hand before opening them. True or False?	True
When should you call Triple Zero if you find yourself in a house fire?	When outside and safely away from the fire
What does PPE stand for?	Personal Protective Equipment
List two fire hazards in the home?	Example: Unattended candle Furniture blocking an exit
Using the fire hazards from the last question, how can you mitigate the risk from these hazards?	Examples: Unattended candle – knocked over or curtain blowing onto the candle Furniture blocking an exit - people can't escape the home in a fire
Why should you test your smoke alarms annually?	To ensure it is working as expected. It is also recommended that you lightly dust or vacuum the surface of the smoke alarm every month to remove dust and cobwebs that may impede the function of the alarm
Whose responsibility is it to check PPE after attending an operation as an emergency services volunteer?	The volunteers
Why does PPE have to be checked after being worn in an operation?	To ensure that the levels of protection offered are preserved
Why should heat sources never be left unattended?	Unattended heat sources are a hazard e.g. candle, food cooking on a stove etc
What are the three elements in the fire triangle?	1 Fuel 2 Oxygen 3 Heat
What is a hazard?	Anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity, and how it is performed.

ENVIRONMENT

- Classroom, gym etc with Internet access

EQUIPMENT & RESOURCES

- Board, butcher paper or larger sticky note and markers
- Computer, screen or Smartboard
- Quick quiz
 - Resource sheet – *Fire – What do you know?* (page 126)
- Fire escape plan
 - Resource sheet – *Your fire escape plan* (page 127)
- Spread the word
 - A4 blank paper, marker pens/textas

PERSONAL & SOCIAL SKILLS

Social management
Communicate with others

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Option 1

Seek opportunities for cadets to connect with a local VFES or VFRS for some extended knowledge and where possible, practical experience.

Option 2

Set up an information booth at the local shops or library which explains the importance of a home fire escape plan and how to create one. Have blank plans ready to hand out to community members. Cadets can explain how to create a home fire escape plan.

DFES

Fire safety in your home: Fire escape plan (pages 14-15)
https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/FireintheHomeManualsGuidelines/DFES_FireintheHome-Fire_Safety_in_your_Home.pdf

Option 3

Share the fire safety social media campaigns with local youth groups and clubs.

Option 4

Write an open letter from the cadet group to the community newsletter urging families to create a fire escape plan or to check their smoke alarms.


INTRODUCE

HOME FIRE ESCAPE PLAN

- Explain to cadets that they are going to create a home fire escape plan.
- Hand out to each cadet a copy of *Your home fire escape plan* (page 127).
- Read through the explanation of how to create the plan.
- Ask cadets to begin drawing the floor plan of their home, showing the exits, smoke alarms etc. Once cadets have drawn their house floor plan, ask them to mark the escape routes and also the meeting point.

 You may like to show cadets the sample home fire escape plan at:
<https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/pages/homeescapeplan.aspx>

- After the working time, ask cadets the following questions.
 - What challenges did you face in creating the home fire escape plan?
 - Did you find areas of the house where escape from a fire could be very hard? If so, what are they?
 - Is there any action that needs to be taken to ensure that family members can escape from the house in a fire? e.g. keys in security doors or readily accessible, removing furniture from blocking exits etc.
 - How could you share your home fire escape plan with your family?

 Ask cadets to take their plan home, check it for accuracy, adjust it as required and then present it to their family. Encourage cadets to practise their home fire escape plan regularly with the whole family and to keep the plan handy to remind everyone of the safe exits in case of fire.

OPTION

After completing the home fire escape plan ask cadets to identify a 'hot spot' in their home. (*This is an area where there is a fire hazard and where people need to remember to be vigilant with their behaviour to reduce the potential risk e.g. keep tea towels away from the gas stove.*)

Encourage cadets to develop a hotspot reminder sign and post it at the location. Check back in with them the following week. Did they have any good news to report?

PRACTISE

- Watch the following video.



DFES

Home fire safety DVD – English version (12.21 mins)

<https://www.youtube.com/watch?v=K4KrRFF0AR8>

SUPPORT RESOURCES

DFES

Fire safety in your home

https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/FireintheHomeManualsGuidelines/DFES_FireintheHome-Fire_Safety_in_your_Home.pdf

DFES

Fire in the home

<https://www.dfes.wa.gov.au/safetyinformation/fire/fireinthehome/Pages/default.aspx>



House burn

- After viewing the video, discuss the following:
 - how to call for help
 - the best way to escape a fire using the cleanest air
 - the speed in which fire develops
 - the importance of smoke alarms and where they should be situated
 - fire safety escape plans
 - cooking – a potential fire hazard
 - unattended candles, matches and lighters, and lit cigarettes
 - heaters and open fires.

SPREAD THE WORD

- Ask cadets to form pairs.
- Explain that they need to write a set of instructions on home fire safety for one of the following groups. Let cadets know that they can do a poster, letter, infographic etc.
 - A young adult moving out of home for the first time.
 - An elderly person.
 - Parents with three toddlers.
 - New migrants to Australia.
- The instructions need to follow these guidelines.
 - Maximum page length is one page.
 - Use diagrams or illustrations.
 - Only include the most important information.
 - The instructions need to be tailored to the group chosen.
 - The instructions should focus on preparedness.

 Revise the term preparedness. (It is a state of readiness).


- Once the working time has finished, call on pairs to share their work. Discuss the key messages chosen in each example.

CREATE A MESSAGE

- Ask cadets to move into small groups (2-4 cadets).
- Explain that each group has to create a social media home fire safety campaign targeted at their age group that shares one fire safety message. They need to use images and text to promote their home fire safety message.
- Topics include:
 - Get Down Low and Go, Go, Go!
 - Stop, Drop, Cover and Roll
 - Dial Triple Zero
 - Only working smoke alarms save lives
 - Two exits for every room
 - Get out quickly and stay out.
- Provide working time for cadets. At the end of the working time, discuss the social media campaigns.
- Vote on the best campaign and award a prize.



In action

-  Revise treatment for burns with cadets using the information in:



Cadet Recruit
Stream 2 First aid and emergency
Topic 1 Recruit first aid and resuscitation

REFLECT

- Watch the following video.



DFES

After the fire – Fire investigation (7.18 mins)

https://www.youtube.com/watch?time_continue=19&v=MG0sBfqp5ho

- Key points to note in the video.
 - 0.36 – What was the hazard? (*children playing with matches*)
 - 1.14 – The speed and heat of the fire
 - 2.45 – How fire seeks additional oxygen (one of the three elements) to exist
 - 3.00 + 5.00 – The importance of staying low
 - 4.00 – Radiated heat causes combustion
 - 6.00 – Smoke detector maintenance
 - 7.10 – The devastating effect of fire
- Ask cadets to complete the following sentences sharing them with a partner.
 - My knowledge about
 - I was surprised to learn that....
 - I feel about a fire in my home.

Your structure fire PPE

Outlined below are the risks of not wearing the correcting PPE when fighting a structure fire.
Correct PPE includes a helmet, coat and over-trouser, gloves and boots.

HELMET

RISKS: Head injuries, radiant heat, flying debris, embers in hair.

PROTECTION: Provides visibility in low light or smoky conditions; frame protects the skull, spine and neck from impact of falling objects; internal air barrier protects the head from over-heating; flame resistant material protects head and hair from flames.

GLOVES

RISKS: Significant risk of 2nd or 3rd degree burns; no protection from heat, flame or flying objects.

PROTECTION: Protect hands from radiant heat and flames; protection against cuts, abrasions and some impact; inner kevlar cuff protects wrists from injury, abrasions and heat.

BOOTS

RISKS: Foot and toe injuries from penetrating or falling objects; no/low protection from radiant heat from the ground, ash or chemicals on the ground.

PROTECTION: Leather uppers protect from heat, flame and embers; height of boot supports ankles; reinforced soles protect from sharp objects or spikes; steel toe caps protect from falling objects; soles resistant to acid, oil and chemicals; dual density provides hard outer and soft sole for comfort; inner sole is anti-fungal, anti-bacterial.

COAT AND OVER-TROUSER

RISKS: Significant risk of 2nd or 3rd degree burns to large areas of the body; no protection from heat, flame or flying objects.

PROTECTION: Significantly reduces the risk of burn injury by protecting from radiant heat flame; loose-fitting allows air to circulate; colour provides high visibility; fluorescent stripes provide high visibility in poor visibility; fabric has high standard of wicking breathability and is hypo-allergenic; shoulder compression padding assists to maintain the thermal protective integrity of the garment when compressed by breathing apparatus straps; collar closure provides full protection of the neck; padded knees incorporate silicon padding for comfort and thermal protection; trousers fully adjustable to allow for a comfortable fit.



Group members _____ Time _____

QUESTION	RESPONSE
When you're asleep you cannot smell smoke. True or False?	
If you are in a house fire, feel closed doors with the back of your hand before opening them. True or False?	
When should you call Triple Zero if you find yourself in a house fire?	
What does PPE stand for?	
List two fire hazards in the home?	1 2
Using the fire hazards from the last question, how can you mitigate the risk from these hazards?	1 2
Why should you test your smoke alarms annually?	
Whose responsibility is it to check PPE after attending an operation as an emergency services volunteer?	
Why does PPE have to be checked after being worn in an operation?	
Why should heat sources never be left unattended?	
What are the three elements in the fire triangle?	1 2 3
What is a hazard?	

LEVEL **R** CADET RECRUIT

STREAM **3** FIRE SAFETY

TOPIC **1** RECRUIT STRUCTURE FIRE AWARENESS

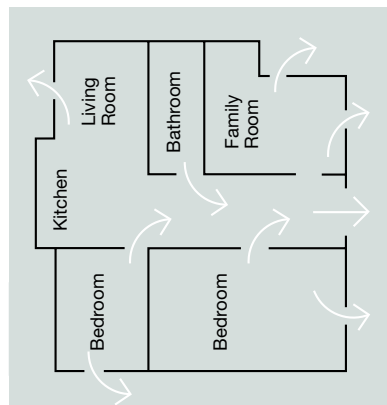
RS **1**

YOUR FIRE ESCAPE PLAN

1. Draw your home floor plan in the grid. See the sample plan below.
2. Use the symbols on the map to help you locate fire extinguishers, smoke alarms, doors, keys etc.
3. Identify two ways out of every room. Mark these using an arrow. See the sample plan for guidance.
4. Decide on an outside meeting place, such as the letterbox and mark this on your map with an **X**.
5. Share this map with your family.
6. Practise your home fire escape plan regularly with the whole family.
7. Keep this plan handy to remind everyone of the safe exits in case of fire.

Draw these symbols

- | | | |
|--------------|-------------------------------|-------------------|
| | | |
| Smoke alarm | Door location/
window keys | Fire extinguisher |
| | | |
| Fire blanket | Escape routes | Meeting Place |



Source: Country Fire Association: 'Your home fire escape plan'



LEVEL **R** CADET RECRUITSTREAM **3** FIRE SAFETYTOPIC **2** RECRUIT BUSHFIRE AWARENESS**R****3****2**

TOPIC 2: RECRUIT BUSHFIRE AWARENESS

LEARNING INTENTIONS

1. Explain the bushfire triangle.
2. Provide strategies for breaking the bushfire triangle.
3. Describe the three ways heat is transferred.
4. Describe the factors affecting fire behaviour.
5. Explain the Fire Danger Ratings System.
6. Explain the Bushfire Warning System.

TOPIC CONTENT

OVERVIEW

1. Bushfires are a natural hazard across WA and can occur all year round in parts of WA, peaking in the summer months. They can start suddenly and without warning.
2. Bushfire often negatively impacts on communities in urban interface and rural areas.
3. Those West Australians that live in rural and pastoral areas rely heavily on Bush Fire Brigades (BFB) for protection against the threat and devastation of fire.
4. BFB are established by Local Governments to provide a volunteer fire prevention and suppression service in their areas.
5. Over 19,000 bush fire service volunteers protect WA from bushfires through fire prevention and risk management, fire suppression and fire safety education.
6. These volunteers operate through over 560 BFBs, which are administered and trained by respective Local Governments and supported by DFES.



DFES

Bush Fire Service

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/bushfireservice.aspx>

FIRE THEORY

1. Understanding bushfire behaviour is important to ensure safety and efficiency during operations.
2. Fire is a high temperature, chemical reaction that releases energy as heat and light. Another word often used is combustion.
3. Fire requires three elements to ignite and continue to burn: heat, fuel and oxygen. These elements show the fire triangle.

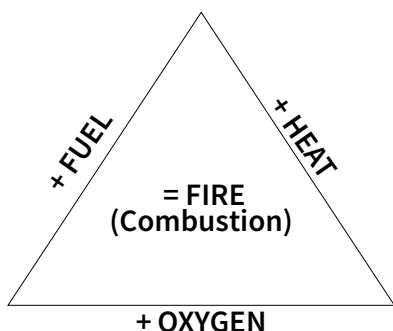


Diagram 1: The fire triangle

4. Understanding the fire triangle helps to work out how to break it. Ways to break the fire triangle include:
 - remove the fuel
 - remove the oxygen
 - remove the heat.
5. A source of heat is required to bring fuel to a temperature where it will ignite (or catch fire). Heat can be transferred by: radiation, convection or conduction.

FIRE DANGER RATING

1. In Australia, we use a Fire Danger Rating to assess 'fire danger'.
2. During a bushfire, emergency services will provide as much information as possible through a number of different methods. One of these is the Bushfire Warning System which has four levels of warning. These levels change to reflect the increasing risk to life or property, and the decreasing amount of time until the fire arrives at a specific location.
3. The Fire Danger Rating is a measure of how difficult a fire would be to control or to put out (extinguish) if it were to start under the forecast weather conditions. The higher the fire danger rating, the more dangerous the fire conditions will be.
4. The Bureau of Meteorology issues Fire Danger Ratings every day and they last for a 24-hour time period.
5. The ratings are calculated using forecasted weather conditions (temperature, relative humidity and wind speed) and local environmental conditions (fuel load, fuel, moisture and soil dryness) and assist emergency service organisations to make decisions about what they would do if a fire was to start.
6. Fire Danger Rating has six categories: Low-Moderate, High, Very High, Severe, Extreme and Catastrophic. As the rating increases, the threat from a bushfire increases.



Bushfire Warning System

<https://www.dfes.wa.gov.au/firechat/documents/downloads/bushfire-warning-system-dfes-bushfire-fact-sheet.pdf>

Fire Danger Ratings

<https://www.emergency.wa.gov.au/#fdr>

PREPAREDNESS

1. In a bushfire, every minute counts.
2. A written and well-practised bushfire survival plan includes preparing a property, putting an emergency kit together before the bushfire season and deciding beforehand (as a family) what to do if there is a bushfire.
3. DFES encourages everyone to take five minutes to have a fire chat with family and friends before the start of the bushfire season.



Additional content is included in the activities within this topic and also at the DFES website:

DFES

Bushfire

<https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/Pages/default.aspx>

WAYS OF TEACHING

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is highly recommended that where possible instructors seek opportunities for cadets to connect with a local BFB for some practical experience. Activities that use hoses, water pressure, breechings, couplings etc may be used for training purposes at appropriate levels and should always be conducted by appropriately trained personnel. BFB in the local area may be able to offer this opportunity.



Association of Volunteer Bush Fire Brigades WA Inc

<https://avbfb.org/>

DFES

Bush Fire Service

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/bushfireservice.aspx>

ACTIVITY 1 - ALL ABOUT BUSH FIRES



INTRODUCE

- Introduce the topic of bushfires by watching the following video.



ABC

The science of bushfires explained, Feb, 2019 (2.37 mins)
<https://www.abc.net.au/news/2019-02-08/bushfires-explained/10793708>

TEALIGHT EXPERIMENT

- Pose the question – What is fire? (*Fire, also called combustion, is a high temperature, chemical reaction that releases energy as heat and light*). Discuss responses.
- Ask cadets if they can recollect the fire triangle that was shown in the video. Using what cadets can remember, expand on their knowledge by conducting the following quick experiment.
- Lay out three tea lights on a non-flammable surface (plate, board etc). Light them.
- Ask cadets to think about what the tealight is using to keep burning. (*Fuel, oxygen, heat*).
- Remind cadets that fire (or combustion) is a chemical reaction that needs fuel, oxygen and heat to continue to burn.



If possible, draw the fire triangle on a board, piece of butcher paper or sticky note so the elements are clear to cadets or ask cadets to look at the fire triangle diagram on page 16 of the handbook.

- Ask cadets the following question:
 - If the tealights need fuel (the wick and wax), oxygen (air), and heat (the naked flame) to burn, what could we do to extinguish the fire? (*Remove one of the three elements e.g. pour water over the naked flame to remove the heat, put a glass over the flame so there is no oxygen, or let the wax completely melt removing the fuel*).
- Explain that this is exactly what we need to do in a bushfire; break the fire triangle.
- Using the water from the water bottle and the glass extinguish two of the flames. There may not be time to let the third tealight burn out (removing the heat and flue). If not, blow it out.



Take the opportunity to remind cadets to never leave a candle burning unattended.

ENVIRONMENT

- Indoor space with access to a computer/screen or Smartboard

EQUIPMENT & RESOURCES

- Internet access, screen/computer or Smartboard
- Tealight experiment
 - 3 tea lights, a non-flammable surface, matches or a lighter, a small drink bottle with water in it, a glass
- The fire triangle
 - Cadet Recruit Handbook – *The fire triangle* (pages 16-17)
 - Resources sheet – *The fire triangle – Answers* (page 142)
- Scenario planning
 - Resource sheet – *Scenario planning* (page 143)
- How heat is transferred
 - Cadet Recruit Handbook – *How heat is transferred* (page 18)
- How much do I remember?
 - Cadet Recruit Handbook – *How much do I remember? – Bushfire behavior* (page 19)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Cadets plan, draft and create a Campfire Safety Checklist in a format appropriate for young people aged 8-11 years.

The information could be presented as a fridge magnet, poster, infographic, 2-minute presentation or a quick animated movie.


Cadets present their checklist to students at the local primary school.

PRACTISE

THE FIRE TRIANGLE

This activity encourages cadets to think about the elements in the fire triangle and how they contribute to a bushfire.

- Ask cadets to turn to *The fire triangle* (pages 16-17) in their handbook.
- Work through the first completed scenario with cadets. Check their understanding of the three elements in the fire triangle.
- Cadets can work individually or in pairs to complete the chart filling in the missing information.
- Check answers after the working time. Answers are found on page 142 in this topic.
- Clarify any points relevant to the fire triangle.
- Working as a group, brainstorm the methods BFB volunteers use to put out bushfires.

 Encourage cadets to think about the fire triangle when considering methods used.

Suggested responses

Remove fuel

Most effective way of stopping large bush fires and preventing their occurrence.

- Rake a trail or firebreak that the fire cannot cross.
- Use earthmoving equipment to clear large areas of fuel.
- Burn selected areas ('prescribed' or 'hazard reduction' burning).

Remove the oxygen


Method used mainly to fight small fires through pushing the oxygen away and 'starving' or 'smothering' the fire.

- Beating the fire.
- Using foam.

Remove the heat (cooling)

This is the most common method of putting a fire out. The fuel is cooled to a point when the burning stops. The water is directed at the fuel burning, not the flames.

- Damp down fuel e.g. woodchips and mulch.
- Using strong jets of water to break up the fuel.
- Smothering the fire by displacing the air with a stream of water.

 Explain to cadets that often it is a combination of methods that will put the fire out. For example, the primary effect of water is to cool the fire. However, the water also makes steam when it hits the heat source which smothers the fire by keeping oxygen away from it.

SUPPORT RESOURCES



Bushfire

SCENARIO PLANNING

Activity adapted from DFES Bushfire Patrol program

This activity encourages cadets to apply their knowledge of the fire triangle and how to put out a fire to a simple scenario.

- Ask cadets to form small groups.
- Hand out to each group the resource sheet *Scenario planning* (page 143).
- Encourage cadets to read the scenario and then working together, complete the tasks.
- Discuss each group's responses to the tasks.


Suggested responses

Task 2

THE FIRE TRIANGLE		
Fire scenario: Campfire		
Fuel	Oxygen	Heat
Sticks, twigs and logs in the campfire	Oxygen is part of the air	Burning fuel creates light and heat

Tasks 3 & 4

Method	Method of putting out the fire	Risk
How would you remove the fuel to put out the fire?	Let the fire burn out itself	The wind could lift small hot embers onto dry fuel outside of the fire pit and start a fire
How would you remove the oxygen to put out the fire?	Smother the fire with dirt	Soil or sand can be used to smother a fire of oxygen; however, fires can still smoulder under the soil and stay hot for more than eight hours. There is a risk of the fire reigniting
How would you remove the heat from the fire?	Pour water over the fire	

 Stress to cadets that putting out a campfire with water is the safest method.

INTRODUCE

HOW HEAT IS TRANSFERRED

- Begin a discussion with cadets asking them if they know how heat is transferred (they may be studying this in Science). Explain that they need to understand this concept because a source of heat is required to bring fuel to a temperature where it will ignite (or catch fire).
- Using the information in the handbook, *How heat is transferred* (page 18) discuss the three different ways.

REFLECT

HOW MUCH DO YOU REMEMBER?

- Ask cadets to complete the self-check questions on page 19, *How much do I remember? – Bushfire behaviour*, of their handbook.
- Check answers and clarify any concepts.

Answers

	True	False
Fire is a chemical reaction.	✓	
Fuel is anything that can burn under the right conditions.	✓	
Fire is also called combustion.	✓	
Fires only need oxygen and fuel to continue to burn.		✓
The best way to put out a campfire is to put sand on it.		✓
Hotter fires produce more radiant heat.	✓	
To remove the heat from a bushfire we put water on it.	✓	
Prescriptive burns are a method of removing fuel.	✓	
Big fires can generate their own winds which can change the behaviour of the fire.	✓	
Spot fires are often created by burning embers.	✓	

ACTIVITY 2 - WHAT AFFECTS FIRE BEHAVIOR?

30


REVISE

- Quickly revise the following:
 - fire definition
 - the three elements in the fire triangle
 - how to break the fire triangle
 - three ways heat is transferred.

INTRODUCE

FACTORS AFFECTING FIRE BEHAVIOUR

- Explain to cadets that fire doesn't stand still. Its movement depends on a number of factors. Ask cadets what these could be. (*Amount and direction of the wind, type of fuel, temperature etc.*)
- Suggest to cadets that these factors can be grouped into three categories – fuel, weather and topography.
- Divide cadets into three (or 6 if a large group) and allocate one of the categories to each group.
- Explain to cadets that working together they need to brainstorm all of the factors that could fit under their category. Provide an example. (*Fuel – the type of fuel – thin grass burns quicker than logs for example.*)
- Cadets can write their thoughts on a piece of butcher paper or large sticky note.
- Once the working time is over, ask one cadet from each group to share their thoughts.

 If two or more groups have the same category, get these groups to present one after another.

- Use the following information to make sure that cadets have a sound understanding of the factors affecting fire behavior.

Fuel

- Fuel is any material that will burn.
- Fuel type
 - Fuels will burn with different intensities e.g. fine fuels such as grass will burn quicker than logs.
- Fuel quantity
 - The quantity of fuel available to burn is one of the most critical factors to fire intensity.
 - Fuel loadings above 8 tonnes per hectare are extremely difficult to suppress.
- Condition of the fuel
 - Dry fuel will burn quickly. Most grasses will not burn when green.
- Fuel arrangement
 - Fine, loosely stacked fuel burns quickly and fiercely.

Weather

- Temperature
 - There is more chance of fires starting or being harder to contain in hot, dry conditions. This is because the fuel is closer to its combustion point.

ENVIRONMENT

- Indoor environment with access to a computer/ screen or Smartboard

EQUIPMENT & RESOURCES

- Factors affecting fire behavior
 - Butcher paper or large sticky note, markers
- 3-corners
 - Resource sheet – 3 corner cards (page 144)
 - Computer/screen or Smartboard
- Bushfire Warning Systems
 - Print A3 copy of the Fire Danger Ratings and the Bushfire Warning System
 - Computer/screen or Smartboard
 - Cadet Recruit Handbook – Fire warnings (page 16)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

DFES

Bushfire Warning Systems: How and when to use them
<https://www.dfes.wa.gov.au/firechat/documents/downloads/bushfire-warning-systems-dfes-how-and-when-to-use-them.pdf>

- Generally, bushfires are most intense in the heat of the afternoon and less intense at night.
- Wind speed and direction
 - Wind drives the fire forward and pre-heats the fuel so it burns quicker and more fiercely.
 - Wind also supplies more oxygen to the fire = more burning. The stronger the wind the quicker the fire spreads.
 - The wind can carry burning fuel and embers forward creating spot fires.
 - Wind is unpredictable.

Topography

- This is the lay of the land e.g. hills, gullies and vegetation height.
- A fire travels faster up a hill than down a hill. This is due to the pre-heating of the fuel by radiation, and convection is accelerated.
- A fire will double its rate of spread for every 10 degrees of upslope and halve for every 10 degrees of downslope.

3-CORNERS

- Set up for a 3-corners activity using the resource sheet – *3-corners cards* (page 144).
- Place the three category cards in three different spots around the room/gym etc.
- Ask cadets to consider which element (fuel, weather, topography) is most likely to have the biggest impact in causing a fire to spread once it has started.
- Once they have moved to their chosen spot, ask them to discuss their reason with the other cadets in their group choosing the ‘strongest reason’.
- One cadet from each group is to share their strongest reason. Explain the most correct response. (*Strong winds can force a bushfire to move fast in the direction it is blowing and can change the direction of the fire*).
- Use the following information to emphasise why strong winds are most likely to have the biggest impact on a fire spreading once it has started.
 - Ask cadets if they think they can outrun a bushfire? (*Usain Bolt, the fastest man in the world can run approximately 38 kilometres per hour but only for 20 seconds. A bushfire can travel up to 30 kilometres per hour but with no limitations on time*).
 - Wind can carry embers ahead of the fire front. When embers land on the ground or on structures they can create spot fires. View the *Ember Attack* video to help explain this concept. Ask cadets to guess how far ahead of the fire embers can travel by wind. (*Embers have been known to travel up to 30km ahead of a bushfire in WA and even further in the Victorian bushfires*).



Watch the following video which demonstrates how far fire embers can travel in the wind.

DFES


Ember attack (1.40 mins)

<https://www.youtube.com/watch?v=4UynVXjtHJM&feature=youtu.be>



In the action

BUSHFIRE WARNING SYSTEMS

 WA has two Bushfire Warning Systems. They are communication strategies used by DFES to inform the community of the daily risk of bushfire and the severity of risk to life and property once a bushfire has started.

- Enlarge and print off pages 2 and 3 of the following resource (or a similar resource).




DFES

Bushfire Warning Systems: How and when to use them

<https://www.dfes.wa.gov.au/firechat/documents/downloads/bushfire-warning-systems-dfes-how-and-when-to-use-them.pdf>

- Locate the two pages somewhere in the room so that all cadets can see them.
- Explain to cadets that those living in or travelling to a bushfire area need to be aware of and follow the two systems used to announce fire danger. These two bushfire warning systems communicate the daily risk of bushfire and the severity of risk to life and property once a bushfire has started. The two systems are:
 - Fire Danger Ratings – BEFORE a bushfire
 - Bushfire Warning System – DURING a bushfire.

 The fire warning systems can be found on page 16 of the handbook

- Using the A3 pages, work through the systems explaining the information provided.
- Ask cadets why they think we have a Fire Danger Rating. *(In Australia, we use the Fire Danger Rating to assess 'fire danger'. The Bureau of Meteorology issues Fire Danger Ratings every day. Fire Danger Ratings last for a 24-hour time period. Fire Danger Ratings are calculated using forecasted weather conditions [temperature, relative humidity and wind speed] and local environmental conditions [fuel load, fuel, moisture and soil dryness]).*
- Ask cadets what the purpose of the Fire Warning System is. *(This system is used once a bushfire has started and provides the community with as much information as possible so that informed decisions can be made. The four levels change to reflect the increasing risk to life and property and the decreasing amount of time before the fire arrives).*
- Ask cadets what they think the fire danger measures. *(The Fire Danger Rating is a measure of how difficult a fire would be to control or to put out [extinguish] if it were to start under the forecasted weather conditions. The higher the fire danger rating, the more dangerous the fire conditions will be).*
- Ask cadets where the information about bushfires is communicated. *(EmergencyWA; DFES – website, twitter, Facebook, emergency information line; Local news – tv, radio, websites).*

- Using a computer/screen or Smartboard, visit the Emergency WA website and look at the Fire Danger Rating.



Emergency WA

Fire Danger Ratings

<https://www.emergency.wa.gov.au/#firedangerratings>

- Using the map of WA and the information on the left of the screen look at the various fire danger ratings across WA.
- Click on a fire icons. Once you have done this, click on 'More information' to find out more about the affected areas, what people in the area need to be aware of, and what they should do. Discuss the information you find.
- Check out your location. Ask cadets to tell you what your location's Fire Danger Rating is and what this means.
- Click on the 'Warnings and Incidents' tab along the top of the page.
- This information shows the Bushfire Warning System. Click on one of the warnings and investigate what it is telling the community. Use the Bushfire Warning System poster to help clarify.
- Discuss the bushfire warning and what community members should be doing to protect themselves and their property given the current warning in their local area.



REVISE

- Ask cadets to share the following:
 - Three pieces of new knowledge.
 - Two ways the community can protect themselves and their property from bushfire.
 - One piece of important information to share with their family about bushfires.

ACTIVITY 3 - PREPAREDNESS



INTRODUCE

- Introduce the session of preparedness by asking cadets what they think the following message means. **You can't outrun it, or outlast it. So plan to outsmart it.**
- Emphasise to cadets that the key message is that bushfires are unpredictable and happen every year. The single biggest killer is indecision. To survive a bushfire, you must be prepared to make your own decisions.
- Watch the following video.



DFES

Do you have a fire plan? (3.45 mins)

https://www.youtube.com/watch?v=2DNJI5Vd_XM

- After the video ask cadets the following questions discussing their responses.
 - Did any of the characters in the video have a well thought out fire plan? Why/Why not? Do you think they would survive if there was a threatening bushfire? *(There was confusion about the fire plans in families; some had not developed a fire plan as they did not have time and/or did not prioritise the development of a fire plan; some strategies were unrealistic e.g. have a bath; some strategies were unrealistic to fight a large bush fire e.g. hop in the river).*
- Introduce the 5 minute fire chat strategy. Explain that this strategy starts the conversation about what people would do if their lives or property were under threat from a bushfire.
- Explain that families can do the 5 minute fire chat online with DFES and be emailed resources once the chat is finished.
- Watch the video, 5 minute chat, which outlines the three simple questions families need to ask themselves that could save their lives.



DFES

5 minute fire chat (1.38 mins)

<https://www.dfes.wa.gov.au/firechat/Pages/default.htm>

Transcript

<https://www.dfes.wa.gov.au/firechat/documents/downloads/5-minute-fire-chat-dfes-transcript.pdf>

- After the video, ask cadets whether they thought the families in the earlier video had asked themselves the three questions recommended in the '5 minute fire chat' and if they hadn't, what the implications of this could be.



Encourage cadets to have a 5 minute fire chat with their families.

ENVIRONMENT

- Indoor space with access to a screen, computer or Smartboard

EQUIPMENT & RESOURCES

- Computer/screen or smartboard
- Spot the hazards
 - Aerial photo of a house
 - Marker pens
- Are we bushfire ready?
 - Cadet Recruit Handbook - *Are we bushfire ready?* (pages 20-21)
- Our role
 - Butcher paper and marker pens

PERSONAL & SOCIAL SKILLS

Social management

Communicate with others

SKILLS ASSESSMENT


COMMUNITY ENGAGEMENT

- Invite the local volunteer bushfire brigade or emergency services unit to visit to discuss their bushfire experiences. Raise questions about locations and groups most at risk in your community, and what to do during a bushfire threat. Encourage cadets to take their recounts home and discuss these with their parents and family.
- Ask cadets to investigate whether there is a Bushfire Ready group in their community. Bushfire Ready is a community driven program established by DFES in collaboration with local government to increase the resilience of the community to bushfire risk. It aims to encourage local residents to work together to network, share ideas and information and develop and implement strategies to reduce their bushfire risk. Investigate if there is a role cadets can play in the Bushfire ready program.
- Support a BGU working with a community after a bushfire.

PRACTISE

SPOT THE HAZARDS

- Explain to cadets that if they live near bush, even in a metropolitan area, that bushfire is a real threat to them and their family.
- Ask cadets if they have a bushfire plan for their home and family. Ask cadets to share their plan.


 Highlight to cadets that when travelling to locations susceptible to bushfires during bushfire season they have a responsibility to become informed about the possible risks and ways to reduce and/or prepare for these.

For example, understanding when bushfire season is in parts of WA, the local ABC radio frequencies which provide bushfire alerts and updates, what to do if they encounter a bushfire when driving, and the importance of packing a survival kit (with an AM/FM radio, spare batteries, first aid kit, woollen blankets, drinking water and protective long sleeved clothing, hats and sturdy shoes, and a map of the area). These are vital preparedness strategies when travelling in bushfire season to areas at risk of bushfire.

- Show an aerial image of a home such as the one below using a Smartboard or screen.



Source: reiwa.com.au

 Choose an image that reflects the location of the cadet unit.

- Working as a group discuss what the owners of this property would have to do to ensure that it is a well-prepared property for a bushfire. Consider the following.
 - Remove all rubbish.
 - Rake up outside fuels like dry leaves, grass, twigs and loose bark.
 - Remove large shrubs next to a window. Prune shrubs well away from tree branches.
 - Clip lower branches of shrubs to separate from grass underneath.

SUPPORT RESOURCES

DFES

Bushfire Preparation Toolkit

<https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/BushfireManualsandGuides/DFES-Fire-Chat-Bushfire-Preparedness-Toolkit.pdf>

DFES

Bushfire resources

<https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/Pages/allpublications.aspx>

DFES

The Homeowner's Bushfire Survival Manual

https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/BushfireManualsandGuides/DFES_Bushfire-Homeowners_Survival_Manual.pdf

DFES

Bushfire – Travellers' Checklist

https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/BushfireManualsandGuides/DFES_Bushfire_Travellers_Checklist.pdf

DFES


Bushfire Patrol

<https://www.dfes.wa.gov.au/schooleducation/Pages/default.aspx>

- Prune lower branches (up to 2 metres off the ground) to stop a ground fire spreading into the canopy of trees.
- Move items like wooden furniture, boxes and doormats from decks and from being too close to the house.
- Clear gutters and the roof of leaves.
- Keep wood piles away from the house.
- Store petrol and gas away from the house in a shed.
- Mow the lawn and keep the lawn short.
- Make gravel and pebble paths.
- Cut back overhanging branches near house.
- Clear away unnecessary trees and trim lower branches.
- Clear vegetation along the boundary of a property to create a firebreak.

ARE WE BUSHFIRE READY?

- Ask cadets to turn to pages 20-21 in their handbook, *Are we bushfire ready?*
- Explain that this task will be an 'at home' activity.
- Cadets will need to take some photos of their house from the side, front and rear, and complete a simple bushfire preparedness plan with their family. This plan looks at preparing the property before bushfire season.

 The amount of detail required on the plan will depend on the location of the cadet unit. The important message to emphasise is that everyone in the family has a responsibility to ensure that the house and the people in it are bushfire ready.



Preparing an emergency kit is an important step in preparedness for a bushfire. Information about preparing an emergency kit is found in:

Cadet Recruit

Stream 5 Safe operations

Topic 5 Recruit preparing and emergency kit

Information about a first aid kit, which is an item in an emergency kit, can be found in:

Cadet Recruit

Stream 2 First aid and emergency

Topic 1 Recruit first aid and resuscitation

REVISE

OUR ROLE

- Divide cadets into four even groups.
- Provide each group with a piece of butcher paper and a marker pen.
- Give each group one of the following questions to discuss.

Questions

1. What can cadets do to help the community prepare for a bushfire?
2. How important is preparedness to staying safe in a bushfire?



Fire effects

<ul style="list-style-type: none"> 3. What more can emergency services do to educate the community about bushfire awareness and preparedness? 4. What is the key bushfire preparedness message? <ul style="list-style-type: none"> • At the end of the five-minute working time, ask cadets to share their key messages. 	
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Activity adapted from DFES Bushfire Patrol program

THE FIRE TRIANGLE			
Fire scenario	Fuel	Oxygen	Heat
A tree is struck by lightning in a severe storm.	Tree	Oxygen	Lightning
On a hot day, a big pile of wood chips for the gardens at a park starts to burn.	Wood chips	Oxygen	The wood chips break down (decompose) producing heat. On hot, dry days the heat in the pile of wood chips build up and spontaneous combustion (catches alight without being lit by a flame) occurs causing a fire.
A campfire, built next to a field of wheat, has not been put out correctly. The coals and some wood in the makeshift firepit are still smouldering. It is a dry, windy day.	Coals, wood, field of wheat	Oxygen	Coals and smouldering wood
A lit cigarette has been thrown out a car window onto dry grass.	Dry grass	Oxygen	Lit cigarette
Sun shines through a beer bottle left on the ground onto spinifex grass.	Spinifex grass	Oxygen	The bottle focuses the sun's heat
Sparks from a welder used in the open-air fall on the scrub surrounding a bush property. It has been a dry summer.	Scrub and bushes	Oxygen	Spark from the welder

LEVEL R CADET RECRUIT

STREAM 3 FIRE SAFETY

TOPIC 2 RECRUIT BUSHFIRE AWARENESS

RS 2

Activity adapted from DFES Bushfire Patrol program

TASK 1

Read the following scenario.

The local primary school has been working through a program on fire safety. A number of small bushfires have occurred recently in the area because campers are not putting out their campfires correctly. Your cadet instructor has asked you to write a small article for the term newsletter about campfires and how to put them out safely.

TASK 2

Before you can write your article, you need to do some thinking. Consider how a campfire works. Drawing on your knowledge about the fire triangle, complete the following table.

THE FIRE TRIANGLE			
Fire scenario	Fuel	Oxygen	Heat
Campfire			

TASK 3

Now that you know what the elements are in the fire triangle for a campfire, think about the method you could use to put the fire out. Write these below.

Element in the fire triangle	Question	Answer
Fuel	How would you remove the fuel to put out the fire?	
Oxygen	How would you remove the oxygen to put out the fire?	
Heat	How would you remove the heat from the fire?	

TASK 4

Consider if there are any risks to these methods. What are they?

.....
A risk is anything that has the potential to cause harm.

TASK 5

Write down the three key points you would include in your newsletter article.

LEVEL **R** CADET RECRUIT

STREAM **3** FIRE SAFETY

TOPIC **2** RECRUIT BUSHFIRE AWARENESS

R

3

RS **2**



FUEL

WEATHER

TOPOGRAPHY

LEVEL **R** CADET RECRUITSTREAM **3** FIRE SAFETYTOPIC **3** RECRUIT MARINE FIRE AWARENESS**R****3****3**

TOPIC 3: RECRUIT MARINE FIRE AWARENESS

LEARNING INTENTIONS

1. List potential fire hazards on a boat.
2. Explain a fire escape plan for a boat.
3. Explain how to make an urgency or distress call and the difference between the two.
4. Outline strategies to reduce hazard risks on a boat.

TOPIC CONTENT

OVERVIEW

1. Boats and marine vessels of all types can be particularly dangerous for fires. Each year hundreds of boats, personal watercraft and other types of marine vessels catch fire or have some form of fire event.
2. There are a number of common causes of fires on boats including:
 - use of converted car engines and other non-marinised engines
 - overheated oil on a galley stove
 - overloaded or incorrectly wired electrical system
 - poor engine room housekeeping e.g. rags in contact with turbocharger or exhaust system
 - leaking fuel or gas lines
 - poor refuelling technique.
3. Fires can be prevented by:
 - correct installation of marine engines and equipment
 - good housekeeping
 - regular maintenance
 - good fire prevention technique.

BOATS - FIRE HAZARDS

1. Converted car engines or non-marinised engines installed in boats create a higher risk of fire or explosion, particularly where owners may have attempted to modify their boat themselves or used unqualified technicians to do the work. The installation and maintenance of all electrical, gas, diesel and petrol equipment should be carried out by qualified tradesmen.
2. Wiring and electrical connections wear more rapidly on watercraft because of the corrosive nature of water. Boats that spend long periods of time out of the water need to be carefully checked for fire hazards before being used for the first time in the season.
3. Petrol fumes can quickly cause a spark. Ventilate the engine compartment before starting the vessel.
4. Cooking on a marine vessel is particularly hazardous especially with open flame. Use only approved marine stoves on board. Turn off the gas at the cylinder after use.

SAFETY EQUIPMENT FOR BOATS - FIRE PREVENTION

1. Carry a fire extinguisher on board at all times and keep it in a readily accessible location but not near the source of a potential fire. Check and maintain fire extinguishers.
2. Store emergency flares in a waterproof container and use strictly according to the manufacturer's operating instructions.
3. Make sure personal flotation devices (PFDs) are readily accessible. It is recommended that PFDs be worn at all times and especially by children and poor swimmers.
4. Any vessel on which people sleep should have a smoke alarm installed which is checked regularly to ensure correct operation.
5. First aid kits should be fully stocked and stored in a dry, readily accessible location.

REFUELING


 Flammable vapours are heavier than air and will accumulate in the lower parts of a vessel.

When refuelling the following procedure is recommended.


1. Turn off everything that uses electricity, gas or liquid fuel.
2. Send passengers ashore.
3. Take portable fuel tanks out of the boat.
4. Have a fire extinguisher near the refuelling point.
5. Know how much fuel the boat can take to reduce the chance of overfilling (leave space to allow for expansion of the fuel).
6. If the fuel tank is metal, there must be electrical continuity between the mouth of the fuel filler pipe and the tank. The hose nozzle must stay in contact with the filler mouth while the fuel is flowing.
7. Check the bilge for spillage and for the smell of fuel. Do not start the engine until there is no fuel smell.
8. Install proper ventilation in fuel compartments.
9. Secure spare fuel in a safe place on board.

FIGHTING A FIRE

1. The most important consideration is human life, the boat is secondary.
2. Steps to follow if a fire breaks out on board.
 - 1) Raise the alarm and make a head count.
 - 2) Get someone to make a Pan Pan radio call.
 - 3) Get someone to take charge of the safety gear and move the passengers as far as possible from the fire.
 - 4) If the fire is within an enclosed space, close all openings to reduce air supply to the fire.
 - 5) Close off fuel lines and gas lines.
 - 6) Try to put out the fire with an extinguisher, fire blanket, water buckets or whatever is appropriate.
 - 7) The best way to deal with burning items may be simply to throw them over the side.
 - 8) When the fire is apparently out, still keep an eye on it and on adjoining spaces as fires can restart.
 - 9) Evaluate the damage.
 - Is anyone injured? (e.g. burns, smoke inhalation)
 - What's been lost? (e.g. essential gear, communications, fire-fighting equipment)
 - Can we continue safely, or should we immediately return to port?

 Chemical extinguishers do not cool fires. Consider using water to cool after the flames are extinguished.

3. Follow an 'abandon ship' procedure if necessary.
 - 1) Raise the alarm via an urgency or distress call.
 - 2) Prepare the life-raft (if the boat has one) and survival equipment e.g. lifebuoy.
 - 3) Ensure all boat passengers don lifejackets and leave the vessel before they are endangered by the fire, and before the vessel sinks.
 - 4) Once in the water, get well clear of the boat as the gas cylinder may explode violently before the vessel sinks.

-  1. The distress call Mayday may be used only if the boat is threatened by grave and imminent danger (e.g. boat is sinking or on fire and immediate assistance is required). This distress call has absolute priority over all other transmissions and may be transmitted only on the authority of the skipper or the person responsible for the safety of the vessel.

Mayday procedure

Mayday, Mayday, Mayday

This is [vessel name and/or call sign if you have one] (spoken three times)

Mayday [vessel name and/or call sign if you have one]

My position is ... [Details of the ship's position]

My vessel is ... [Nature of distress and assistance required is identified]

I have ... [Other information including number of persons on board]

2. This call can be repeated as often as necessary until answered. If no answer is received on distress frequencies, repeat the call on any frequency which might attract attention.



Department of Transport
Making a distress call

https://www.transport.wa.gov.au/mediaFiles/marine/MAC_IS_MakingADistressCall.pdf

WAYS OF TEACHING

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is highly recommended that where possible instructors seek opportunities for cadets to connect with a local VMRS for some extended knowledge and where possible, practical experience.



DFES

Volunteer Marine Rescue Services

<https://www.dfes.wa.gov.au/contactus/Pages/volunteermarinerescueservices.aspx>



ACTIVITY 1 - ALL ABOUT FIRES



REVISE

- Ask cadets to explain what they know about the fire triangle. Ensure they understand the three elements in the triangle. Use a boating example such as the one below in the explanation.

THE FIRE TRIANGLE

Fire scenario	Fuel	Oxygen	Heat
Paper towel catches alight from the gas flame in the galley	Paper towel and any other items in the kitchen; gas from the stove	Oxygen is part of the air	Burning fuel creates light and heat



Additional information about the fire triangle is found in:
Cadet Recruit
Stream 3 Fire safety
Topic 2 Recruit bushfire awareness



INTRODUCE

- On a board, large sheet of butcher page or large sticky note construct the following chart.

Potential fire hazards on a boat	Strategies to manage fire hazards

- Brainstorm the hazards and the ways to manage them.



ENVIRONMENT

- Open space with Internet access



EQUIPMENT & RESOURCES

- Board, butcher paper or larger sticky note and markers
- Jigsaw
 - Resource sheet – *Boating – Fire safety* (page 151) – prepare in sets of cards, one card required per cadet




PERSONAL & SOCIAL SKILLS

Social management
Communicate with others



SKILLS ASSESSMENT

 You may need to revisit the definition of a hazard or introduce it for the first time.

Hazard – anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity, and how it is performed.



Additional information about hazards and risk is found in:
 Cadet Recruit
 Stream 5 Safe operations
 Topic 3 Recruit introduction to natural hazards

- Watch the following video.



Maritime Safety Victoria
 Maintaining your boat (3.06 mins)
https://www.youtube.com/watch?time_continue=156&v=IKNJQCcsTY4

- After watching the short video, add to the chart as required. Suggestions for the chart are included below.

Potential fire hazards on a boat	Strategies to manage fire hazards
<ul style="list-style-type: none"> • Converted car engines or non-marine engines installed in boats. • Overheated oil on galley stove. • Overloaded or incorrectly wired electrical system. • Poor engine room housekeeping: e.g. rags in contact with turbocharger or exhaust system. • Leaking fuel or gas lines and build-up of petrol vapours. • Poor refuelling technique. • Use of the boat over a period of time. • Boats that have been stored for a long period of time and then not checked thoroughly before being used. • Clamps holding fuel hoses in place working themselves loose over time. 	<ul style="list-style-type: none"> • Electrical leads should be checked regularly for wear and tear. • Battery terminals should be kept clear and corrosive free. • All boat electrical work should be carried out by a reputable and qualified person. • Engine fires don't necessarily happen on the first start up – be vigilant throughout the day. • Install fire extinguishers in easily accessible positions on the boat and check these every 6 months. • Position a fire blanket in easy access of the cooking facilities on the boat. The blanket must meet Australian standards. • Store emergency flares in a waterproof container and use strictly according to manufacturer's operating instructions. • Make sure personal flotation devices (PFDs) are readily accessible and are always worn by non-swimmers and children. • Any vessel on which people sleep should have a smoke alarm installed and checked regularly to ensure correct operation. • Have a first aid kit fully stocked and stored in a dry, readily accessible location. • Use only approved marine stoves on board. • Ensure all people on the boat understand the fire escape plan.

COMMUNITY ENGAGEMENT

Option 1

Introduce the following five steps from the Metropolitan Fire Service South Australia *Recreational marine fire safety* flyer.

1. STOP the boat immediately to prevent moving air from fanning the flames.
2. DON Personal Flotation Devices.
3. CLOSE all hatches, vents and ports, to reduce the oxygen supply in confined spaces, if safe to do so.
4. DIRECT your dry powder fire extinguisher at the base of the flames. Fight the fire only if safe to do so.
5. NEVER allow the fire to get between you and the cabin exit.

Ask cadets to develop a poster using these five steps and present it to a local VMRS for consideration.

Option 2

Seek opportunities for cadets to connect with a local VMRS for some extended knowledge and where possible, practical experience.

SUPPORT RESOURCES

Department of Transport
 Making a distress call
https://www.transport.wa.gov.au/mediaFiles/marine/MAC_IS_MakingADistressCall.pdf

Department of Transport
 Boating emergencies and incidents
<https://www.transport.wa.gov.au/imarine/boating-emergencies-and-incidents.asp>

Maritime Safety Victoria
 Fire prevention and control
<https://transportsafety.vic.gov.au/maritime-safety/recreational-vessel-operators/powerboat/trip-preparation/safety-equipment/fire-prevention-and-control>


South Australian Recreational Boating Safety Handbook
 Chapter – Emergency action
<https://www.sa.gov.au/topics/boating-and-marine/marine-publications/sa-recreational-boating-safety-handbook>



PRACTISE

JIGSAW

- Explain to cadets that preparedness when boating includes:
 - recognising fire hazards on a boat and looking at ways to mitigate the risk from these hazards
 - having appropriate and well-maintained firefighting equipment
 - creating a fire escape plan.
- Divide cadets into six even groups. Number each group.
- Hand out to each person in each group a card from the resource sheet *Boating – Fire safety* (page 151). All group one members get Card 1, all group two members get Card 2 etc.
- Once all group members have a card, ask them to read the information on their card and then, in their group, discuss the information.
- Working together, groups are to choose the three key points from the information.

 When cadets are considering their three points, set the following scenario. They only have 2-3 minutes before someone starts their boating trip to share three important messages about boating fire safety. The messages need to be accurate, succinct and clear; like a sound bite.

- Once all six groups have agreed on their key messages, ask them to form groups of six. Each group of six will need to have a person 1, person 2, person 3, person 4, person 5 and person 6.
- In these groups of six, and starting with the person with the number one card, ask cadets to share their three key points.
- At the end of the working time, ask the following questions?
 - What role (if any) does emergency services play in educating the boating community about boating fire safety?
 - What do they think the role of emergency services is in responding to boating emergencies involving fire?
 - Was there any information shared in the activity that was surprising? If so, what was it? Why was this information surprising?

REVISE

- Watch the following video.



ABC

Family rescued after boat catches fire off Rottnest Island
(0.56 secs)

<https://www.abc.net.au/news/2018-12-26/boat-catches-fire-in-water-off-rottnest-island-perth/10668746>

- Read the supporting article to cadets, stressing the following points.
 - No passengers were wearing life jackets when they jumped into the ocean to escape the flames. This included a 5-year-old child.
 - The fire started in the engine room and spread before the passengers had a chance to get a distress call out.
 - Fires on boats can happen at any time and escalate quickly.
 - Safety gear should be in easy access at all times.
- Discuss the role of VMRS in this rescue and other rescues involving boat fires.



1 SAFETY EQUIPMENT FOR BOATS – FIRE PREVENTION

1. Carry a fire extinguisher on board at all times and keep it in a readily accessible location not near the source of a potential fire.
2. Store emergency flares in a waterproof container and use strictly according to manufacturer's operating instructions.
3. Make sure personal flotation devices (PFDs) are readily accessible. It is recommended that PFDs should be worn at all times and especially by children and poor swimmers.
4. Any vessel on which people sleep should have a smoke alarm installed and checked regularly to ensure correct operation.
5. First aid kits should be fully stocked and stored in a dry, readily accessible location.

2 FIRE ESCAPE PLAN FOR THE BOAT

1. Follow an 'abandon ship' procedure if necessary.
2. Raise the alarm via an urgency or distress call.
3. Prepare the life-raft (if the boat has one) and survival equipment e.g. lifebuoy.
4. Make sure everyone on the boat is wearing a lifejacket and that they leave the vessel before they are endangered by the fire, and before the vessel sinks.
5. Once in the water, stay well clear of the boat in case of the gas cylinder explodes violently before the vessel sinks.

3 MAYDAY CALL

1. The distress call MAYDAY may be used only if the boat is threatened by grave and imminent danger (e.g. boat is sinking or on fire and immediate assistance is required).
2. This distress call has absolute priority over all other transmissions and may be transmitted only on the authority of the skipper or the person responsible for the safety of the vessel.
3. When transmitting a distress or urgency message, stay on VHF channel 16 or 27.88 MHz and do not change unless directed to by the local marine radio station. The rescuing vessel will communicate on that channel.

Mayday procedure

- *Mayday, Mayday, Mayday*
- *This is* [vessel name and/or call sign if you have one] (spoken three times)
- *Mayday* [vessel name and/or call sign if you have one]
- *My position is ...* [Details of the ship's position]
- *My vessel is ...* [Nature of distress and assistance required is identified]
- *I have ...* [Other information including number of persons on board]

4 IF A FIRE BREAKS OUT ON A BOAT

1. The most important consideration is human life, the boat is secondary.
2. Steps to follow include:
 - Raise the alarm and make a head count.
 - Get someone to make a Pan Pan radio call.
 - Get someone to take charge of the safety gear and move the passengers as far as possible from the fire.
 - If the fire is within an enclosed space, close all openings to reduce air supply to the fire.
 - Close off fuel lines and gas lines.
 - Try to put out the fire with extinguisher, fire blanket, water buckets or whatever is appropriate.
 - The best way to deal with burning items may be simply to throw them over the side.
 - When the fire is apparently out, still keep an eye on it and on adjoining spaces as fires can restart.
 - Evaluate the damage.
 - Is anyone injured (burns, smoke inhalation)?
 - What's been lost (essential gear, communications, fire-fighting equipment)?
 - Can we continue safely, or should we immediately return to port?

5 PAN PAN URGENCY CALL

1. The urgency call should be used when the distress call cannot be justified but there is an urgent message to transmit concerning the safety of the vessel or the safety of a person.
2. When transmitting a distress or urgency message, stay on VHF channel 16 or 27.88 MHz and do not change unless directed to by the local marine radio station. The rescuing vessel will communicate on that channel.
 - Specify the nature of assistance required.
 - Follow directions of rescuers.
 - Follow any instructions Sea Rescue or the rescuing vessel provide.
 - Notify Sea Rescue if the situation changes or the danger has passed.
3. The procedure for a Pan Pan call is as follows.
 - *Pan Pan, Pan Pan, Pan Pan*
 - *Hello all stations, Hello all stations, Hello all stations*
 - *This is* [vessel name and/or call sign if you have one] (spoken three times)
 - *My position is ...* [Details of the vessel's position]
 - *I require...* [Details of assistance required and other information]

6 BOAT FIRE EXTINGUISHERS

1. Boat fire extinguishers are needed for every type of marine vessel.
2. The types of boat fire extinguishers approved for marine vessels include foam, dry chemical, carbon dioxide or vaporizing liquid.
3. According to Australian regulations boat fire extinguishers should be inspected every six months which can typically coincide with the beginning and end of every boating season.
4. The inspection process for boat fire extinguishers includes:
 - check device for any damage or breakage due to normal wear and tear or hazards
 - inspect nozzle and handle for any deterioration or breaks in the hose
 - review the charge gauge and recharge the unit if needed using a compatible charging element
 - look for factors that could cause deterioration or malfunction such as excess dirt, dust, moisture, or intense vibrations from jarring or onboard machinery.



EMERGENCY SERVICES CADET CORPS

STREAM 4: WATER SAFETY



STREAM 4 OVERVIEW: WATER SAFETY

PURPOSE

In this stream cadets will begin to develop basic knowledge of inland waterways and open water. They will investigate hazards and safety procedures in these environments as well as beginning to understand the role of emergency services. Cadets will be introduced to communications used in emergency services and SunSmart principles.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. Define an inland waterway.
2. List the types of hazards that can be present in inland water environments.
3. Understand the emergency situations that can arise from hazards.
4. Understand the safety procedures for activities around inland waterways.
5. Identify Australian standard signs used around inland waterways.
6. Understand the reasons for the use of symbols in standard signs.
7. Identify alerts in the cyclone warning system.
8. Practise the phonetic alphabet.
9. Understand SunSmart principles.
10. Define open water environments.
11. Identify multiple open water activity types.
12. List the types of hazards that can be present in open water environments.
13. Understand the emergency situations that can arise from hazards.
14. Explain the role of emergency services and volunteers in the open water environment.
15. Identify Australian standard signs used around beaches and open water environments.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. Recruit introduction to inland water environments	154	4 hrs 50 mins	1, 2, 3, 4, 5, 6, 7, 8, 9
2. Recruit introduction to open water environments	178	3 hrs 30 mins	9, 10, 11, 12, 13, 14, 15

TOPIC 1: RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

LEARNING INTENTIONS

1. Define an inland waterway.
2. List the types of hazards that can be present in inland water environments.
3. Understand the emergency situations that can arise from hazards.
4. Understand the safety procedures for activities around inland waterways.
5. Identify Australian standard signs used around inland waterways.
6. Understand the reasons for the use of symbols in standard signs.
7. Identify alerts in the Cyclone Smart warning system.
8. Practise the phonetic alphabet.
9. Understand SunSmart principles.

TOPIC CONTENT

This topic provides cadets with basic knowledge to keep safe in an inland water environment and introduces key messages that they could share with others as emergency service volunteers. The topic encourages cadets to think about what they could do when faced with an emergency in an inland water environment. Key content includes:

1. IDENTIFYING HAZARDS

- What constitutes an inland water environment and the types of hazards that can occur in and around these areas.
- Hazards in inland waterways.
 - *Water borne diseases* can be contracted in shallow or stagnant water in warmer climates. Amoebic meningitis is the most serious as it is usually fatal. Infection occurs when water containing the amoeba enters the body via the nose.
 - *Unknown depths/unpredictable depths/steep drop offs/slippery or crumbling edges* can occur in and around rivers, dams, water holes, waterfalls and creeks.
 - *Currents* occur in rivers and creeks and can be difficult to judge. Fast-moving currents can occur after heavy rainfalls and may be present at lower depths.
 - *Submerged objects such as rocks, branches/logs or rubbish* can present a danger in most types of inland waterways.
 - *Cold water* in lakes can be lethal. It is often much colder beneath the surface than thought. Sudden submersion into cold water can cause distress, shock and lack of mobility.
 - *Boats and other water craft* such as motor boats, jet skis, kayaks and inflatable dinghies present different types of dangers. These include falling out or off any type of water craft and propellers on boats.

2. SAFETY PROCEDURES

- Changing seasonal patterns, flooding and other effects of nature can cause inland waterways to change. Developing an understanding of how to stay safe in and around inland waterways by learning about general safety procedures such as checking conditions before entering an inland waterway, avoiding crossing flooded inland waterways, and never swimming alone are important safety procedures to follow at all times. Cadets will develop an understanding of these contexts and how to share this information with others in the community.

3. AUSTRALIAN STANDARD SIGNS

- An essential part of staying safe around inland waterways, is being able to read, decipher and follow standard signs that are posted at inland waterways. Cadets will be able to provide this information to the public.

4. FLOODS AND FLOODWAYS



Information about floods and floodways is found in:

Stream 5 Safe Operations

Topic 3 Recruit introduction to natural hazards

- Floods can occur anywhere in Western Australia and at any time of the year. Floods occurs when an area of land that is normally dry is inundated with water.
- Floods include broad scale flooding after a tropical cyclone, river flooding after heavy rainfall, flash flooding and storm surge after a tropical cyclone.
- Tropical cyclones in the northwest of Western Australia produce heavy rain and large-scale flooding as well as storm surge. Major flooding in the southwest of Western Australia is generally the result of localised storms or from heavy rainfall because of a cyclone further north.
- The State Emergency Service (SES) is responsible for responding to flood emergencies in Western Australia. The Bureau of Meteorology (BoM) provides flood forecasting and warning services for most major rivers in Australia. DFES coordinates the emergency response to flood in Western Australia.

5. COMMUNICATIONS



Additional information about radio communications is contained in:

Cadet Recruit

Stream 5 Safe Operations

Topic 1 Recruit introduction to radio communications

- At this level the two areas that will be explored in communications for inland waterways are:
 - the DFES Cyclone Smart alert system
 - the phonetic alphabet (a skill when communicating via radio).

6. SUNSMART PRINCIPLES

- Too much of the sun's ultraviolet (UV) can cause sunburn, skin and eye damage, and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer in later life.
- Developing an understanding of sun safe principles is important when volunteering in emergency services. This topic encourages cadets to develop independent sun protection skills, so they are responsible for their own sun protection and can share SunSmart principles with members of the community.

WAYS OF TEACHING:

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is recommended that instructors seek opportunities for cadets to visit inland water environments and participate in inland water activities. This provides an opportunity for the theory in this topic to be applied in real-life situations e.g. identifying hazards, adhering to SunSmart principles, identifying safety/warning signs.

Cadet units are encouraged to connect with an emergency services volunteer BGU in their local area to build their capacity to understand the role of emergency services in inland waterways.

ACTIVITY 1 - IDENTIFYING HAZARDS



INTRODUCE

- Brainstorm what an inland waterway is. (*Dam, lake, river, creek, water hole, waterfall, water tank, irrigation channel, tidal plain, canal, inlet*). Write these on a board, butcher paper, sticky note. Add to the list as necessary.
- Ask cadets to explain how they think these environments differ from beaches and pools. (*Tides, impact of the weather, animals, other users e.g. water skiers, boaties*).

“Inland waterways such as rivers, lakes and streams are dynamic environments that can change within days and hours. Unfortunately, because of this, inland waterways continue to be a leading location for drowning incidents across Australia”. (Royal Life Saving)

- Encourage cadets to share their knowledge of what inland waterways are in the local area e.g. water holes, dams, creeks, rivers, lakes, tidal plains, irrigation channels etc. Add to them so that a complete picture of local inland waterways is established.
- Ask cadets what they think the term ‘hazard’ means. Working as a class come up with an accurate group definition.

A hazard is anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity, and how it is performed.

- Using the list of inland waterways that cadets compiled earlier, ask them to think about potential hazards that could exist in these inland water environments. Suggestions could include:
 - water-borne diseases (e.g. amoebic meningitis)
 - polluted water
 - unknown depths
 - steep drop offs
 - banks with slippery or crumbling edges
 - water currents
 - submerged objects such as rocks, branches/logs or rubbish
 - cold water
 - boats and other water craft
 - dangerous marine animals e.g. crocodile.
- Discuss each of the hazards identified and their potential harms adding to the list as required.
- Ask cadets to move into small groups of 3-4. Hand out to each group a piece of butcher paper and a marker. Request cadets draw up the butcher paper as below.

Inland waterways	Hazards

ENVIRONMENT

- Indoor space

EQUIPMENT & RESOURCES

- Whiteboard and markers
- Butcher paper
- Texta (marker pen)
- Inland waterways
 - Images of different types of inland waterways with hazards depicted in each (examples included in the support resources)

PERSONAL & SOCIAL SKILLS

- Self-awareness**
Assess personal skills and abilities and use a variety of self-reflection strategies
- Social management**
Communicate with others
- Inclusivity**
Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT


Cadet units are encouraged to connect with a BGU in their local area to build their capacity to understand the role of emergency services in inland waterways.

Cadet units can find contact details for their local BGU through the DFES Contact us page <https://www.dfes.wa.gov.au/contactus/Pages/default.aspx>



- Using the information discussed previously, cadets are to choose four different inland waterways and write these in the left column. In the right column, next to each corresponding waterway, cadets need to list at least two hazards for each waterway type.

Inland waterways	Hazards
Dam	Submerged object Water craft

 Encourage cadets to choose inland waterways from their local area. This helps to build local knowledge of inland waterways and their potential hazards.


- Ask groups to present one of their inland waterways with possible hazards.

PRACTISE

INLAND WATERWAYS

This activity encourages cadets to explore different types of inland waterways.

- Working in the same small groups, hand cadets an image of an inland waterway. These could be from the links provided in the supported resources section for this activity.
- Explain that cadets need to:
 - state what type of waterway is shown in the image
 - list two potential hazards
 - list potential harms that could occur due to the hazards (e.g. Hazard = Cold water, Harm = Hypothermia; Hazard = Submerged object, Harm = Hitting your head if you dive into the water).

 You may need to define the term 'harm' for cadets. Harm is a physical or emotional injury or damage to health.

- Ask each group to show their image and share their waterway type, the potential hazards, and the possible harms.
- Discuss with cadets the role they think emergency services play in helping to support the community stay safe in (and from) inland waterways e.g. during a flood – sandbagging to protect property; search and rescue for a missing water skier in a river. Ask:
 - what would the role of an emergency services volunteer be in these situations? (*Keep themselves safe, pass on information to community members and assist with emergencies as required*).

REFLECT

- At the end of the activities ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they understand what an inland waterway is and the potential hazards of each different type.
- 'Check in' with any cadets that do a 'thumbs down'.

SUPPORT RESOURCES

Royal Life Saving Inland Waterways Factsheet No. 13
https://www.royallifesaving.com.au/_data/assets/pdf_file/0009/3969/13.-Inland-Waterways.pdf

Images of inland waterways

Dam

<http://www.fabricsolutions.com.au/rural-and-farm-dam-liners/>

<https://www.smh.com.au/news/property/a-perfect-fit/2006/06/21/1150845208560.html>

Creek

<https://www.bushheritage.org.au/getmedia/18e9aecd-e109-4c9a-8408-085ff74de269/10665-chereninup-creek?width=800&height=535&ext=.jpg>

Water hole

<http://www.goldfieldstourism.com.au/Attractions/tabid/62/articleType/ArticleView/articleId/100/Waterholes-Wells-Springs.aspx>

Water tank

<https://www.dreamstime.com/stock-photo-two-old-water-tanks-australian-outback-bush-image54068443>

Irrigation channel (scroll down)

<https://www.harveyhistoryonline.com/?p=3004>



ACTIVITY 2 - UNDERSTANDING SAFETY PROCEDURES



REVISE

STEPPING FORWARD

This activity encourages cadets to revise their knowledge about hazards, harms and inland waterways.

- Divide cadets into even small groups (4-5 per group).
- Ask each small group to choose a 'marker'. The marker's role is to step forward to the next mark when their group gets a question correct. The rest of the group are the 'thinkers'. The 'thinkers' are to answer a question and once it has been checked and marked as correct, tell their 'marker' to step forward.
- Ask the markers to spread out into a single line e.g. line on a gym floor, masking tape line etc.
- Place four sets of cones or witches' hats at both ends of the line which are the markers that the 'marker' steps up to.



The distance between the markers will depend on the size of the space but two paces is suggested.

- Ask one member of the 'thinkers' to collect for their group a marker pen/texta and a piece of butcher paper (or A3 paper).
- Ask one of the following questions/statements.
 - What is a hazard?
 - Give two examples of inland waterways.
 - What are the potential harms from inland waterways?
 - Choose one inland waterway and write down two hazards specific to this waterway type.



Try to make the questions in the *Stepping Forward* game relate to the local environment.

- Once cadets have written a response, they need to put their hand in the air requesting their answer to be checked. Check the group with their hand in the air first. If correct, they tell their 'marker' to move forward.
- Once all groups have had their response checked and their 'marker' has moved forward (or not) ask the second question/statement.
- The winning group is the group that reaches the furthest marker first.



Use senior cadets as spotters and adjudicators in this activity.



INTRODUCE

- Show one of the video choices over the page about respecting inland waterways. Choose the video most relevant to cadets and their local area.



ENVIRONMENT

- Indoor space with access to the Internet



EQUIPMENT & RESOURCES

- Stepping forward
 - 8 cones/witches' hats, masking tape, marker pens, butcher paper/A3 paper
- Internet access and screen
- The facts
 - DFES Fact Sheet
Cyclone and flood – Driving in flood waters
<https://www.dfes.wa.gov.au/safetyinformation/flood/Pages/publications.aspx#1>
 - Royal Life Saving Fact Sheets
Fact Sheet 12 – Farm water safety
Fact Sheet 13 – Inland waterways
Fact Sheet 14 – Water safety on holidays
Fact Sheet 20 – Watercraft safety
<https://www.royallifesaving.com.au/media-files/documents/fact-sheets>
- Graffiti
 - Butcher paper and pens



PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all



SKILLS ASSESSMENT

Communications Assessment



Indigenous Hip Hop Projects (IHHP) St George
Respect the Water (4.00 mins)

<https://www.youtube.com/watch?v=cBFwHwnQR6o>

This video by Indigenous Hip Hop Projects, SunWater and the young people of St George, Queensland, promotes and reiterates the importance of safety around dams, weirs and irrigation channels.

Royal Life Saving River Safety Campaign
Respect The River (40 secs)

<https://www.youtube.com/watch?v=mQoXBTYtG08>

Between 2002 and 2012, 735 people drowned in Australian rivers, creeks and streams, making rivers the leading location for drowning in Australia. This video seeks to raise awareness of the risks of our rivers in the hope of saving lives.

Royal Life Saving River Safety Campaign
Respect The River – Local Stories – Stuart Dye & Peter Wright (3.19 mins)

<https://www.youtube.com/watch?v=aUvj-h1Q68Q>

Albury and Corowa locals Stuart Dye and Peter Wright, discuss their experiences as volunteer divers for the Albury & Border Rescue Squad on the Murray River, in support of Royal Life Saving's river drowning prevention campaign. The Murray River is the nation's leading river drowning black spot.

- After watching the video, ask cadets to state what key messages they would share with the community as an emergency services volunteer. (*Respect the river, make good decisions, never swim alone, learn first aid, respect the water safety signs, watch the weather, look for hidden dangers, never swim in flood waters etc*).



PRACTISE

THE FACTS

This activity supports cadets to develop an understanding of inland waterways in their local area.

- Divide the cadets into even groups.
- Hand to each group a DFES Fact Sheet or a Royal Life Saving Fact Sheet. Choose the fact sheet most relevant to the local area.
 - DFES Fact Sheet
 - Cyclone and flood – Driving in flood waters
 - Royal Life Saving Fact Sheets
 - Fact Sheet 12 – Farm water safety
 - Fact Sheet 13 – Inland waterways
 - Fact Sheet 14 – Water safety on holidays
 - Fact Sheet 20 – Watercraft safety



DFES Cyclone and flood – Driving in flood waters

<https://www.dfes.wa.gov.au/safetyinformation/flood/Pages/publications.aspx#1>

Royal Life Saving Fact Sheets

<https://www.royallifesaving.com.au/media-files/documents/fact-sheets>



COMMUNITY ENGAGEMENT

Option 1

Cadets to prepare a 2-3-min presentation to younger students about how to keep safe in inland waterways. The local school, day care centres, Kindergarten, Scouts or Brownies etc. could be possible venues.

The presentation should be specific to the local area and only include three key points. Cadets can develop charts, PowerPoints or bring visual aids to assist with the presentation.

Option 2

Cadets create a rap, play or short 1-minute movie for young students that presents one key message about how to keep safe in local inland waterways. Cadets present their creation at a local school's assembly.

Option 3

Visit a local emergency services BGU and ask them to explain what their role is in helping to keep the community safe and prepared in and around inland waterways and when using watercraft.



SUPPORT RESOURCES



Royal Life Saving
Respect the River

<https://www.royallifesaving.com.au/programs/respect-the-river/videos>

Additional Royal Life Saving Fact Sheets at:

<https://www.royallifesaving.com.au/media-files/documents/fact-sheets>

- Ask cadets to read through the fact sheet and working as a team decide the top five key messages/important pieces of information from the fact sheet to share with their unit.
- Ask each cadet group to share their key messages through a verbal presentation. They can create diagrams, posters, charts, graphic organisers etc. to support their presentation.
- After the presentations, ask cadets to think about what the role of emergency services is in sharing important information with the community about inland waterways.
- Extend the discussion, by discussing what emergency volunteers do before, during and after emergencies. (*Flood – educating the public and helping to build sandbag barriers in preparation for a river flooding, helping to move people to safety during a flood, helping local people with the clean-up after the water has subsided*).

REFLECT


GRAFFITI

This activity encourages cadets to reflect on and consolidate all of the information they have learnt.

- Divide cadets into two even groups.

 If the group is large, divide into smaller groups.

- Hand to each group a large piece of butcher paper and enough textas for each person.
- Give each group a heading:
 - Inland Waterways: Safety in and around watercraft
 - Inland Waterways: In the water
- Allowing two minutes, ask cadets to graffiti the page with all of the strategies they can think of to keep safe in or on the water in inland waterways. For example:
 - Inland Waterways: Safety in and around watercraft
 - Compulsory wearing of Personal Flotation Device (PFD), centre-weighting in small boats/craft, gear safely stowed away, monitor weather reports, inform others of destination and intended time of return.
 - Inland Waterways: In the water – Get local advice before swimming, never dive or jump into inland waterways, never swim alone, check the current before entering the water, check the temperature of the water.

 The reflection activity can be modified to reflect the videos and fact sheets chosen.

ACTIVITY 3 - READ THE SIGNS



★ OPTION

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is recommended that instructors seek opportunities for cadets to visit inland water environments and participate in inland water activities in the local area.

The following activities should be adapted to suit the local environment and the signs seen in the area.

▶ INTRODUCE

- Ask cadets what types of safety or warning signs they may have seen in and around inland waterways.
- Explain that water safety signs are used to raise public awareness and warn of hazards in the inland waterway environment. This is particularly important as inland waterways are not 'patrolled'. It is the responsibility of individuals that use the waterways to read and respond appropriately to the message on the signs.
- Explain that in Australia we have standard signs that are used across all inland waterways.
- Stress to cadets that reading/viewing safety signs must form part of the decision-making process to determine the suitability of an area or venue. It is part of a risk assessment.
- Ask cadets if they think that members of the community not reading and adhering to information on safety signs has any impact on emergency services and why.
- Using the signs from the resource sheet – *Water safety signs* (pages 170-171), discuss:
 - use of signs for accident and injury prevention e.g. shallow water
 - use of signs to demonstrate water safety practices e.g. wear a lifejacket
 - use of signs to indicate location of hazards e.g. submerged tree stumps.
- Discuss the clarity of the messages in the safety signs e.g. clear symbols/images, one message per sign, and very few words. Ask cadets why signs are constructed this way. (*Fast transmission of meaning, transcend language barriers, convey meaning to a diverse audience including children*).

ENVIRONMENT

- Indoor space

EQUIPMENT & RESOURCES

- Match-up
 - Resource sheet – *Water safety signs* (pages 170-171)
 - Resource sheet – *Water safety signs cards* (cut into a set – 1 per small group) (page 172)
 - Resource sheet – *Water safety signs explanation cards* (cut into a set – 1 per small group) (page 173)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Building on the optional activity *Design-a-sign*, encourage cadets to work with senior cadets to approach the local council presenting the alternate water safety signs with a youth focus. Cadets will need to explain their significance and how they can help to keep community members safer when visiting inland water environments.

Encourage the cadets to work through the process of having the signs approved, produced and installed at the inland waterways.

PRACTISE

MATCH-UP

This activity requires cadets to match the image of the inland water safety sign with the action/message. This promotes their understanding of the water safety signs.

- Place cadets into small groups of 3-4.
- Hand out to each small group a set of water safety signs cards (Resource sheet – *Water safety signs cards* page 172) and a set of water safety signs explanations cards (Resource sheet – *Water safety signs explanation cards* page 173).
- Explain that cadets need to match up the sign cards with the explanation cards.
- On completion of the activity, ask cadets to check their sign match-ups.
- Discuss the activity including any challenges faced.
- As a group, examine whether all the signs are as effective as they could be. Discuss options for making more effective signs e.g. changing an image or adding some text.

OPTION


DESIGN-A-SIGN

This activity encourages cadets to consider the water safety signs they have observed and use this information and their knowledge of safety at inland waterways to create a clear and relevant safety sign for young people. The sign should highlight a hazard in an inland waterway in their local area.

- Place cadets into pairs or small groups and ask them to come up with their own sign that warns of different hazards at a particular inland waterway near where they live.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - Choose one water safety sign they think is most relevant to them and why.

 A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Ask cadets to do a quick ‘thumbs up (good), down (not so good) or across (unsure, ok)’ based on how confident they feel with their understanding of the different inland waterway safety signs. Watch carefully and use this to ‘check-in’ with cadets as required.

SUPPORT RESOURCES

Victorian Water Safety Guide App

- The guide provides:
 - safety information for water activities and locations including pools, beaches, inland waterways, boating, fishing and surfing, and body boarding
 - information about water safety signs.

<https://itunes.apple.com/au/app/victorian-water-safety-guide/id483031447?mt=8>

DFES

FloodSmart Publication

https://www.dfes.wa.gov.au/safetyinformation/flood/FloodManualsGuidesandBrochures/Flood_Smart.pdf

ACTIVITY 4 - PHONETIC ALPHABET

30

- The phonetic alphabet is a tool that is widely used by emergency services volunteers in both inland and open water search and rescues when communicating via radio. Understanding how to communicate with others using standardised radio communications language in an emergency is a key skill volunteers need to develop.



Additional information on radio communications is found in:
Cadet Recruit
Stream 5 Safe operations
Topic 1 Recruit introduction to radio communications.

INTRODUCE

- Ask cadets to consider when radio equipment is most likely to be used by emergency volunteers and why.
- Ask cadets if they have heard of – ALFA, BRAVO, CHARLIE – before and if they know what it means.
- Explain that these words form part of the phonetic alphabet ('spelling alphabet' or the NATO phonetic alphabet).
- Explain that it is used by professional communicators, (especially police, military and other emergency and armed forces) to identify letters precisely (either when communicating initials, abbreviations or spellings of words), and that it transcends language barriers.

PRACTISE

- Ask cadets to turn to page 22, *Phonetic alphabet*, in their handbook.
- In pairs, ask cadets to practise spelling their name (and other words on page 22 of the handbook) using the phonetic alphabet.

- Draw the cadets' attention to the correct syllables in the table to be emphasised in each of the words. Model a few of the sounds to assist cadets.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - What challenges do you think you may face with the phonetic alphabet?

- A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

ENVIRONMENT

- Indoor space

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Phonetic alphabet* (page 22); *Set and Strive – Phonetic alphabet* (page 60)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

- Communications Assessment


COMMUNITY ENGAGEMENT

Ask a local volunteer member from a BGU to visit and explain how they use the phonetic alphabet to communicate whilst engaging in emergency services activities.

SUPPORT RESOURCES

- Encourage cadets to set a goal in their handbook on page 60 – *Set and strive – Phonetic alphabet*. Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action orientated
 - Realistic
 - Timeframe
- e.g. *I will learn the phonetic alphabet and be able to recite it clearly by the end of the term.*

FLOODS AND FLOODWAYS

-  Most inland water situations that emergency services respond to are a result of flooding. Water flooding from dams, rivers, creeks etc and the affiliated emergencies to people, property and livestock would be managed by a combination of Water Police and SES.

WAPol are the Hazard Management Agency (HMA) for searches. If a person goes missing in an inland waterway this situation would be managed by the HMA with the support of the SES and potentially Volunteer Marine Rescue Services (VMRS), if required.

The SES are involved in swift water rescues which often occur with flooding but also in fast moving rivers eg the Avon River.

Additional information about flooding including definitions, causes and the role of emergency services is contained in the following:



Cadet Recruit
Stream 4 Safe Operations
Topic 3 Recruit induction to natural hazards

ACTIVITY 5 - CYCLONE ALERTS



INTRODUCE

- Explain that:
 - DFES uses a range of warnings to inform the public when a significant incident looks like it will become a threat to lives or property.
 - The provision of warnings is how DFES *communicates* with the public about the level of any risks or danger and is also the way they provide the best available advice on what actions to take.
 - Warnings are issued for bushfire, cyclone, tsunami, flood, storm, earthquake and hazardous material spills.
- Ask the following questions:
 - What type of incidents would require a flood warning? (*Cyclone – Heavy rainfall associated with the passage of a tropical cyclone can produce extensive flooding. The heavy rain can persist as the cyclone moves inland and decays, hence flooding due to a decayed cyclone can occur a long way from the tropical coast as the remains of a cyclone move into central and southern parts of the continent.*)
 - What types of warnings would DFES use to communicate about inland water incidents including flooding?
 - Why does DFES use different channels to provide warnings? e.g. mobile device, telephone warnings, ABC local radio, Standard Emergency Warning Signal (SEWS).
 - What other communication channels do you think they use or could use?

ENVIRONMENT

- Indoor space

EQUIPMENT & RESOURCES

- Computer/tablet and access to the internet
- Cyclone alerts
 - Cyclone alerts (pages 174-177)

PERSONAL & SOCIAL SKILLS

Social management

Communicate with others

Social awareness

Plan and action strategies to contribute to the community

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Depending on your location within Western Australia, there may be opportunities to engage with the community to support areas that have been damaged by natural disasters, including flooding.

PRACTISE

CYCLONE ALERTS

This activity builds understanding of the cyclone alert system in WA.

- Using Resource sheet – *Cyclone alerts* (pages 174-177), blu tack/tape the four alert icons side by side in a random order on a board/wall etc.
- Ask cadets if they have seen them before and what they mean OR if they can guess what they mean.
- After some discussion, explain to cadets that they represent the cyclone level warnings in WA.
- Shuffle the position of the icons so they are in the right order. (*Blue alert, yellow alert, red alert, 'All clear' alert*).
- Ask cadets if they have ever heard or seen an alert given for a cyclone and if they have, where and when. (*Could be on the weather report, on the BOM website, on the TV, on the radio, lights on top of a police station etc*).
- Listen to the 2011 audio recording of Matt Reimer, manager of the District State Emergency Service, explaining the blue cyclone alert for the Kimberly region.



Understanding cyclone alerts (2.05 mins)
By ABC North West (ABC North West)
25 January, 2011



The above audio can be downloaded at the above website as an mp3 file.

- Ask cadets to move into four even groups.
- Allocate each group an alert level.
- Ask cadets to read about the level taking note of the following information:
 - what the key message at this alert level is
 - what should be done to remain safe.



Cadets can research the levels via the DFES website or provide copies of the Cyclone Smart Community Alert Card.

DFES

Cyclone

<https://www.dfes.wa.gov.au/safetyinformation/cyclone/Pages/default.aspx>

DFES

Cyclone Smart Community Alert Card

https://www.dfes.wa.gov.au/safetyinformation/cyclone/CycloneManualsandGuides/DFES_Cyclone_Smart-Community_Alert_Card.pdf

- At the end of the working time ask cadets to move into a new group with one person from each of the following groups - blue alert, yellow alert, red alert and 'all clear'.

SUPPORT RESOURCES

Cadet instructors will need to be familiar with the information provided on the general DFES warnings webpage and the associated pages in the list on the right-hand side of the webpage.

<https://www.dfes.wa.gov.au/safetyinformation/warningsystems/Pages/WhatWarningsDoesDFESProvide.aspx>

DFES

Flood Smart

https://www.dfes.wa.gov.au/safetyinformation/flood/FloodManualsGuidesandBrochures/Flood_smart.pdf

Interesting article on communication attributes of flood warning systems.

<https://www.chiefscientist.qld.gov.au/publications/understanding-floods/flood-warnings/>

Bureau of Meteorology (BoM)

BoM provides flood forecasting and warning services for most major rivers in Australia. These services are provided with the cooperation of other government authorities, such as the State/Territory Emergency Services (S/TES), water agencies and local councils. The Bureau delivers this service through Flood Warning Centres in Bureau Regional Offices in each State and the Northern Territory.

<http://www.bom.gov.au/water/floods/floodWarningServices.shtml>

- Starting with the 'blue alert', cadets share the information they found out about that level. Once they have finished, the 'yellow alert' cadet shares their information moving on to 'red alert' and finally 'all clear'.



This activity can also be completed as a group research task using the Internet and a smartboard/projector.

- Ask the following questions:
 - Why do you think it is important to have consistent messages in emergency situations e.g. cyclones?
 - Why do you think colours are used to represent levels of risk/concern?
 - How could the community be educated about the four alert levels?



REVISE

- Ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how confident they feel with their understanding of the cyclone alert system. Watch carefully and use this to 'check-in' with cadets as required.

ACTIVITY 6 - BEING SUNSMART



REVISE

GRAFFITI

This activity encourages cadets to recall all of the information they know about being sun safe.

- Divide cadets into two even groups.

If the group is large, divide into smaller groups.

- Hand to each group a large piece of butcher paper and enough textas for each person.
- Give each group the title for their graffiti:
 - SunSmart – How can I protect me in inland water environments?
- Allowing two minutes, ask cadets to graffiti all of the strategies they know that can help them to be sun safe.
- Ask the groups to share their responses. Add to them as necessary.

INTRODUCE

- Explain that everyone is exposed to ultraviolet (UV) radiation from the sun. The sun sends out different types of radiation – visible light that we see as sunlight, infrared radiation felt as heat, and ultraviolet (UV) radiation that we can't see or feel.
- Stress that people often confuse infrared and UV radiation. When the temperature is cool it means less infrared radiation, but not necessarily less UV radiation.
- Explain that:
 - too much exposure to UV radiation can cause skin cancer
 - UV damage also causes sunburn, tanning, premature ageing and eye damage
 - UV radiation isn't the sun's light or heat, which we can see and feel. Our senses cannot detect UV radiation, so we won't notice the damage until it has been done.
- Explain that the water at inland waterways can reflect and intensify damaging UV rays. Emphasise that the reflected rays often bounce upwards from below (where the water is), and therefore sunburn damage can be caused in unexpected places e.g. underside of your chin and nose and the backs of your ears.
- Explain to cadets that broad brim hats and sunscreen is supplied to emergency service volunteers as a means of protecting volunteers from the sun.
- Ask cadets why it is important for volunteers in emergency services to be sun safe e.g. they could be out in the sun for a significant period of time, first rule of emergency services in protect yourself etc.
- Encourage cadets to become familiar with the UV Index.

ENVIRONMENT

- Indoor space with Internet access

EQUIPMENT & RESOURCES

- Internet access with a screen
- Butcher paper and coloured pens/textas

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

SunSmart activities at:


<https://www.sunsmart.com.au/communities/secondary-schools-program>


Dear 16-year old me

https://www.youtube.com/watch?v=_4jgUcxMezM

Cancer Council: Real stories

<https://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/real-stories-secondary-school-resource.html>

 The UV Index is a tool that can be used to protect from UV radiation. It tells you the time during the day that you need to be SunSmart. Sun protection times are issued by the Bureau of Meteorology (BoM) when the UV Index is forecast to reach three or above. At that level, it can damage your skin and lead to skin cancer.

 Encourage cadets to download the Cancer Council's free sun smart app and start referring to it regularly. It is a great way to check the UV Index and take precautions against the sun.

iPhone users can download it at the iTunes App Store and Android users at the Google Play store.

- Watch the following video.



Cancer Council Australia

Sunscreen application video (3.02 mins)

<https://www.youtube.com/watch?v=lvjRjgRXPM>

- Ask cadets what the key messages are. Discuss.

REFLECT

- At the end of the activities ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they understand SunSmart principles.
- 'Check in' with any cadets that do a 'thumbs down'.

LEVEL **R** CADET RECRUIT

R

STREAM **4** WATER SAFETY

1

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

RS

1



LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

R

1

RS **1**



LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

RS

R

1

1





Water skiing prohibited	No diving	Drop off	Submerged obstacles	Boat ramp
PWCs prohibited	Do not drink the water	Unstable cliffs keep clear	Dam	Crocodile
Swimming permitted	No jumping	Submerged objects	Strong currents	Unstable cliffs
Boat fishing permitted	No swimming	Deep hole	Shallow water	Slippery area
Fishing permitted	Vessels prohibited	No fishing	Deep water	Trees may fall take care

LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

R

1

RS **1**



LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

R

1

RS **1**



LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

R

1

RS **1**



LEVEL **R** CADET RECRUIT

STREAM **4** WATER SAFETY

TOPIC **1** RECRUIT INTRODUCTION TO INLAND WATER ENVIRONMENTS

R

1

RS **1**



LEVEL **R** CADET RECRUITSTREAM **4** WATER SAFETYTOPIC **2** RECRUIT INTRODUCTION TO OPEN WATER ENVIRONMENTS

TOPIC 2: RECRUIT INTRODUCTION TO OPEN WATER ENVIRONMENTS

LEARNING INTENTIONS

1. Define open water environments.
2. Identify multiple open water activity types.
3. List the types of hazards that can be present in open water environments.
4. Understand the emergency situations that can arise from hazards.
5. Explain the role of emergency services and volunteers in the open water environment.
6. Identify Australian standard signs used around beaches and open water environments.
7. Understand SunSmart principles.

TOPIC CONTENT

This topic provides cadets with basic knowledge to keep safe in an open water environment and introduces key messages that as emergency service volunteers they could share with others. The topic encourages cadets to think about what they could do when faced with an emergency in an open water environment. Key content to be focused upon includes:

1. IDENTIFYING HAZARDS

- Learning what constitutes an open water environment, common open water activities, and the types of hazards that can occur in and around open water. Hazards in open water can include rips, tidal and runback currents, waves, cliffs, drop offs, sandbars, surf craft, rocks and reefs, submerged objects and dangerous marine animals (stingers, sharks).
- The role of emergency services in open water environments.

2. SAFETY PROCEDURES

- Each body of open water has unique characteristics. Environmental conditions, such as wind, waves, tides, and currents can affect and change a body of open water. Developing an understanding of how to stay safe in and around open water by learning about general safety procedures such as swimming between flags, logging on and off when using watercraft, and reading warning signs is important.
- Cadets will explore how emergency services assist in keeping community members safe in open water environments.

3. AUSTRALIAN STANDARD SIGNS

- An essential part of staying safe on open water, is being able to read, decipher and follow standard signs that are posted to alert of potential hazards.

4. SUNSMART PRINCIPLES

- Too much of the sun's ultraviolet (UV) can cause sunburn, skin and eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer in later life.
- Developing an understanding of sun safe principles is important when volunteering in open water environments. This topic encourages cadets to develop independent sun protection skills so they become responsible for their own sun protection and are able to share sun safe messages with members of the community.

WAYS OF TEACHING

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is highly recommended that where possible instructors seek opportunities for cadets to visit (where possible) open water environments and participate in open water activities. This provides opportunity for the theory in this topic to be applied in real-life situations e.g. identifying hazards, adhering to SunSmart principles, identifying safety/warning signs.

Cadet units are encouraged to link into local Volunteer Marine Rescue (VMR) groups where possible. There are VMR groups situated along Western Australia's 13,000-kilometre coastline from Rockingham in the west to Esperance in the south to Kununurra in the north, including Christmas and Cocos (Keeling) Islands. Additional information regarding the VMRS can be found at:



Volunteer Marine Rescue Services

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteermarinerescueservices.aspx>

ACTIVITY 1 - IDENTIFYING HAZARDS



INTRODUCE

- Ask cadets to define 'open water'.

Open water is unsheltered water more than 200 metres from the shoreline.

Enclosed waters are navigable waters within the land mass of Western Australia such as inland and coastal rivers, inland and coastal lakes and similar waters, and enclosed coastal bays and harbours.

- Ask cadets to explain how they think an open water environment differs from inland waters and waterways such as dams, lakes, rivers, creeks etc. (*Waves, currents, tides, impact of the weather, animals, sandbanks, other users e.g. water skiers, surfers etc.*)
- Brainstorm all of the recreation activities that take place in open water on a board, large sticky note or butcher paper. (*Swimming, fishing, surfing, boogie boarding, paddle boarding, boating and jet skiing, kite surfing, diving, snorkelling etc.*)
- Using the list of recreation activities, ask cadets to choose their top three recreation activities they enjoy doing. Read through the list of recreation activities, asking cadets to raise their hands for their top three choices. Note the number of hands raised for each activity to get a clear picture of the group's preferred open water activities.
- Ask cadets what they think the term 'hazard' means. Working as a class come up with an accurate group definition.

A hazard is anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity, and how it is performed.

ENVIRONMENT

- Indoor space with access to the Internet

EQUIPMENT & RESOURCES

- Internet access and screen
- Board, butcher paper, large post-it note
- Cadet Recruit Handbook – *Hazards and harms in open water* (page 23); *Open water safety and me* (page 24); *Set and strive – Open water safety* (page 60)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all


SKILLS ASSESSMENT

- Using the list of open water activities that cadets compiled earlier, ask them to think about potential hazards that could impact the safety of those involved in these recreational activities. Add these, under the heading 'Hazards', to the board, large sticky note or butcher paper. Suggestions could include:
 - rips
 - tidal and runback currents
 - waves
 - cliffs
 - drop offs
 - sandbars
 - surf craft
 - rocks and reefs
 - submerged objects
 - dangerous marine animals (stingers, sharks)
 - lack of boating knowledge
 - lack of or ineffective safety equipment
 - lack of information of where going fishing/boating e.g. not logging on before going boating.
- Encourage discussion about what could be done to mitigate (reduce) the risk from the hazards identified. (*Rip – understand what to do when in a rip – remain calm, signal for help, float on your back with feet facing the shoreline and head above the water, when able, swim parallel to the shore and swim in when conditions allow; lack of fuel for the boat – plot the travel for the boat trip, work out how much fuel you need and allow for extra for contingencies*).

★ OPTION

HAZARDS IN OPEN WATER ENVIRONMENTS

- Ask cadets to form pairs.
- Allocate a hazard to each pair from the list developed earlier.
- Pairs need to research a hazard in open water and be prepared to report back to the group. Pairs need to explain:
 - what the hazard is and how the hazard forms/occurs
 - how the risk from this hazard can be mitigated (reduced)
 - what the potential harms from this hazard are.
- Cadets are to write their notes down on page 23 of the handbook – *Hazards and harms in open water*.
- Cadets report back to the group.
- Cadets take notes on each of the other pairs' findings and write these on page 23 of the handbook.

 Research should be restricted to hazards in Australian open water.

You may need to define the term 'harm' for cadets. Harm is a physical or emotional injury or damage to health.

- Ask cadets what role they think emergency services, such as the Volunteer Marine Rescue Services (VMRS), play in helping to keep the community safe in open water environments.

COMMUNITY ENGAGEMENT

There may be opportunity for cadets to work with primary school students playing the *Be Safe Around Water App* available at <https://www.dfes.wa.gov.au/schooleducation/riskybehaviours/index.html> as part of a water safety unit.

This app helps primary school students to engage with water safety by identifying risky behaviours around eleven natural and man-made hazards involving water.

High-risk scenarios include dealing with floodwater, ocean swimming and storm warnings, and fishing off rocks. Children navigate the scenarios and identify safety concerns, unlocking subsequent levels and safety information.

 This app is best viewed on an iPad.

SUPPORT RESOURCES

Optional certificated qualification

- Share the following with cadets:
- *“In the past 12 months, Volunteer Marine Rescue groups have dedicated more than 105,000 hours of their time responding to 1,400 incidents at sea - this doesn’t even factor in the countless hours they commit to training and community education,”* Commissioner Klemm, Media Release 8 September, 2018.

PRACTISE

- Explain to cadets that they are going to watch a video which provides a general overview of some of the skills required and tasks completed by VMR volunteers.



Today Tonight – WA’s incredible marine rescue volunteers
(5.12 mins)

<https://www.facebook.com/TodayTonight/videos/1776649859041129/>

- At the end of the video, use the following questions to generate discussion about role of the VMRS.
 - What hazards in open water environments were mentioned or observed in the video? (*Exhaustion, cold water, rough water, unpredictable conditions, lack of preparation [running out of fuel], how the body and mind reacts in an emergency etc.*)
 - Why do VMRS volunteers practice rescues? (*To develop the skills they will need to use under stressful situations when assisting with a rescue.*)
 - Why is it important volunteers understand what it is like to be waiting for a rescue and being rescued? (*So they can understand how best to help someone stranded at sea and what the body and mind experiences.*)
 - What tactics or strategies did you observe? (*Work as a team, verbal and matching hand signals, how to stay together in the water and why etc.*)

RAC RESCUE HELICOPTERS

Funded by the State Government, managed by the Department of Fire and Emergency Services (DFES) and sponsored by RAC, the two RAC Rescue helicopters provide vital search and rescue and critical care medical services to the WA community. They are the only 24/7 emergency helicopter rescue service in WA.

The following resources demonstrate how the RAC Rescue Helicopters and the VMRS work together to help to keep West Australians safer.

RAC Rescue helicopter exercise with Volunteer Marine Rescue (2.01 mins)
<https://www.youtube.com/watch?v=OWo6-Fsjrj8>

RAC Rescue Helicopters
(Information and videos about rescues)
<https://rac.com.au/about-rac/community-programs/sponsorships/rac-rescue-helicopter>

★ OPTION

Watch the following short video showing how technology is being used in open water rescues and why it is important for volunteer rescue groups to work together to build their capacity and capability.



Sea Rescue teams off WA's notorious south coast
(1.04 mins)

<https://www.facebook.com/ABCGreatSouthern/videos/109083736685011/>

- Discuss with cadets what technology they saw being used, how the team works together to save lives, and why local knowledge is important in conducting open water rescues.

|| REFLECT

- Ask cadets to complete the *Open water safety and me* questionnaire in the handbook (page 24). This is a self-reflection activity.
- Encourage cadets to set a goal in their handbook on page 60 – *Set and strive – Open water safety* using their responses from the questionnaire. Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action orientated
 - Realistic
 - Timeframe

e.g. *I will put my life jacket on and keep it on the whole time I am out fishing with Dad on the boat this summer.*



ACTIVITY 2 - SAFETY PROCEDURES

Understanding safety at the beach and on the open water is a substantial topic. Cadet instructors need to be mindful of time limits and prioritise information. At this level, discussion is introductory however cadet instructors will need to ensure that cadets are educated according to the local context and the activities that are conducted within the cadet unit.

REVISE

- Start the session with a quick revision of the following:
 - definitions – hazard, harm, open water environment
 - hazards in an open water environment.

INTRODUCE

- Explain to cadets that there are simple safety procedures that need to be followed to reduce the chance of harm in open water environments. As a future volunteer in the emergency services, cadets need to understand that their role will be to keep themselves safe, help others to remain safe through sharing their knowledge about open water safety procedures, and assisting with rescues when required.

PRACTISE

Choose the most relevant videos and activities from the choices below.

ON THE BEACH

Watch the following video and discuss the five key messages included in the video. Write these key messages on a board, large sticky note, butcher paper etc.



Surf Life Saving Australia
Lifeguards Top Tips (34 secs)
<https://beachsafe.org.au/surf-safety/lifeguards-top-tips>

- Explain to cadets that not all beaches are patrolled, and when beaches are patrolled, it is for set hours over summer. Emphasise that in remote locations, help may not be close at hand e.g. lifesaver on a beach. This is why people need to understand precautions to take when they are beach/rock fishing, swimming, or engaging in water sports in open waters at and around the beach.

ENVIRONMENT

- Indoor space with access to the Internet

EQUIPMENT & RESOURCES

- Internet access and screen
- A5 card and textas

PERSONAL & SOCIAL SKILLS

- Self-awareness**
Assess personal skills and abilities and use a variety of self-reflection strategies
- Social management**
Communicate with others
- Inclusivity**
Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Option 1
 Task cadets with developing 1-minute presentation for varied local community groups that will increase their knowledge on how to stay safe in open water environments.

Option 2
 Develop flash cards to share with children and young people in the community. The flashcard is to highlight a water safety messages that explains a hazard and a strategy to mitigate the risk e.g. falling out of a boat – wear a life jacket.

SUPPORT RESOURCES



- Ask cadets to develop a one-minute presentation they would give to help the community stay safe in beach environments. Allocate different presentation topics and target audiences. Choose these according to local context. For example:
 - a one-minute presentation to young surfers in a coastal WA town about precautions to take when surfing
 - a one-minute presentation to a local beach fishing group about keeping safe while beach fishing
 - a one-minute presentation to young people training for their Skipper's ticket about safe boating.
- Cadets need to choose the top three key messages that relate to their topic and target audience.
- Ask cadets to share their presentations.

ROCK FISHING

- Watch the following video and discuss the key messages.



Surf Life Saving Australia

Rock Fishing (9.40 mins)

<https://beachsafe.org.au/surf-safety/the-right-gear>

Key messages – Rock fishing

- Always wear a life jacket.
 - Never fish alone.
 - Inform others of your plans.
 - Wear light clothing and appropriate footwear. Consider wearing a wetsuit to help with buoyancy, protect from the rocks, and keep you warm.
 - Carry safety gear – including a rope and a float.
 - Never fish in exposed areas during rough or large seas
 - Observe first, fish later.
 - Plan an escape route in case you are washed in
 - Stay alert.
 - Ask for advice from locals who know the area.
-
- Encourage cadets to consider the risk to life for volunteers and members of the public who try to save those that have been swept off a rock by a wave and/or injured while rock fishing.
 - Ask cadets whose role they think it is to educate people in the community about the dangers of rock fishing. Discuss cadet responses in the context of the local area. (*Local council, fishing shops, state government, schools, emergency services etc.*)

★ OPTION

- Watch the following short video about fishermen who were swept off the rocks at Salmon Holes near Albany.
- Discuss the hazards of rock fishing and the strategies to reduce risk.



Calls for rock fishing ban after Salmon Holes rescue
7 news, 30 April 2018 (1.08 mins)

<https://www.facebook.com/7NEWSPerth/videos/remarkable-rescue/10155676250144072/>

Supporting article

Fishermen hospitalised after being swept off rocks at infamous Salmon Holes beach

ABC News, 28 April 2018

<https://www.abc.net.au/news/2018-04-28/rock-fisherman-fighting-for-life-after-daring-rescue-near-albany/9707398>

Mandatory life jacket plea for rock fishers on drowning anniversary

ABC Great Southern, 3 April 2019

<https://www.abc.net.au/news/2019-04-03/mandatory-life-jackets-for-rock-fishing-called-for-after-death/10963950>

BOATING AND WATERSPORTS

- Explain to cadets that recreational boaters should:
 1. Let someone know where and when they are going boating and on return, make contact.
 2. Log on and off via radio to the closest sea rescue unit letting them know the vessel name, where departing from, estimated departure and return time, how many people are on board, and how much fuel is on board.



VMRS frequencies

ALL VMR groups monitor the radio, listening to Marine Radio 27.88MHz and VHF Channel 16. Most groups also monitor other frequencies such as 27.90MHz, 27.91 MHz and VHF channels 72 and 73, as well as their own channels. Use the link below for specific channels in local areas.

<https://www.dfes.wa.gov.au/contactus/Pages/volunteermarinerescueservices.aspx>

Encourage cadets to discuss why recreational boaters should share details of their trip and log on and off.



Additional information about logging on and off can be found at:

Department of Transport

<https://www.transport.wa.gov.au/imagine/logging-on-and-off.asp>

3. Ensure that watercraft is well maintained and that they are carrying all required safety equipment.



Information about safety procedures for boats can be found on the Department of Transport's website.

Department of Transport
Boating guides and activities
<https://www.transport.wa.gov.au/imate/boating-guides-and-activities.asp>

★ OPTION

- Introduce cadets to the 30-second challenge, run by Marine Safety Education Officers, at boat ramps across Western Australia.
- This initiative, which tests if people can gather flares, EPIRB, make a radio call and put on a lifejacket in 30 seconds, responds to boating incidents data which showed that better maintenance of safety gear and improved accessibility could have limited the number of boating tragedies.
- There is an incentive for boaters to take part. The boater who can successfully complete the challenge the fastest on the day will be given a marine safety pack. The pack will include:
 - marine safety bailer
 - offshore flare kit
 - inflatable Level 150 automatic lifejacket.



Department of Transport
30 second challenge – Test your readiness for an emergency
<https://www.transport.wa.gov.au/imate/what-safety-equipment-do-i-need.asp>

https://www.youtube.com/watch?time_continue=14&v=wUIGFT0kQUI (1.02 mins)

- Ask cadets whether they think these sorts of initiatives change behaviours within the community and why.

- Visit the Department of Transport (Boating guides and activities) website with cadets asking them to research one recreation activity on open water (boating, diving, kite and windsurfing, paddle craft, tow-in surfing).



Department of Transport
Boating guides and activities
<https://www.transport.wa.gov.au/imate/boating-guides-and-activities.asp>

- For the chosen open water activity, ask cadets to find three hazards and three safety procedures to mitigate the risk. Ask cadets to share their findings.

FLASHCARDS

This activity requires cadets to think about a hazard in their local open waters and create a flashcard for young people that highlights the risk and a strategy to mitigate it.

- Cadets choose one hazard and create a flashcard suitable for children and young people that explains the hazard and a strategy to mitigate the risk. For example, wearing a lifejacket when on a boat because a life jacket is a primary life support device if a boat sinks. Sample flashcards can be found at:



Department of Transport
Junior Crew Flashcards

<https://www.transport.wa.gov.au/mediaFiles/marine/MAC-IS-JCFlashcards.pdf>

- Provide cadets with an A5 piece of card and textas. Encourage cadets to use simple language and visuals in the creation of their flashcard. Flashcards could be presented to local schools, day cares and scout groups to help share the water safety messages.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - Share a behavior you need to change to keep safe in open water environments.

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.



ACTIVITY 3 - AUSTRALIAN STANDARD SIGNS/FLAGS



▶ INTRODUCE

- Ask cadets what types of safety or warning signs they may have seen in and around open water e.g. at the beach, boat ramps etc.
- Explain that in Australia we have standard signs that are used across all open water environments.
- Explain that water safety signs are used to raise public awareness and warn of hazards in the open water environment.

🔄 PRACTISE

- Explain that in open water environments (e.g. beach, boating ramps, rocks where fishing occurs) that there are four different types of signs used. Ask cadets to turn to page 25 *Beach flags and signs – Match up* in the handbook.
- Using the information in the handbook, ask cadets to match up the signs with their intended purpose (e.g. warn of hazards, provide information etc).
- Check cadet responses and discuss any areas of confusion.
- Stress to cadets that reading/viewing safety signs must form part of the decision-making process to determine the suitability of an area or venue. It is part of a risk assessment.
- Ask cadets if they think when members of the community do not read and adhere to information on safety signs it has any impact on emergency services. Cadets should explain their answer.

⏸ REFLECT

- Watch the following video to consolidate information.



Surf Life Saving Australia
Beach flags and signs (55 secs)

<https://beachsafe.org.au/surf-safety/flags-and-signs>

🌐 ENVIRONMENT

- Indoor space with access to the Internet

🔌 EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Beach flags and signs – Match up* (page 25)
- Internet access and screen

👁 PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Inclusivity

Acknowledge inclusivity and participation for all

✅ SKILLS ASSESSMENT

💬 COMMUNITY ENGAGEMENT

📎 SUPPORT RESOURCES



Surf Life Saving Australia
Beach safety video (3.08 mins)

https://www.youtube.com/watch?v=3_6mP_vLU5s

ACTIVITY 4 - SUNSMART PRINCIPLES



Additional information about staying safe in the sun is found in:

Cadet Recruit
Stream 4 Water Safety
Topic 1 Recruit introduction to inland water environments



Compared to inland water environments, such as rivers, creeks and lakes, shade is often very limited at the beach or on surf craft, boats etc. Extra precautions should be taken, such as the use of beach shelters and umbrellas on beaches, and hats, sunscreen and protective clothing on boats and other surf craft.



PRACTISE

- Explain to cadets that broad brim hats and sunscreen is supplied to emergency service volunteers as a means of protecting volunteers from the sun.
- Ask cadets why it is important for volunteers in emergency services to be SunSmart. (*They could be out in the sun for a significant period of time, first rule of emergency services in protect yourself, role modelling etc*).
- Show one of the videos below.



Cancer Council Victoria
Slip, Slop, Slap, Seek & Slide: Sid Seagull (30 secs)
<https://www.youtube.com/watch?v=FzA47J7QsVk>

Surf Life Saving Australia
Sun safety (1.22 mins)
https://www.youtube.com/watch?time_continue=16&v=quGTeJiJk2o

- Discuss the key points raised in the video.
- Revise what cadets know about UV (covered in topic – Recruit introduction to inland water environments).
- As a group visit My UV.



My UV
<https://www.myuv.com.au/>

- Make sure the location is set correctly and look at the UV rating for the day. Draw cadets' attention to when sunscreen should be worn (e.g. above a UV rating of 3).
- Investigate the information in the *What is UV?* and *See how UV changes through the day* tabs.
- Find out the UV rating for other parts of Australia and do a comparison.



ENVIRONMENT

- Indoor space with access to the Internet



EQUIPMENT & RESOURCES

- Internet access and screen



PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others



SKILLS ASSESSMENT



COMMUNITY ENGAGEMENT

Option 1

Visit the local VMRS, beach, boat ramp etc. on a busy, sunny weekend and share the message of being SunSmart. Provide tubs of sunscreen for use. Make a banner to use on the sunscreen table that promotes a SunSmart message when on the water e.g. on a boat, surfing, beach or rock fishing etc.

Option 2

Petition the local council for funds to buy and erect a UV meter at a local boat ramp which will inform users of the boat ramp and those around this area of the UV rating for the day. Support the UV meter with a sign that explains that if the UV rating is over 3, then sunscreen needs to be applied.



SUPPORT RESOURCES

REFLECT

- At the end of the activities ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they understand SunSmart principles.
- 'Check in' with any cadets that do a 'thumbs down'.



EMERGENCY SERVICES CADET CORPS

STREAM 5: SAFE OPERATIONS



STREAM 5 OVERVIEW: SAFE OPERATIONS

PURPOSE

This stream focuses on a broad range of topics from natural hazard management to mapping and navigation, and from knot tying to radio communication. The purpose of the stream is to provide cadets with a general understanding of the range of knowledge and skills they need to develop to be an informed and capable emergency services volunteer.

All introduced knowledge and skills in this stream is at a basic level.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. Understand the communication process.
2. Explain basic radio operating procedures.
3. Understand standard radio operating procedures.
4. Develop knowledge of radio safety.
5. Understand the impact of user factors on radio communications.
6. Understand use of pro-words.
7. Operate basic radio equipment.
8. Demonstrate basic understanding of the information on a topographical map.
9. Demonstrate how to give a six-figure grid reference.
10. Demonstrate basic compass use including how to take a bearing.
11. Define hazard, risk and disaster.
12. Explain how the community can prepare for, and stay safe, during a natural disaster.
13. Understand how emergency service volunteers assist with disasters and emergency incidents in WA.
14. Understand the purpose of knots.
15. Demonstrate the following knots: reef (square), thumb, clove hitch, bowline, figure 8 and double sheet bend.
16. Understand the function of an emergency kit.
17. Identify essential items to include in an emergency kit.
18. Understand the steps in the 'know, check, discuss' process.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. Recruit introduction to radio communications	193	2 hrs	1, 2, 3, 4, 5, 6, 7
2. Recruit introduction to mapping/charting and navigation	205	3 hrs	8, 9, 10
3. Recruit introduction to natural hazards	222	1 hr 45 mins	11, 12, 13
4. Recruit knots	239	120 mins	14, 15
5. Recruit preparing an emergency kit	253	50 mins	16, 17, 18

LEVEL **R** CADET RECRUITSTREAM **5** SAFE OPERATIONSTOPIC **1** RECRUIT INTRODUCTION TO RADIO COMMUNICATIONS**R****5****1**

TOPIC 1: RECRUIT INTRODUCTION TO RADIO COMMUNICATIONS

LEARNING INTENTIONS

1. Understand the communication process.
2. Explain basic radio operating procedures.
3. Understand standard radio operating procedures.
4. Develop knowledge of radio safety.
5. Understand the impact of user factors on radio communications.
6. Understand use of pro-words.
7. Operate basic radio equipment.

TOPIC CONTENT

OVERVIEW

1. Key to cadets' understanding of safe operations at this level is developing a basic knowledge of radio communications, standard radio use procedures, radio safety, and user factors.
2. Training in appropriate-level radio communications provides opportunities for cadets to increase their practical skills for application in an emergency services context.

WHAT IS COMMUNICATION?

1. In this topic, cadets are introduced to the communication process and its role in successful radio communications.
2. The principles of communication covered in this topic include:
 - effective communication relies on clear, concise messages
 - emergency services rely on radios being operated by well-trained and competent personnel
 - communication needs to be considered on a number of levels, including the urgency of the situation and what information is essential to transmit
 - radio communication may suffer interference which may result in misunderstood messages
 - radio communication can only occur in one direction at one time. If two or more persons transmit at the same time on the same frequency, neither message will be received
 - in emergency or poor operating conditions, radio traffic may become congested and accuracy can suffer.

BASIC OPERATING AND STANDARD OPERATING PROCEDURES

1. Cadets learn about the importance of radio operations training and competency.
2. Cadets develop understanding of how communication on a radio is only possible one direction at a time and practise 'one at a time' communication procedures.
3. Cadets learn about basic communications operating procedures in the form of the sender, receiver, message and feedback loop.
4. Cadets practise logging on and off calls.

RADIO SAFETY

1. Cadets learn general occupational health and safety (OHS) principles and their consideration when using radio communications equipment.
 - Hazards to cover include:
 - electrical storms
 - volume control of transmissions
 - heat/cold.

2. Cadets learn that prior to operating any communications equipment, they need to check with the manufacturer's handbook and relevant occupational health and safety requirements.
3. Cadets learn general care and maintenance of radio equipment including:
 - regular testing of network and equipment
 - batteries.

USER FACTORS



Introductory information on communications is covered in:

Cadet Recruit

Stream 4 Water safety

Topic 1 Recruit introduction to inland water environments.

1. Cadets revise user factors, with additional voice procedure information on the four factors of rhythm, speed, volume and pitch.
2. Cadets learn about sending clear messages in terms of brevity, accuracy, speed and simplicity and how these factors relate to safe operations in emergency services.
3. Cadets are introduced to the topic of transmitting a message, with the following outline:
 - keeping messages short
 - pausing for three seconds before speaking
 - talk across the microphone, rather than directly into it
 - general flow of information when operating a radio
 - confirmation from the receiver that the messages has been received
 - adding to a message
 - concluding a message.
4. Cadets cover parts of a radio call as an activity, in combination with practising user factors. Parts of a radio call include:
 - call sign
 - this is ...
 - call sign ...
 - text
 - ending sign.

PRO-WORDS



Introductory information on pro-words is found in:

Cadet Recruit

Stream 4 Water safety

Topic 1 Recruit introduction to inland water environments.

1. Cadets are introduced to a longer, more extensive list of pro-words that are commonly used in an emergency service context.
2. Cadets are introduced to use of phonetic figures and time.

PHONETIC ALPHABET

1. Cadets understand and can demonstrate the use of the phonetic alphabet for transmitting messages.

BASIC RADIO EQUIPMENT OPERATION

1. Cadets revise the following generic features of all radios:
 - on/off switch
 - volume control
 - channel selector
 - channel display
 - monitor/lamp switch
 - microphone
 - speaker
 - power supply
 - antenna
 - push to talk (PTT) button.

ACTIVITY 1 - WHAT IS COMMUNICATION?

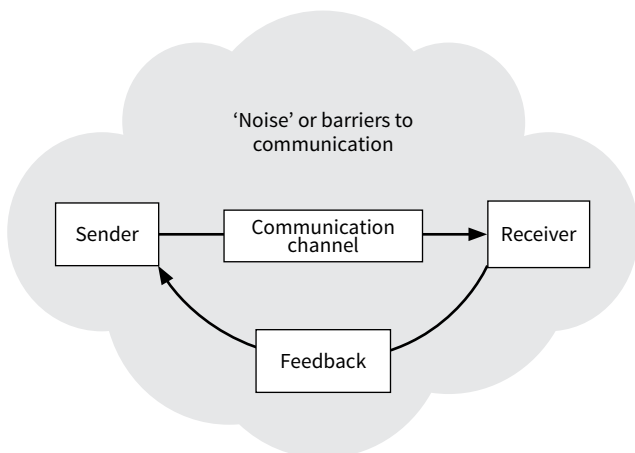


INTRODUCE

- Commence the session by standing at the front of the group and speaking too softly to be heard. Gauge the reactions of cadets. Then, in a regular speaking voice, ask them to repeat back what they heard.
- Discuss cadets' responses with the group and what skills or strategies they had to use to try to hear what was being said (e.g. minimise distractions, actively listen etc).
- *Ask cadets what they think the word 'communication' means and why it is so important in an emergency services context. (In a natural disaster, communication and interaction with affected communities, volunteers and other persons, is a critical component of emergency management. People who do not have adequate and accurate information to assess the situation, the risks and possible actions, might make choices that put their lives and the lives of others at risk. In addition, in emergency management, reliable and timely information gathering and exchange from a variety of sources results in more effective decision-making at an operational level).*

Definition – Communication
 Imparting or interchange of thoughts, opinions, or information by speech, writing, or signs. (dictionary.com)

- Revisit the start of the session and ask cadets what could happen in an emergency when communication is not clear, not 'heard' or there are too many distractions.
- Working with cadets, create a verbal list of the different ways we communicate. Examples could include:
 - face-to-face speech
 - on the phone both verbally and via video (Facetime, What's app etc)
 - written messages including electronic (text messages and email)
 - non-verbal signals (hand gestures, facial expressions).
- Discuss the communication process.



ENVIRONMENT

- Classroom or other indoor space with enough room for cadets to form a circle

EQUIPMENT & RESOURCES

- Whiteboard and markers
- Notepaper and pens
- Broken telephone
 - Instructor to create notes for the activity
 - Blank paper and pens

PERSONAL & SOCIAL SKILLS

- **Self-awareness**
 Assess personal skills and abilities and use a variety of self-reflection strategies
- **Social management**
 Communicate with others
- **Leadership**
 Apply effective problem-solving and team-building strategies to achieve collective outcomes

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES


- Now ask cadets to come up with a list of things that can affect how well we communicate (often called barriers to communication). Examples could include:
 - background noise
 - unable to see the person (e.g. speaking on the phone or by radio)
 - speaking too fast
 - speaking in long sentences, or using long words
 - speaking too quietly
 - not practising active listening
 - interrupting/speaking over the top of others
 - accents.
- Explain to cadets that in an emergency services context there could be other factors that impact communication (e.g. stressful situations, increased risks etc).

PRACTISE


BROKEN TELEPHONE (formerly known as Chinese whispers)

This activity encourages cadets to develop an understanding of the importance of active listening and sharing messages accurately.

- Write a number of notes containing specific instructions or information relating to an emergency situation that is relevant to the local area (e.g. flash flooding, bushfire, earthquake, missing hikers, hiker with a snake bite etc).
- Seat cadets on the floor in a circle.
- Hand out one note to a cadet.

 If the group is large (more than 10), divide cadets into two or more groups). Provide each group with the same note.

- The cadet reads the note and whispers the contents to the cadet seated directly next to them.
- Cadets then take turns to verbally pass on the information around the circle.
- The final cadet in the circle then writes down what he/she heard and reads the note aloud.
- Compare the original written message to the end message. Discuss the messages and determine the barriers (if any) to the communication.

 The game can be conducted a number of times, under different conditions. For example, instruct cadets to speak really quickly or have background noise on such as a radio playing.

The game can also be played allowing cadets to ask for the message to be repeated, and then doing a second round with a different note and not allowing for repetition. Compare the end results for each option.

REFLECT

- Generate discussion with cadets about how the different forms of the broken telephone game affected the outcome.
- Generate discussion with cadets on possible consequences of lack of clarity in communications in an emergency situation.



ACTIVITY 2 - INTRODUCTION TO RADIO COMMUNICATION



The reflection activity can be modified to reflect the videos and fact sheets chosen.

The following includes basic information about radio communications. Cadets will need to understand radio communications theory before they can put this into practice, so it is recommended that this session be broken into smaller activities to meet cadet's needs and the resources available.

Cadet units are encouraged to link with a BGU in their area to see how the theory discussed in these activities is applied in a practical environment.



INTRODUCE

- Explain to cadets that emergency services use radio communications for operational purposes. Therefore, volunteers need to be trained in how to use radio communications.
- Consistency in radio procedures is vital because:
 1. The Radio Communications Act requires a radio service to be controlled by competent operators.
 2. Radio communications may suffer from interference, which can result in misunderstood messages.
 3. Communication is only possible in one direction at a time. If two or more persons transmit at the same time on the same frequency, neither message will be received.
 4. In emergency or poor operating conditions, radio traffic becomes congested or the signal quality can be poor, and accuracy can suffer.
- The use of standard procedures such as prowords, radio call signs, identifying yourself before relaying a message, one person speaking at once, wait times before transmitting etc promotes:
 - brevity (concise and exact use of words)
 - accuracy (the message is transmitted with little chance of misinterpretation)
 - speed (relayed quickly)
 - simplicity (uncomplicated message).
- Ask cadets to indicate if they have experience using radio communication equipment such as a two-way radio (or radio transceiver). Discuss the experiences.
- Explain to cadets that extensive radio communication networks and systems operated by government and private agencies are used in Australia for the management of emergencies using long-range, medium or short-range networks and fixed, mobile and portable equipment. Provide examples of networks and equipment used in the local area e.g. the local base station which is the central control for the dispatch and receipt of messages or information to field personnel in emergency situations, mobile radio transceivers that are fitted to emergency service vehicles etc.



ENVIRONMENT

- Classroom or other appropriate indoor space



EQUIPMENT & RESOURCES

- Paper and pens
- Message over the airway
 - Cadet Recruit Handbook – *Message over the airways* (pages 43-44)
- Phonetic number and time
 - Cadet Recruit Handbook – *Phonetic numbers* (page 26); *Time* (page 26)
- Send a message
 - Cadet Recruit Handbook – *Send a message* (page 27)



PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes



SKILLS ASSESSMENT

- Communications Assessment



COMMUNITY ENGAGEMENT

Cadet units are encouraged to link with BGU in their area for additional information and experience with radio communications including:

- how to use radio communications
- radio operating procedures
- care of radio communications hardware.



SUPPORT RESOURCES

- Emphasise to cadets that competence in the use of radio communication equipment is essential in emergency services and that emergency service agencies operate equipment on different frequency bands including:
 - High Frequency (HF)
 - Very High Frequency (VHF)
 - Ultra High Frequency (UHF)
 - Super High Frequency (SHF).
- Explain to cadets that for communication between any two radio transceivers to work, both radios MUST operate on the same frequency. Discuss the frequency bands used for emergency services. (*All volunteer marine rescue (VMR) groups monitor radio listening watches on Marine Radio 27.88MHz and VHF Channel 16 as well as additional channels*).
- Ask cadets to write their name and address on a piece of paper.
- Instruct cadets to swap the pen to their non-preferred hand and write their name and address again.
- Ask cadets to compare the two. Ask them why they think the first is so much neater than the second. Discuss how practice ensures improvement and how this relates to operating radio communications equipment.
- Brainstorm with cadets the advantages and disadvantages of radio communication. Remind them to draw on what they know about effective communication from the previous session.

Advantages

- Flexible
- Communication to vehicles, people, boats and aircraft
- No physical connection
- Networking is possible
- Broadcast is possible

Disadvantages


- One transmission at a time
- Requires trained operators
- Low traffic capacity
- Subject to interference
- Little security
- May be limited by terrain and or atmosphere.
- Discuss the advantages and disadvantages of radio communications applying these to the local area e.g. terrain, cyclone area, heavily populated area, sparsely populated area etc.
- Ask cadets to consider radio safety and in particular:
 - volume of transmission e.g. hearing damage
 - battery storage and disposal e.g. safe storage and disposal
 - the impact heat and cold can have on the hardware and its ability to transmit e.g. overheating of radio in extreme temperatures
 - the use of radios during a thunderstorm e.g. increased risk of using hand-held radios outdoor in a storm if the radio has metal components.



Radio comms

PRACTISE

- Using radios available, introduce/revise the control functions of radios. Encourage cadets to locate these controls on the radios and discuss their function.
 - On/off switch – This switches the radio on or off.
 - Volume control – This controls the level of sound from the speaker and should be set for a comfortable listening level.
 - Channel/frequency control – This selects the channel/frequency.
 - Mute control – This eliminates background noise; its setting is critical for the correct operation of the receiver.
 - Indicator lights – These indicate various functions such as power on, signal receive, transmitter on, and channel number. Variations may occur between manufacturers.
 - Microphone – This comprises two major components:
 1. A ‘Push to Talk’ switch (PTT) which is used to transmit a message.
 2. A microphone to convert voice to electrical impulses.

 Different radio communication systems will have similar controls, but they may look slightly different or be in a different position on the device. Using the information in the manufacturer’s booklet is the safest way to determine usage of equipment.

Explain to cadets that developing and maintaining confidence in using different radio communication systems is important as a volunteer in the emergency services. As a volunteer they will need to regularly retrain and demonstrate competence in radio communications. Retraining and updating skills may occur with new radio communications procedures or with new equipment.

Radio check

A ‘radio check’ typically tests your own radio equipment and is designed to ensure that you are able to both transmit and receive.

To do a radio check you say:
"Radio check, <your call sign>" to the air.

You expect anybody else who is on the frequency to reply with an acknowledgment such as:
“<your call sign>, <their call sign>, loud and clear”.

If you receive one or more of those acknowledgments, you know that your station works, both transmitting and receiving.

Acknowledgments may be more detailed and contain a report on the quality of your signal and the location of the counterpart. That will give you an idea of how well your signal reaches a certain distance and direction.

★ OPTION

Connect with a local BGU and investigate the radio communications hardware they use. For example, investigate the following components and controls in a SES vehicle identifying their location and use.

- Handset, PTT button, channel indicator, channel selector, on/off switch.

Ask the volunteer to explain the process for equipment maintenance including regular testing and battery check and disposal.

▶ INTRODUCE / ◀ REVISE

- ✦ Use the *Message over the airways* worksheet in the handbook pages 43-44 to assist with this section on user factors, prowords and how to send a message.



Additional information on communications is found in:

Cadet Recruit

Stream 6 Search and rescue

Topic 1 Recruit basic principles of land search and survival

- Introduce/Revise 'user factors' explaining that these assist radio operators to successfully transmit messages.

Rhythm

- Speech needs to use a natural rhythm.
- Avoid phrases such as 'you know' and 'um' or 'er'.

Speed

- Wait three seconds after pressing the PPT button before speaking.
- Speak at a slightly slower speed than normal.
- Try not to rush or 'slur' words. Speak each word clearly.
- Allow for pauses after a phrase so the message can be written down (if necessary).

Volume

- Speaking at a slightly louder volume than normal.
- Avoid shouting.
- Adjust the volume level as required.

Pitch

- Use a regular or slightly higher pitched voice.
- Model each of the user factors clarifying information as required.

- ✦ The acronym for user factors is RSVP which will assist cadets in remembering the factors that can affect radio transmissions.



Radio check

- Introduce/Revise 'prowords' (procedural words) explaining that these are pronounceable words or phrases that have the purpose of expediting message transmissions.
- Explain that there are common prowords that emergency services use including:

PROWORD	EXPLANATION
ROGER	Message received and understood.
THIS IS	Proword proceeding identifying radio call sign e.g. Tom Price base THIS IS Tom Price 1.
OVER	Transmission has ended. A response is necessary. Go ahead and transmit.
OUT	Transmission has ended. No response is required. *Avoid using OVER and OUT in the same message
SAY AGAIN	Repeat all of the transmission OR the requested portion of the message.
WILCO	I have received your instructions and will comply.
WAIT	Pause for a maximum of 5 seconds. Except in an emergency no other station is to transmit during this pause. *The PPT button MUST NOT be released during the pause.
RADIO CHECK	Requesting strength and readability e.g. how do you read me?
NOTHING HEARD	Nothing heard or no reply from the station whose call sign was just given.

- Introduce/Revise the phonetic alphabet using the information in:



Cadet Recruit
Stream 4 Water safety
Topic 1 Recruit introduction to inland water environments

PHOENETIC NUMBERS AND TIME

This activity encourages cadets to practise the correct pronunciation of numbers and times when transmitting over a radio.

- Explain to cadets that when they are including figures (0, 1, 2 etc) and times in their messages that they need to pronounce them a particular way.
- Ask cadets to turn to page 26 *Phonetic numbers and Time* in the handbook.
- Work through the information modelling the pronunciation.
- Have cadets practise saying the different numbers and times in pairs.

★ OPTION

Provide cadets with additional numbers and times to practise or set up a competition between groups using the numbers and times.

🔄 PRACTISE

SEND A MESSAGE

This activity provides opportunity for cadets to send and receive messages via radio.

- Introduce/Review with cadets the process of sending a message.
- Remind cadets that it is essential information that is transmitted. They should plan their message before transmitting remembering to apply their understanding of brevity, accuracy, speed and simplicity while adhering to standard operating procedures.



Use information below and in:

Cadet Recruit

Stream 6 Search and rescue

Topic 1 Recruit basic principles of land search and survival

HOW TO SEND A MESSAGE

1. Give the net call sign e.g. CR1200.
2. Give the call sign of the station being called e.g. Cadet Recruit Base.
3. Identify yourself e.g. THIS is Cadet Recruit 5.
4. Speak briefly and transmit the message e.g. I will be returning to your location in 15 minutes. Over.

The full message is then:

1. CR1200 Cadet Recruit Base. THIS is Cadet Recruit 5.
I will be returning to your location in 15 minutes. Over.

HOW TO RECEIVE A MESSAGE

1. State your call sign e.g. Cadet Recruit Base.
2. Respond to the message e.g. Roger.
3. End transmission e.g. Out.

🗣️ Only one person says OUT.

- The full message is then:
 1. Cadet Recruit Base. Roger. Out.
- Ask cadets to complete *Send a message* (page 27) of the handbook in groups of three using radio communications hardware. Provide cadets with net call, base and call signs for this activity.
- Remind cadets of 'one at a time' operating procedures.
- Check for understanding, clarity and accuracy and reteach elements of the process as required.



Base. Roger. Out.

 **OPTION**

Have cadets run a 'radio check' process.

 **OPTION**

- Divide cadets into groups of 4. Each group will need two senders, one receiver and an observer.
- Provide the senders in the group with an emergency scenario. The scenario should be relevant to the local area.
- Give senders five minutes to create their message using prowords.
- Cadets then role-play the scenario, using pro-words and radio communications hardware.
- The receivers can only respond to the message.
- On completion of the transmission the observer is to share their observations e.g. Was the message transmitted correctly? What prowords were used? Did the receiver understand and respond appropriately to the message? Could the transmission be improved? How?
- Allow groups to swap roles so everyone gets a chance to play the three different roles.

 **REFLECT**

- Ask cadets to think of what kinds of things could affect radio transmission quality. (*High wind, battery insufficiently charged, users not having had appropriate training, being out of range*).
- Ask cadets how difficult they believe it is to communicate effectively via radio and why.

LEVEL **R** CADET RECRUITSTREAM **5** SAFE OPERATIONSTOPIC **2** RECRUIT INTRODUCTION TO
MAPPING/CHARTING & NAVIGATION

TOPIC 2: RECRUIT INTRODUCTION TO MAPPING/CHARTING & NAVIGATION

LEARNING INTENTIONS

1. Demonstrate basic understanding of the information on a topographical map.
2. Demonstrate how to give a six-figure grid reference.
3. Demonstrate basic compass use including how to take a bearing.

TOPIC CONTENT

BASIC MAP READING AND SCALE

1. Definition of what a map is, and the different parts that make up a map, such as the face of the map and the marginalia, grids, legend, map symbols and title.
2. The important aspects of scale, such as the way that actual distances can be calculated.
3. Explanation of the scale bar and statement of scale. Cadets commence their understanding of ratio in relation to map reading.
4. Cadets explore what a map legend/key is, and what information is included in it e.g. terrain.
5. Cadets explore how being able to read and communicate grid references contributes to safe operations e.g. through communicating grid references search positions are known, areas that have been searched are identified, and hazards can be pinpointed.

BASIC COMPASS USE

1. A compass is an instrument used for navigation and orientation that shows direction relative to the geographic cardinal directions (or points). The compass face shows the directions as abbreviated initials e.g. N, S, E, W, NW, SE etc.
2. The compass was invented in the second century in China. It was first used to align structural and building elements with the environment. The first navigational compass produced by China consisted of a bowl of water with a floating magnetic needle.
3. An integral part of safe operations is learning to use a compass. Cadets are introduced to what a compass is, what it is used for, and cardinal and ordinal directions.
4. Parts of the compass are identified, such as the baseplate, ruler, needle and direction arrow.
5. Cadets learn about the factors that can affect compass accuracy and discuss why accuracy is so important.

MARINE CHARTS

1. Maps used at sea and from the air differ from those used to navigate on land. On marine charts, little information on landforms is given; longitude and latitude are used for referencing rather than grids; and different scales of measurement, terminologies and symbols are used.
2. It is recommended that units connect with a VMR group to ask for assistance in charting and navigation teaching. This information should be at a basic level and provide:
 - an overview of what a chart looks like and the information it provides
 - how a chart is used
 - common language or terms used on a chart.



Information about VMR groups is available at:
Volunteer Marine Rescue Service (VMRS)

<https://www.dfes.wa.gov.au/aboutus/operationalinformation/Pages/volunteermarinerescueservices.aspx>

WAYS OF TEACHING

It is recommended that instructors seek opportunities for cadets to practise the skills within this topic in an outdoor environment. It is suggested that the skills first be practised in an urban environment but as the cadets' skill level increases, bushland and more challenging environments can be used.

Cadet units are encouraged to connect with an emergency services volunteer BGU in their local area to build their capacity to understand mapping/charting and navigation in emergency services.

ACTIVITY 1 - BASIC MAP READING & UNDERSTANDING OF SCALE



INTRODUCE

- Explain to cadets that map or chart reading is an important skill in emergency services whether on land or at sea and cadets need to develop a basic understanding of how to read a map or chart. Discuss the reasons why this is important. *(The ability to read maps comes into almost all fields of emergency services operations. Being able to read a variety of maps will ensure volunteers arrive at a location in the shortest time possible and are well equipped on arrival to participate in and contribute to tasks that require map reading skills).*

OPTION

FIND A LOCATION

- Ask cadets to move into small groups (2-3 cadets).
- Hand out to each group a photocopy of a map from a street directory e.g. Streetsmart and the corresponding index pages. Or hand to each group a copy of a street directory.

The location you choose does not matter for this activity. The task focuses on familiarising cadets with map reading. The Streetsmart Perth directory includes maps of Bunbury, Geraldton, Kalgoorlie, Albany and Boulder.

- Explain to cadets that they are going to complete a simple task to practise locating information on a map. Emphasise that GPS and Google Maps are used regularly to locate addresses and places of interest however understanding how to read a map is a basic skill cadets should develop.
- Using the street map you have chosen, help cadets to locate a street and then a place of interest. Use the following key points.
 - To find a street, look in the index, identify the street name and suburb in the alphabetical listing.
 - Note the map number and reference (letter and number) and turn to the appropriate page.
 - Trace down from the letter on top of the page, then across from the number at the side of the page. The street is located inside the square.
 - Street directory map symbols are usually located near the index.

ENVIRONMENT

- Classroom, gym (a level table or ground space is best when laying out the topographical map)

EQUIPMENT & RESOURCES

- Find a location
 - Street map and corresponding index information or copies of a street directory (1 map per small group of 2-3 cadets)
- Reading a topographical map
 - Topographic map (1 map per small group of 2-3 cadets. Try to use the same map if possible)
 - Resource sheet – *Reading a topographical map* (pages 218-219)
 - Computer, screen and Internet access or a Smartboard

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

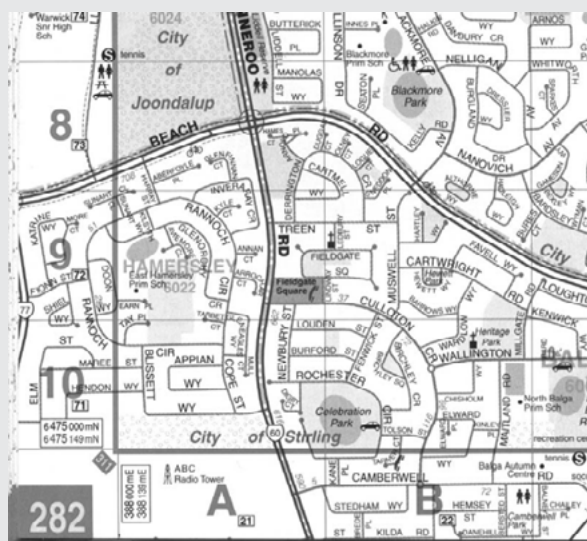
SKILLS ASSESSMENT

- Mapping and Navigation Assessment

COMMUNITY ENGAGEMENT

Cadet units are encouraged to connect with an emergency services volunteer BGU in their local area to build their capacity to understand mapping/charting and navigation in emergency services.

Example



Source: FESA, Participant Resources PUAOPE003A Navigate in Urban and Rural Environments Training Resource Kit

Kelly Road, Girrawheen is found on Map 282
Reference Square B8

- Provide cadets with a number of street locations and ask them to indicate the map number and reference for the street.
- Provide cadets with a map number and reference and ask them to tell you the street name or a place of interest.



The above activity could be made into a quick game. It is a great introduction to using a grid to locate a place.



PRACTISE

- Showing a paper map (e.g. topographical), introduce cadets to the two basic components of a map:
 - the map itself (called the ‘face of the map’)
 - information about the map (called the ‘marginalia’).



The term marginalia comes from the understanding that additional information about the map appears outside the edge of the map – i.e. in the margins.

- Show cadets a variety of different types on maps.
 - Political map – Shows state and national boundaries. Political maps do not show topographical features, but rather are used to show distances between cities/states/regions and their respective sizes.
 - Physical map – Shows the physical features of a region such as lakes, rivers and mountains. Places of high and low elevation are shown as different colours.
 - Topographic map – Similar to a physical map, only differences are shown in lines (contour lines) not colours.



SUPPORT RESOURCES

Topographical Map Symbols
https://www.wvgs.wvnet.edu/www/maps/topomapsymbols_MapX1B.pdf

Interesting article
The Conversation
Beyond Triple Zero: towards a digital, proactive emergency response
<http://theconversation.com/beyond-triple-zero-towards-a-digital-proactive-emergency-response-92264>

- Road map – Shows the different roadways, highways and railway lines of a region.
- Weather/Climatic map – Shows the variations in climate of an area, such as the amount of rainfall, snowfall or temperature. Climatic maps use different colours to show weather variations.
- Mud map – A mud map is a hand drawn sketch. It can be as elaborate as a scaled hand drawn sketch to a rough outline drawn in the sand with a stick. It is usually drawn with a specific purpose in mind with only relevant details included.
- Explain that even though they present differently, these maps all show a plan of the ground or a picture of the earth's surface. Some will also have common features e.g. legend/key, grid lines, titles etc.

★ OPTION

As a group compare the map types and look at the positives and negatives of each map type. Ask cadets which maps volunteers would most likely use in a search and why.

READING A TOPOGRAPHICAL MAP

- Ask cadets to move into small groups (2-3 cadets).
- Hand out to each small group a topographical map explaining that these types of maps are used in emergency services operations. If possible, use the same map for each group.
- Ask cadets to locate both the face of the map and the marginalia on their map. Explain that the marginalia can be located at either the top, bottom, on the left or right of the map face.
- Using the map provided and the resource sheet *Reading a topographical map* (pages 218-219), ask cadets to complete Task 1.
- Check cadet responses. Clarify as required.
- Explain to cadets that map symbols are used on maps to draw the map user's attention to significant features that would not be so easily recognised if they were drawn to scale and shape.
- Ask cadets:
 - At a glance, what do the map symbols tell you about the map in front of you?
- Using the map provided and the resource sheet *Reading a topographical map* (pages 218-219), ask cadets to complete Task 2.
- Check cadet group responses. Clarify as required.
- Ask cadets if they know what contour lines on a map represent. Discuss responses. (*Contour lines are the brown lines on the map and represent the height and shape of the land. Where the slope is steeper, the contours are closer together and where the slope is more gentle, the contours are further apart. Every fifth contour line is darker and has a number on it. This indicates the height of the land in metres above sea level. For ease of identifying which way the terrain goes (uphill or downhill) the numbers on the contours on the map always face uphill.*)
- Using the map provided and the resource sheet *Reading a topographical map* (pages 218-219), ask cadets to complete Task 3.

- Check cadet group responses. Clarify as required.
- Introduce the term 'scale'. Invite cadets to explain what they think the function of a scale on a map is.
- Use the following information to explain why maps all have a scale.
 - Scale allows larger areas to be represented in a much smaller space.
 - Without a scale, a map is simply a diagram.
 - A scale allows the measurement of two points without having to go to the actual location.
 - With the help of a scale, the total area can be calculated.
- Ask cadets to find the scale on the topographical map. Discuss the following points.
 - A scale bar is a means of visually showing the scale of a map.
 - A scale bar is usually accompanied by a ratio, whereby 1 cm on the map depicts a certain length in the real location.
For example:
1:10 (1 cm equals 10 km)
1: 100 (1cm equals 100 km)
 - A statement of scale provides written detail of the scale.
For example:
One centimetre is equal to 50 kilometres on the ground.
- Ask cadets how this statement would be displayed on a scale bar (Answer: 1:50).
- Using the map provided and the resource sheet *Reading a topographical map* (pages 218-219), ask cadets to complete Task 4.
- Discuss cadet responses. Clarify as required.



Watch the following video that introduces contours, scale and map symbols.

How to read a topo map (3.47)

<https://www.youtube.com/watch?v=CoVcRxza8nI>

- Ask cadets to point to the grid lines on their map. Ask them if they know what they are used for. Discuss responses. (*Grid lines are evenly spaced vertical and horizontal lines superimposed over a map and used to identify locations*).
- Explain to cadets that maps are orientated the same way. They are printed so that north is at the top of the map, south at the bottom, east to the right and west to the left.
- Discuss how locations on maps are shared. For example, how does a search and rescue team share their location with the base via radio communication using a map?
- Build on the discussion by introducing grid lines and grid references using the information below.
 - The vertical grid lines are called eastings because they divide the map from west to east. They are numbered west to east.
 - The horizontal lines are called northings because they divide the map from south to north. They are numbered south to north.

- To locate a position on a map a grid reference is quoted and can be given in four, six or eight-figure grid references with eight being the most accurate. The most common grid reference used in emergency services such as the SES is six-figure.
- In a grid reference, the eastings are always quoted first (i.e. the numbers along the bottom of the map) followed by the northings (the numbers on the side of the map).

TIP

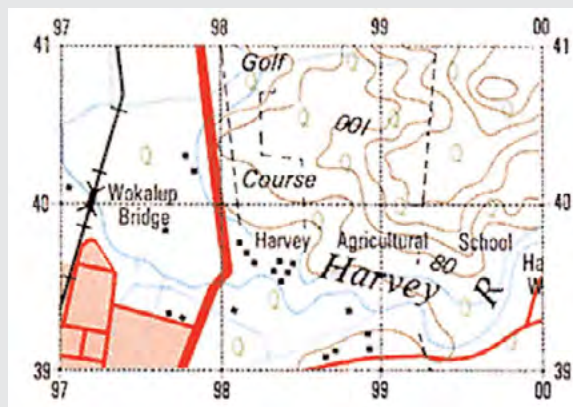
E for East is closer to the start of the alphabet than N for North, S for South or W for West. This may help cadets to remember that the Eastings go first.

- Explain to cadets that you are going to show them how to give a six-figure grid reference to a location on their map.
- Choose a place of interest or a significant natural feature.
- Explain to cadets how you would provide a grid reference for this location. Use the information below to assist.
 - Provide the two-figure grid value from the easting immediately to the left of the point on the map.

You may need to show cadets that you run your finger, or a ruler or another straight edge item, from the location to the grid number locations for greater accuracy. Stress that in emergency situations, accuracy is vital.

- Estimate in tenths the distance from that grid line to the point. **This provides the first three figures (eastings) of the six-figure grid reference.**
- Read the two-figure grid value for the northing immediately below the point on the map
- Estimate in tenths the distance from that grid line to the point. **This provides the last three figures (northings) of the six-figure grid reference.**
- Combine the eastings and the northings to give the six-figure grid reference.

The following map and grid reference explanation highlights the concept.



Source: FESA, Participant Resources PUAOPE003A Navigate in Urban and Rural Environments Training Resource Kit

[Wokalup Bridge](#)
 97 2/10 = East 972
 40 1/10 = North 401
 Grid reference = 972 401



How to read a six-figure reference (5.01 mins)

<https://www.youtube.com/watch?v=AJVxgWttUdY>

- Using the map provided and the resource sheet *Reading a topographical map* (pages 218-219), ask cadets to complete Task 5.



You will need to have a four-figure grid reference and a six-figure reference ready to a feature (man-made or natural) for this activity.

- Check cadet group responses.



REFLECT

FIST OF FIVE

- Ask cadets to complete a fist of five by rating their confidence with the following skills from 1 = Supremely confident (thumb) to 5 = Not at all (all fingers).
 - Finding the scale on a topographical map.
 - Understanding how to use the scale.
 - Locating a feature on a topographical map using a six-figure grid reference.
 - Understanding what contour lines tell us about the terrain.
 - How to identify rivers, streams, buildings, railway tracks and other map features.



A fist of five is a simple technique where thoughts or answers are shared using your thumb and fingers on one hand.

ACTIVITY 2 - HOW TO USE A COMPASS


90

INTRODUCE


- Ask cadets to indicate with a show of hands if they have used a compass before and know what it is used for. (*A compass is used for navigation and orientation. It shows direction relative to the geographic cardinal directions or points.*)
- Briefly explain to cadets the history of the compass (see notes at the start of this topic).
- Explain to cadets that the basic and most common type of compass is known as the magnetic compass. This is a tool that denotes direction by way of a magnetic needle that uses the earth's magnetic field to point north. If the direction of north is known, all other cardinal directions (north, south, east and west and the ordinal [southwest, northwest etc]) can also be known.
- Draw and label a compass face on a board so cadets can visualise the concept.

COMPASSBALL

This activity encourages cadets to build their knowledge about the cardinal and ordinal points on a compass.

 This activity needs to be played on a basketball court.

- Mark eight spots on the court (one for each of the cardinal and ordinal directions), with North underneath the basket and South at the middle point of the 3-point-line's arc.

 Make sure you don't label which point is which, since the goal of this activity is for cadets to work it out.

- Split the cadets into two teams and have them line up on the outside of the 3-point-line. One team on either side of the hoop.
- Ask the first person from each team to step forward.
- Call one of the eight cardinal or ordinal directions (cardinals - N, S, E, W; ordinals - NE, NW, SE, SW).
- The cadet whose turn it is must immediately go to the corresponding point on the court.
- If the cadet goes to the incorrect point, they may not shoot.
- If the cadet goes to the correct point, they will be awarded two points, and will be allowed to shoot.
- If the cadet makes a basket, they will be awarded one additional point.

TIP

Encourage cadets to work out and remember where the points are located from previous correct or incorrect turns.

ENVIRONMENT

- Basketball court/gym
- Large open space

EQUIPMENT & RESOURCES

- Compass ball
 - 8 markers
 - Basketball
- Compass 101
 - Cadet Recruit Handbook – *Compass 101* (pages 28-29)
 - Computer/screen or SmartBoard and Internet access
 - Compasses (enough for one per pair)
- Closed course
 - Coloured golf tees (enough for one per pair)
 - Enough compasses for cadets to share one with a partner
- What's your letter pattern
 - Resource sheet – *What's your letter pattern?* (pages 220-221) (make 'course cards' for cadets to use)
 - 8 stakes, dome markers or spray paint
 - Enough compasses for cadets to share one with a partner

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

- Mapping and Navigation Assessment

COMMUNITY ENGAGEMENT

Cadet units are encouraged to connect with an emergency services volunteer BGU in their local area to build their capacity to understand mapping/charting and navigation in emergency services.

- Continue the game until it is clear that cadets understand the cardinal and ordinal directions on the compass.
- At the end of the game, tally the score for each team.
- The team with the most points wins.
- Ask cadets the following discussing the responses.
 - What strategy did you use to remember where all the points on the compass were?
 - Why do you think knowing this information is important when using a compass?
- Ask cadets when they think a compass could/would be used. (*Trekking/hiking, mountain climbing, orienteering, in a land search and rescue operation, at sea. Mariners are required to make very accurate compass readings*).
- Ask cadets if they think that with the technological advances it is still important for emergency services volunteers to know how to use a compass. (*Global Positioning Systems [GPS] receivers are hand-held devices that not only tell you which direction you're going, but will devise routes for you, as well as provide you with a map. Many GPS devices even come loaded with topographical and trail maps, not just road maps. However, GPS receivers need batteries and clear signals to be able to work effectively*).
- Explain to cadets that a GPS is generally a standard item for land and water search and rescue operations in emergency services however being prepared for all situations, including technology fails, is essential.
- Ask the question:
 - What is preparedness? (*Preparedness is a general concept that involves having plans and strategies in place to ensure the community is effectively prepared for, responds to and recovers from emergencies. It encompasses pre, during and post emergency actions and involves participation from various levels of government, communities, support organisations and individuals*).
- At an individual level preparedness when discussing mapping/charting and navigation is about:
 - having the appropriate knowledge and skills to use a GPS
 - having spare batteries with you if using a hand-held GPS
 - having a back-up compass and map of the area and the skills to use these with speed and accuracy
 - maintaining personal safety when searching and/or hiking including wearing appropriate personal protective equipment (PPE), monitoring fatigue, maintaining body temperature, staying hydrated, and maintaining team communication.



Additional information about preparedness is found in:

Stream 3 Fire safety
 Topic 1 Recruit fire awareness
 Topic 2 Recruit bushfire awareness
 Topic 3 Recruit marine fire awareness

Stream 6 Search and Rescue
 Topic 1 Recruit basic principles or land search and survival
 Topic 2 Recruit introduction to water rescue and survival

SUPPORT RESOURCES

Additional compass games from very basic (cardinal or ordinal directions to building their own courses) can be found at the following links.

Compass games

<https://dragon.sleepdeprived.ca/games/compass/compass.htm>

7 Family Activities to Improve Compass Skills

<http://notaclueadventures.com/2015/01/blog/7-family-activities-improve-compass-skills/>

Orienteering Western Australia

Orienteering Western Australia have a number of permanent orienteering courses ranging from basic to the more advanced.

<https://www.wa.orienteering.asn.au/get-involved/anytime-orienteering>

The website also has a range of resources for schools including a detailed orienteering for schools booklet and a number of lesson plans.



Whilst the lessons are written for Year 4, they can be adapted for cadets at this level.

Orienteering Western Australia will also professionally map your school for a fee.

<https://www.wa.orienteering.asn.au/get-involved/wa-school-programs>

Orienteering Queensland

Orienteering Queensland have created a book full of orienteering games for the cost of \$44 (inc postage).

<https://oq.asn.au/o-games-book>

Preparedness

State Emergency Management Committee

Emergency Preparedness Reports

<https://semc.wa.gov.au/publications/emergency-preparedness-reports>

- For some cadets understanding how to use a compass will be challenging. Regular practise using a compass and map will help cadets to feel more confident in their use.

It is recommended that senior cadets be used to assist those that require additional support.

PRACTISE

COMPASS 101

- Ask cadets to move into pairs.
- Hand out to each group a compass.
- As a group, watch the YouTube video on *How to use a compass* (0-3.22 mins ONLY) which covers parts of the compass and magnetic declination. You may want to watch it again and the second time stop the video at various points to allow cadets time to find the parts on their compass and process the concepts. Discuss any part of the video that needs further clarification.



How to use a compass (0-3.22 mins ONLY)

<https://www.youtube.com/watch?v=0cF0ovA3FtY&list=PL7tqTAgUK4Uxghp-cVwflilijOd9CfHSL>

- Research and inform cadets of the magnetic declination of your location e.g. Perth Airport is 1.62°W.

- As a group, watch the YouTube video on *How to use a compass* (3.22-5.06). This section looks at taking a bearing from a map and in the field. You may want to watch it a second time to ensure cadets understand the concepts. Discuss any part of the video that needs further clarification.




How to use a compass (3.22-5.06 mins ONLY)

<https://www.youtube.com/watch?v=0cF0ovA3FtY&list=PL7tqTAgUK4Uxghp-cVwflilijOd9CfHSL>

- Explain to cadets that at this level they will learn to take a bearing without using a map. However, if cadets are skilled in compass work they can be extended to use a topographical map.


- Ask cadets to turn to *Compass 101* in their handbook (pages 28-29) and look at the diagram *Parts of a compass*. Encourage cadets to locate the parts on their compass as a quick revision exercise.
- Working as a unit, ask cadets to follow the instructions in *Task 1 – Finding North*.
- Check for understanding and that cadets have achieved the task.

- Working as a unit, ask cadets to follow the instructions in *Task 2 – Take a bearing*. You may like to move cadets outside for this activity or just get them to use a feature where you are e.g. light switch, computer, door, basketball hoop etc.
- Check for understanding and that cadets have achieved the task as required.

 Cadets will work at different paces for this activity. Using senior cadets who are proficient in compass work can be a good strategy. Ensure that they follow the process you have outlined so that the teaching messages are the same.

CLOSED COURSE

- Ask cadets to move into pairs.
- Hand out to each pair a compass, a marker (such as a small flag, coloured golf tee etc), and a directions sheet.


 You will need to create your own directions sheet according to the space you have available in your location. It could look like below.

Closed course - Follow the directions

1. Take a bearing of 180 degrees, then take 20 paces in that direction.
2. Take a bearing of 45 degrees, then take 28 paces in that direction.
3. Take a bearing of 315 degrees, then take 28 paces in that direction.
4. Take a bearing of 225 degrees, then take 28 paces in that direction.
5. Take a bearing of 90 degrees, then take 28 paces in that direction.

Where have you ended up?

- The key is to make sure the directions provided will lead your cadets back to their marker at their starting point if followed accurately. This is how you'll know whether they followed the directions correctly.
- Support any cadets that require extra assistance in taking a bearing.

 Use senior cadets to assist those that require additional support.

- Once cadets are confident in setting a bearing, set up to play the game, What's your letter pattern.

★ OPTION

Watch the following video about how to work out your pace count. Ask cadets why they think this could be important when navigating, or if they are involved in a search and rescue.



Using pacing to measure distance (4.48)

https://www.youtube.com/watch?v=5VW3Mt_DgJw

To extend this concept, you could ask cadets to form small groups and measure their paces over a set distance comparing the results.

Discuss how the terrain, the weight of a pack being carried, the time of day and the weather can impact pacing. Talk further about the benefits of providing map coordinates and paces for a location.

WHAT'S YOUR LETTER PATTERN

- Follow the instructions on how to set up the *What's your letter pattern* activity on pages 220-221.
- Cadets work in pairs or small groups for this activity. The activity is configured for 10 pairs/groups.
- At the end of the activity check cadets' course cards.
- Ask them the following questions and discuss their responses.
 - Were there any challenges in the activity? What were they and how did you overcome them?
 - What skills did you have to use to complete this activity? (*Teamwork, problem-solving, decision-making, active listening, compass skills, following instructions*).
 - What did you learn from the activity? About how you contribute to a team, how you communicate or your compass reading skills.



Key to the last question is getting cadets to think about their strengths and also areas for improvement. Extend the discussion by discussing how important team work, good communication and compass reading skills are in emergency services.

Using a compass for some cadets will be challenging so it is important to revisit the skills throughout the program. This can be achieved by giving cadets a quick warmup or 'break' activity where they quickly have to set a bearing and get to a location or feature.

REFLECT

- At the end of the session ask cadets to write a mapping and navigation goal in their handbook (page 60). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframee.g. *By the end of Term 2 I will be able to successfully set and follow a bearing to a set location.*

LEVEL R CADET RECRUIT

STREAM 5 SAFE OPERATIONS

TOPIC 2 RECRUIT INTRODUCTION TO MAPPING/CHARTING AND NAVIGATION

RS 2

TASK 1

Tick all of the information you can find in the marginalia of your topographical map.

- | | | | |
|---|---|--|--------------------------------|
| <input type="checkbox"/> Map title | <input type="checkbox"/> Map edition and sheet number | <input type="checkbox"/> Location | <input type="checkbox"/> Scale |
| <input type="checkbox"/> Type of map (e.g. topographical, geological, etc.) | <input type="checkbox"/> Grid reference block | <input type="checkbox"/> Production Information, including authorship and date | <input type="checkbox"/> Title |
| | <input type="checkbox"/> Legend of symbols | | |

What other information was listed? What is it and what does it tell you? _____

TASK 2

Identify the following map symbols. Once identified, see if you can find these features on your map.

Tick the boxes below when you have completed your task.

- | | | | |
|--|---|--|------------------------------------|
| <input type="checkbox"/> Sealed road | <input type="checkbox"/> Bridge | <input type="checkbox"/> Stream (perennial) | <input type="checkbox"/> Buildings |
| <input type="checkbox"/> Unsealed road | <input type="checkbox"/> Transmission/power lines | <input type="checkbox"/> Stream (intermittent) | |
| <input type="checkbox"/> Railway track | <input type="checkbox"/> Lake | <input type="checkbox"/> Dense forest or scrub | |

What other features are on your map? _____

TASK 3

What is a contour line? _____

Find the following on your topographical map. Share what you find with your cadet instructor.

Tick the box once you have completed your task.

- Indicate the direction of moving uphill.
- Indicate the top of a hill.
- Explain the contour interval (use the information in the marginalia or ask for help with this task).

What is the highest point on your map? _____

TASK 4

What does a scale on a map tell you? _____

What is the scale ratio on your topographical map? _____

What does this mean? _____



LEVEL R CADET RECRUIT

R

STREAM 5 SAFE OPERATIONS

5

TOPIC 2 RECRUIT INTRODUCTION TO MAPPING/CHARTING AND NAVIGATION

RS 2

TASK 5

Explain the process of sharing a location using a four or six-figure grid reference.

Process for sharing a four-figure grid reference	Process for sharing a six-figure grid reference

TASK 6

Identify on your map the following.

Task	Grid reference
Provide a four-figure grid reference to a natural feature.	
Provide a four-figure grid reference to a man-made feature.	
Provide a six-figure grid reference to a natural feature.	
Provide a six-figure grid reference to a man-made feature.	
Ask your cadet instructor to provide you with a four-figure grid reference.	What is at this location? Describe it.
Ask your cadet instructor to provide you with a six-figure grid reference.	What is at this location? Describe it.

LEVEL R CADET RECRUIT
STREAM 5 SAFE OPERATIONS

TOPIC 2 RECRUIT INTRODUCTION TO MAPPING/CHARTING AND NAVIGATION

RS **2**


Adapted from Allen Foster's *Schoolyard compass game*

Purpose

Practise in pairs setting the compass for degree bearings and following them with precision.

Course at a glance

The course for this game can be set up on an oval, quadrangle, in a park or at a camp. The course consists of eight marked stakes set up in a large circle. The stakes are marked I, O, U, L, Z, E, A, and P.

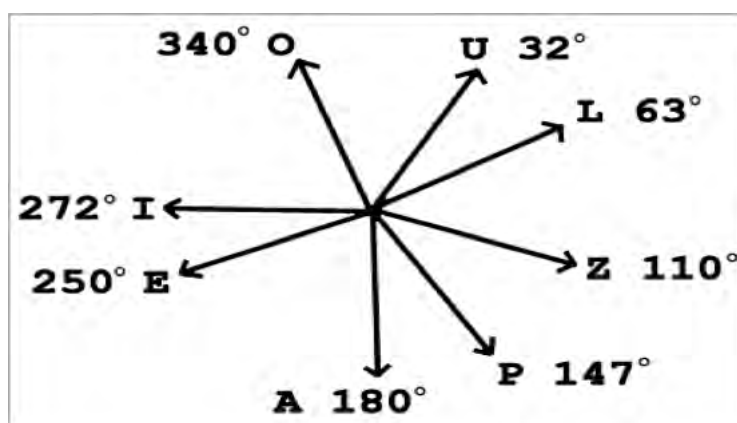
 An alternative to using stakes is to use bright-colored spray paint, spraying the letter on the ground at the location or a dome marker with the letter sprayed or taped to this. This prevents participants from fixating on the stakes and not following their bearing accurately.

Laying out the course

1. For laying out the course you need an unmarked center stake, a string or rope 15 meters long or longer, and a compass.
2. To lay out the course, place the unmarked stake in the center of the area you have chosen for the game.
3. Attach the measuring string (rope) to the center stake.
4. Starting at the center stake each time, set the compass bearing as indicated below for each lettered stake. Stretch out the measuring string (rope) along this bearing and place the respective marked stake at the end of the string (rope).

 The success of the game depends on the careful positioning of the marked stakes.

U - 32°	Z - 110°	A - 180°	I - 272°
L - 63°	P - 147°	E - 250°	O - 340°



5. To play the game, each group is provided with a compass, a pencil, and an 'course card'.
6. The card tells them at what marked stake to start and directs them to follow five compass bearings from marker to marker around the course.
7. When the group reaches each marker on their course, they copy down the letter onto their 'course card'.

What's your letter pattern? answers

- | | | | |
|-----------|-------|------------|-------|
| Course #1 | EOUZP | Course #6 | ZAEOU |
| Course #2 | IULPA | Course #7 | PEIUL |
| Course #3 | OLZAE | Course #8 | AIOLZ |
| Course #4 | UZPEI | Course #9 | IUZAE |
| Course #5 | LPAIO | Course #10 | OLPEI |



Course #1 Card

Start at stake or point marked A

- Proceed at 305°. Marker reached – Letter _____
- Proceed at 25°. Marker reached – Letter _____
- Proceed at 96°. Marker reached – Letter _____
- Proceed at 161°. Marker reached – Letter _____
- Proceed at 219°. Marker reached – Letter _____

Course #2 Card

Start at stake or point marked E

- Proceed at 351°. Marker reached – Letter _____
- Proceed at 68°. Marker reached – Letter _____
- Proceed at 138°. Marker reached – Letter _____
- Proceed at 195°. Marker reached – Letter _____
- Proceed at 254°. Marker reached – Letter _____

Course #3 Card

Start at stake or point marked I

- Proceed at 36°. Marker reached – Letter _____
- Proceed at 112°. Marker reached – Letter _____
- Proceed at 177°. Marker reached – Letter _____
- Proceed at 235°. Marker reached – Letter _____
- Proceed at 305°. Marker reached – Letter _____

Course #4 Card

Start at stake or point marked O

- Proceed at 96°. Marker reached – Letter _____
- Proceed at 161°. Marker reached – Letter _____
- Proceed at 219°. Marker reached – Letter _____
- Proceed at 289°. Marker reached – Letter _____
- Proceed at 351°. Marker reached – Letter _____

Course #5 Card

Start at stake or point marked U

- Proceed at 138°. Marker reached – Letter _____
- Proceed at 195°. Marker reached – Letter _____
- Proceed at 254°. Marker reached – Letter _____
- Proceed at 316°. Marker reached – Letter _____
- Proceed at 36°. Marker reached – Letter _____

Course #6 Card

Start at stake or point marked L

- Proceed at 177°. Marker reached – Letter _____
- Proceed at 235°. Marker reached – Letter _____
- Proceed at 305°. Marker reached – Letter _____
- Proceed at 25°. Marker reached – Letter _____
- Proceed at 96°. Marker reached – Letter _____

Course #7 Card

Start at stake or point marked Z

- Proceed at 219°. Marker reached – Letter _____
- Proceed at 289°. Marker reached – Letter _____
- Proceed at 351°. Marker reached – Letter _____
- Proceed at 62°. Marker reached – Letter _____
- Proceed at 138°. Marker reached – Letter _____

Course #8 Card

Start at stake or point marked P

- Proceed at 254°. Marker reached – Letter _____
- Proceed at 316°. Marker reached – Letter _____
- Proceed at 36°. Marker reached – Letter _____
- Proceed at 112°. Marker reached – Letter _____
- Proceed at 177°. Marker reached – Letter _____

Course #9 Card

Start at stake or point marked A

- Proceed at 320°. Marker reached – Letter _____
- Proceed at 62°. Marker reached – Letter _____
- Proceed at 161°. Marker reached – Letter _____
- Proceed at 235°. Marker reached – Letter _____
- Proceed at 305°. Marker reached – Letter _____

Course #10 Card

Start at stake or point marked E

- Proceed at 29°. Marker reached – Letter _____
- Proceed at 112°. Marker reached – Letter _____
- Proceed at 195°. Marker reached – Letter _____
- Proceed at 289°. Marker reached – Letter _____
- Proceed at 351°. Marker reached – Letter _____

LEVEL **R** CADET RECRUITSTREAM **5** SAFE OPERATIONSTOPIC **3** RECRUIT INTRODUCTION TO NATURAL HAZARDS**R****5****3**

TOPIC 3: RECRUIT INTRODUCTION TO NATURAL HAZARDS

LEARNING INTENTIONS

1. Define hazard, risk and disaster.
2. Explain how the community can prepare for, and stay safe, during a natural disaster.
3. Understand how emergency service volunteers assist with disasters and emergency incidents in WA.

TOPIC CONTENT

NATURAL HAZARDS IN WA

1. WA's climate and environment means it is vulnerable to a range of natural hazards including bushfire, storm, flood and cyclones.
2. DFES, WA's leading hazard management agency, performs a critical role coordinating emergency services for a range of natural disasters and emergency incidents threatening life and property in Western Australia.
3. DFES has a legislated role to manage a range of emergencies within WA. This includes ensuring that they have the capability and capacity to effectively respond to emergencies. It also includes supporting increased community resilience by working with communities to focus on shared responsibilities for the prevention and mitigation of hazard risks.
4. Emergency service volunteers are a vital component of a resilient and safe community. Volunteers give up their time to help save lives, reduce property loss and minimize environmental damage. They support local community disaster, emergency awareness and preparation activities.

 Additional content about WA's natural hazards is found in each activity in this topic.

WAYS OF TEACHING

Cadet instructors are encouraged to connect with their local BGU inviting a local emergency services volunteer to speak about their BGU, what they do to educate the community about hazards, and how they support the community if there is a natural disaster or an emergency.



ACTIVITY 1 - HAZARDS, RISK AND HARM



INTRODUCE

- Working as a whole group, define the following terms.
 - Hazards
 - Risk
 - Disaster.



Sample definitions

Hazards - anything that has the potential to cause injury or harm. In general, hazards arise from the environment, equipment, materials/substances used, the nature of the activity and how it is performed.

Risk - risk is the chance of something happening that will have a negative effect. The level of risk reflects:

- the likelihood of the unwanted event
- the potential consequences of the unwanted event.

Disaster - a sudden accident or a natural catastrophe that causes great damage or loss of life.

- Ask cadets what they think the role of volunteers is in assisting with natural disasters and emergency incidents. *(DFES is WA's leading hazard management agency coordinating emergency services for a range of natural disasters and emergency incidents threatening life and property in WA. Emergency service volunteers support local community disaster, emergency awareness and preparation activities. Emergency service volunteers are a vital component of a resilient and safe community).*



Additional information about the role of emergency services in WA is found in:

Cadet Recruit
Stream 1

Topic 8 Overview of the volunteer emergency services

- View one of the videos suggested in Support Resources about the role of the various volunteer emergency services in Western Australia.
- After watching the video, discuss the range of natural disasters and emergency incidents that volunteers assist with in the community.



ENVIRONMENT

- Indoor space with access to a screen for viewing and the Internet



EQUIPMENT & RESOURCES

- Computer, screen or Smartboard
- Hazard and risk
 - Resource sheets - *Hazard and risk* (page 237)
 - Cadet Recruit Handbook - *Natural hazards* (pages 31-35)



PERSONAL & SOCIAL SKILLS

Social management

Communicate with others



SKILLS ASSESSMENT



COMMUNITY ENGAGEMENT


- Support a BGU in the community working with a community after a natural disaster or emergency incident.
- Invite a local emergency services volunteer to speak about their BGU, what they do to educate the community about natural hazards, and how they support the community if there is a natural disaster or emergency incident.

PRACTISE

HAZARD AND RISK

This activity encourages cadets to consider hazards and risk and apply it to a scenario.

- Using the cartoon on the resource sheet *Hazard and risk*, (page 237), ask cadets to consider the following questions.
 - What are the hazards?
 - How could the parachutist reduce their risk from the hazards?

 The cartoon could be used as a handout or shown on a screen/Smartboard.


Sample answers

What are the hazards?

- The volcano.
- Material being ejected from the crater.
- Gases escaping into the air.
- Extreme heat.
- Damage to the plane due to heat, smoke, gases.
- Lack of clear air space for the pilot flying the plane.

How could the parachutist reduce their risk from the hazards?

- Return another day, after the volcanic activity decreases.
 - Rely on notification by local authorities to make the decision on when it is safe to jump.
 - Not parachute.
 - Pilot alters course and the parachutist jumps in another location.
- Working as a group ask cadets to brainstorm all of the natural hazards that could occur in Western Australia. (*Cyclone, flood, earthquake, fire, tsunami, severe storms, heat wave, land slide, sink holes etc.*)
 - Ask cadets to turn to *Natural hazards* in their handbook (pages 31-35).
 - Work through the cyclone example provided at the top of the page ensuring cadets understand the difference between primary and secondary hazards.
 - Ask cadets to complete the tasks on the resource sheet. See comments about the task below.

 This is a substantial activity that draws on cadets' knowledge of hazards, risks, personal risk, and preparedness.

It is suggested that cadets work on one task from the worksheet at a time with discussion time following. This way cadet instructors can be confident that cadets understand the concepts and can apply them to both their own and a hypothetical situation.

Cadets can also be allowed to research hazards using the Internet to complete the tasks. Encourage them to use reputable websites such as DFES or those with an .edu or .gov url.

SUPPORT RESOURCES

BUSH FIRE SERVICE (BFS)

Perth bushfire: Firefighters battle Sawyers Valley blaze (5.09 mins)

<https://thewest.com.au/news/bushfires/perth-bushfire-firefighters-battle-sawyers-valley-blaze-ng-b88714053z>

VOLUNTEER FIRE AND EMERGENCY SERVICES (VFES)

DFES – Facebook

Kwinana Volunteer Fire and Rescue (0.47 secs)

<https://www.facebook.com/dfeswa/videos/kwinana-vfrs/1535525126489810/>

Lucky events save man's life

The West Australian

28, May 2018

<https://www.pressreader.com>

VOLUNTEER FIRE AND RESCUE SERVICES (VFRS)

National Volunteer Week (1.46 mins)

<https://www.youtube.com/watch?v=RjTelg284t8>

VOLUNTEER MARINE RESCUE SERVICE (VMRS)

When disaster strikes, it's all hands on deck (1.34 mins)

https://www.youtube.com/watch?v=Er_6r-jvVH4

Today Tonight – WA's incredible marine rescue volunteers

<https://www.facebook.com/TodayTonight/videos/1776649859041129/UzpfSTcxOTM1MjA0ODE1MTE0MjoxNjgxNTQ1NTg4NTk4NDQ1/>

STATE EMERGENCY SERVICE (SES)

SES Today (4.17 mins)

<https://www.youtube.com/watch?v=dIH02XKLS88>

SES Wear orange Wednesday 2016 video (1.47mins)

<https://www.youtube.com/watch?v=iUmi2Yu17vQ>



DFES

<https://www.dfes.wa.gov.au/safetyinformation/Pages/default.aspx>

Task 4 could be a whole group or small group activity allowing for discussion around the potential hazards and strategies to mitigate the risks.

When discussing hazards in their local area and the strategies they could put in place to mitigate risk, encourage cadets to put the strategy into action if this is currently not the case e.g. create a bushfire survival plan, an emergency kit or a relocation kit.



Additional information about preparedness is found in:

Cadet Recruit

Stream 3 Fire safety

Topic 1 Recruit fire awareness

Topic 2 Recruit bushfire awareness

Topic 3 Recruit marine fire awareness

Cadet Recruit

Stream 5 Safe Operations

Topic 3 Recruit introduction to mapping/charting and navigation

Cadet Recruit

Stream 6 Search and Rescue

Topic 1 Recruit basic principles of land search and survival

Topic 2 Recruit introduction to water rescue and survival

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - What action do you need to take to prepare for a hazard in your local area?

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

ACTIVITY 2 - HAZARD ALERT

45

- The following activities explore some of the natural hazards that impact Western Australia. It is recommended that cadet instructors choose the activities that are most relevant to cadets and the local environment.

★ OPTION

Consider visiting the DFES Education and Heritage Centre, 25 Murray St Perth, investigating the exhibits which explore tropical cyclones, severe storms, fire and the impact of flooding.

Group Bookings & Enquiries:

Contact the Education & Heritage Coordinator on (08) 6381 1111 or 0409 719 032 or email educationandheritage@dfes.wa.gov.au.



Additional information about the centre can be found at:

DFES Education and Heritage Centre
<https://www.dfes.wa.gov.au/schooleducation/fehcn/Pages/default.aspx#004>

◀ REVISE

- Ask cadets to provide a definition for the terms hazard, risk and disaster.
- Brainstorm quickly the hazards impacting WA. Add to them as necessary.

FLOODS

▶ INTRODUCE

- Ask cadets what they think a flood is and why they happen. Use the information below to guide the discussion.
 - A flood is an overflow of a large amount of water beyond its normal limits.
 - There are different types of floods including:
 - broad scale flooding after a tropical cyclone
 - river flooding after heavy rainfall
 - flash flooding
 - storm surge after a tropical cyclone.
 - Flooding occurs when a normally dry part of land is inundated with water.
 - Flooding can occur anywhere, at any time of the year but most floods in WA occur in the north during the wet season (November to April).
 - The most common forms of flooding in Australia are when river levels rise too high following heavy rainfall.

ENVIRONMENT

- Indoor space with access to a screen for viewing and the Internet

EQUIPMENT & RESOURCES

FLOODS

- Computer, screen or Smartboard, and Internet access
- Flood impacts
 - Resources as outlined in the video
- Sandbagging
 - Resources as outlined in the video

CYCLONES

- Computer, screen or Smartboard, and Internet access

TSUNAMI

- Computer, screen or Smartboard, and Internet access

EARTHQUAKE

- Computer, screen or Smartboard, and Internet access
- Access to computers, iPads or tablets for cadets

STORMS

- Computer, screen or Smartboard, and Internet access
- Access to computers, iPads or tablets for cadets
- Resource sheet – *It's a storm – What should I do?* (page 238)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

SKILLS ASSESSMENT

- Floodways are designated waterways used to divert excess water away from certain areas.
- Watch one video about how floods form and another from the selection of floods in WA. Discuss cadets' observations.



Floods – How do they happen?

AFP news agency

The causes of flooding (1.22 mins)

<https://www.youtube.com/watch?v=5vewgcYluJw>

World Vision

Floods explained (1.51 mins)

<https://www.youtube.com/watch?v=qLvLFdy6lVI>

National Geographic

Floods 101 (3.28 mins)

Note: US based video

<https://www.youtube.com/watch?v=4PXj7bOD7lY>

Floods in WA

Flooding after a tropical cyclone

<http://www.abc.net.au/news/2018-02-19/cyclone-kelvin-brings-heavy-flooding-great-northern-highway-food/9460570>

River flooding after heavy rainfall (Harding River)

<http://www.abc.net.au/news/2017-02-09/roads-closed-tourists-stranded-as-rains-flood-pilbara-of-wa/8255852>

Storm surge after a tropical cyclone

<http://www.abc.net.au/news/2018-01-16/perth-saturated-as-ex-cyclone-joyce-brings-four-months-of-rain/9332556>

ABC Kimberley

Broome isolated by flooding (1.16 mins)

<https://www.facebook.com/ABCKimberley/videos/cut-off-by-road/10156122770577156/>

- On conclusion of the videos, discuss the following.
 - What damage can happen in a flood to property, land and communities?
 - How might the damage caused by flooding be reduced?
 - What is the role of emergency services in flooding? e.g. before, during and after the flood.
 - What key messages could they share with members of their community about how to prepare for flooding?
 - What information would they share with their peers and younger children about playing in floodwaters? Why does this information need to be shared?



COMMUNITY ENGAGEMENT

Support a BGU in the community working with a community after a natural disaster or emergency incident.

Invite a local emergency services volunteer to speak about their BGU, what they do to educate the community about natural hazards, and how they support the community if there is a natural disaster or emergency incident.

CYCLONES & FLOODS

Option 1

Ask cadets to design a poster informing new members to their community when the cyclone season is and what important information they need to be aware of. Place these posters in appropriate places around the community.

Option 2

Cadets familiarise themselves with the school emergency plan for a cyclone and/or flood and create a cyclone and/or flood drill which they present to the school leadership team.

Option 3

Produce a video demonstrating how to correctly fill a sandbag.

STORMS

Option 1

When to call the SES

Create a poster that explains when to call for help during a natural disaster. Explain the following:

- when to call
- what the SES will help with
- what they won't help with
- contact details.

Seek permission to put the posters up at the local community centre, library, shopping centre and school before storm season.

Option 2

Preparing for storm season

Create a short presentation that explains how households can prepare for storm season. Ask local community groups (Parents and Friends at the local school, local sporting club, library etc) if you can give this presentation at the start of storm season.



SUPPORT RESOURCES

ABC Emergency

Videos and photos of emergencies caused by natural hazards across Australia.

<https://www.facebook.com/ABCemergency/>


REFLECT

- Encourage cadets to think about areas prone to flooding in their local area and the causes and potential harms of this flooding e.g. tropical cyclone causes flash flood risks; storm water causes the local waterhole to flood bringing down trees and bushes into the waterhole which become submerged hazards.
- Watch one of the suggested videos on floods found in 'Support resources'.

PRACTISE

FLOOD IMPACTS

This activity encourages cadets to consider the impact a flood can have on the environment.

 The cadet instructor should watch this video before attempting this experiment with their cadets. The video outlines the method for conducting the experiment.


- Working as a group, construct the experiment following the instructions in the video. This experiment demonstrates what can happen to the environment during a flood e.g. property and infrastructure damage.



Do-it-yourself experiments (1.21 mins)

https://www.youtube.com/watch?v=VGV_HJhbths

- At the conclusion of the experiment ask the following questions discussing cadet responses.
 - What did you discover?
 - What have you learnt from this experiment?
 - How could you prepare for a flood? Before? During? And after?

 Use the following information to guide the discussion on flood preparation.

- Before** – prepare an emergency kit, have a family/household plan, secure hazardous items.
- During** – move furniture/valuables to a high place, listen to warnings, follow emergency service instructions, don't play in or drive through flood waters.
- After** – seek SES assistance (as required), help friends and neighbours.

OPTION

SANDBAGGING

Introduce the concept of sandbagging to protect houses and buildings in floods. Watch one of the following videos about how to fill a sandbag, how to lay a sandbag wall, where sandbagging should be placed around a home, and how to dispose of sandbags after the flooding has receded.

FLOODS

DFES

FloodSmart Publication

https://www.dfes.wa.gov.au/safetyinformation/flood/FloodManualsGuidesandBrochures/Flood_Smart.pdf

ABC Radio Brisbane

Spend a day with the SES in the wake of the floods (1.16 mins)

<http://www.abc.net.au/local/videos/2011/02/17/3141337.htm>

Flood water rescue Broome 2018 (10.08 mins)

<https://www.youtube.com/watch?v=JBEJKTVIIG0>

Channel 9 news

Broome Record rainfall (3.11 mins)

<https://www.youtube.com/watch?v=yBR0zWJR9w4>

SA SES

Flood and swiftwater rescue

https://www.ses.sa.gov.au/site/about_us/what_we_do/flood_and_swiftwater_rescue.jsp

CYCLONES

DFES

Cyclone Smart – Community Alert Card

https://www.dfes.wa.gov.au/safetyinformation/cyclone/CycloneManualsandGuides/DFES_Cyclone_Smart-Community_Alert_Card.pdf

 Cyclone Smart Cards are available in different languages on the DFES website at:

<https://www.dfes.wa.gov.au/safetyinformation/cyclone/Pages/publications.aspx#factsheets>

DFES

Cycle Smart Brochure

https://www.dfes.wa.gov.au/safetyinformation/cyclone/CycloneManualsandGuides/CYCLONE_SMART.pdf

DFES

Fact Sheet 4: Driving in flood waters

https://www.dfes.wa.gov.au/safetyinformation/cyclone/Factsheets/DFES-Cyclone_and_Flood-Driving_in_Flood_Waters.pdf

DFES

Fact Sheet 5: Preparing your home and property

https://www.dfes.wa.gov.au/safetyinformation/cyclone/Factsheets/DFES-Cyclone_and_Flood-Preparing_Your_Home_and_Property.pdf

DFES

Fact Sheet 6: Travelling during the wet season

https://www.dfes.wa.gov.au/safetyinformation/cyclone/Factsheets/DFES-Cyclone_and_Flood-Travelling_During_the_Wet_Season.pdf



Victoria SES
Sandbagging demonstration (5.55mins)
 14 October 2012
<https://www.youtube.com/watch?v=-T--I3b-34>

South Australia SES
How to lay sandbags (1.15 mins)
<https://youtu.be/bey3NcL3jA>

If possible, provide opportunities for cadets to practise creating sandbags and then laying them correctly. Model the process for cadets.

Form teams and have the teams compete to fill the bags and build safe and effective sandbag walls.

ABC Radio Brisbane
 17 February 2011
 SES members involved with the clean-up from the floods in Brisbane 2011
 Spend a day with the SES in the wake of the floods
www.abc.net.au/local/videos/2011/02/17/3141337.htm

REFLECT

- Working with their family, ask cadets to discuss their communities risk of flood and what they should do to mitigate this risk.

The detail required in the plan may depend on where cadets are physically located in Western Australia.

CYCLONES



Information about cyclone alerts is found in:

Cadet Recruit
 Stream 4 Water Safety
 Topic 1 Recruit introduction to inland water environments

REVISE



For additional information on cyclone alert systems go to:

Cadet Recruit
 Water Safety
 Topic 1 Recruit introduction to inland water environments

- Revise with cadets what the primary and secondary hazards of cyclones are.

TSUNAMI

DFES
 Local tsunami research leads the world
https://www.dfes.wa.gov.au/safetyinformation/tsunami/Documents/FESA-Tsunami-Local_tsunami_research_leads_the_world.pdf

American Red Cross
 Tsunami preparedness
<https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/tsunami.html>

Australian Government
 Geoscience
 Tsunami
 Information and videos
<http://www.ga.gov.au/scientific-topics/hazards/tsunami>

EARTHQUAKES

DFES
 Earthquake Fact Sheet
<https://dfes.wa.gov.au/safetyinformation/earthquake/Documents/Eartquake-Fact%20Sheet.pdf>

ABC News
 Western Australia earthquakes explained:
 Why does WA get the country's largest tremors?
 17 Sept 2018
<https://www.abc.net.au/news/2018-09-17/wa-earthquakes-explained/10255300>

ABC
50 years of earthquakes 1964-2014
 (0.47 secs & information)
<https://www.abc.net.au/news/emergency/plan-for-an-emergency/earthquake/>

GWN7
50 Years On
<https://www.facebook.com/gwn7news/videos/meckering-quake/300049667267854/>

ABC News
Remembering Meckering: 50 years after one of the most powerful earthquakes in Australia
 14 October 2018
<https://www.abc.net.au/news/2018-10-14/remembering-meckering-earthquake-50-years-on/10361796>
Remembering Christchurch, eight years since the devastating 6.3 earthquake
 22 Feb 2019
<https://www.newshub.co.nz/home/new-zealand/2019/02/remembering-christchurch-eight-years-since-the-devastating-6-3-earthquake.html>

STORMS

DFES
 Fact sheet 01 – During a storm
<https://www.dfes.wa.gov.au/safetyinformation/storm/StormGuidelinesandManuals/During-a-Storm-FactSheet.pdf>

DFES
 Preparing for storms
https://www.dfes.wa.gov.au/safetyinformation/storm/StormGuidelinesandManuals/DFES_Storm-Prepare.pdf

PRIMARY CYCLONE HAZARDS <i>(these are the hazards due directly to the effect of the cyclone)</i>	SECONDARY CYCLONE HAZARDS <i>(caused by the primary hazard)</i>
Wind Storm surge Rain Large waves	Flooding Landslides Coastal erosion

INTRODUCE

- Watch the following video about cyclones in WA.



DFES

Learning from the past, Preparing for the future (12.26 mins)

<https://www.youtube.com/watch?v=9E15KFRiYSw>

- Ask cadets to share the key messages from the video. *(Cyclones are a serious threat to WA communities. They bring damaging winds, heavy rainfall, flooding, and storm surges. Across Australia, the area between Broome and Exmouth has the highest frequency of cyclones crossing the coastline. November to April in WA is cyclone season. Any cyclone has the potential to cause serious damage and the risk does not change from year to year. Secondary hazards caused by cyclones e.g. storm surges and flooding can be more destructive than the original hazard. The cyclone alerts levels are – yellow, blue, red, ‘all clear’. In a cyclone, stay indoors and only come out if absolutely necessary. Be prepared – secure your property, prepare a plan and communicate it. Have an emergency kit ready to go in an accessible place. Monitor the cyclone. Develop a household flood plan if at risk. Know your risks).*
- Discuss with cadets what the role of emergency services is in helping the community prepare for, and clean-up from, cyclones?
- Continue the discussion asking cadets ‘what have we learnt from past experience?’ *(The risk for each town does not change. We need to develop strategies to mitigate risk e.g. cyclone shutters, cyclone proof building codes; education for the community on how to prepare for cyclones and how to stay safe during and after. The threat from cyclones on the WA coast is not going to go away. We need to be better prepared).*
- Discuss the possibility of having to stay inside (at home) for three or four days due to a cyclone and/or flood emergency caused by the cyclone (without power or running water).
- Brainstorm what cadets would need to survive (e.g. water, food, etc.) and why they would need it? Ask them:
 - How much water will each person need? *(At least three litres of water per person).*
 - Without power, how will they know when it is safe to go outside? *(Listening to the alerts on the radio or following the information on DFES WA or the Emergency WA website, Internet access is available).*

- How would they get this information from the outside world if there is no Internet access or power? (*Wind-up or battery-operated transistor radio*).
- Watch the following video which outlines the four steps in preparing for a cyclone.



DFES

Cyclone preparation and safety (1.30 mins)

Jan 6, 2016

<https://www.dfes.wa.gov.au/safetyinformation/cyclone/Pages/default.aspx>

https://www.youtube.com/watch?time_continue=51&v=Li1ysRexTY8

- After watching, ask cadets to explain the four steps that were introduced in the video.



Additional information about cyclone alert levels is available in:

Cadet Recruit

Stream 4 Water Safety

Topic 1 Recruit introduction to inland water environments

Additional information about emergency kits is available in:

Cadet Recruit

Stream 5 Safe Operations

Topic 5 Recruit preparing an emergency kit

REFLECT

- Ask cadets to share with a partner what they need to do, if anything, to prepare for a cyclone in their home. If they do not live in a cyclone area, ask them to consider what they would tell their family or friends if they were travelling to a cyclone area such as Broome, Port Headland or Exmouth in cyclone season (November to March).

FIRE



Information about fire including bushfires and marine fires is found in:

Cadet Recruit

Stream 3 Fire Safety

TSUNAMI

INTRODUCE

- Introduce the word – tsunami – which is the Japanese word meaning ‘tsu’ – harbour, ‘nami’ – wave = ‘harbour wave’.
- Explain that tsunamis are recorded in Australia about once every two years, with most presenting little threat of land inundation to our coastal communities.

- Explain to cadets that while the threat in WA may be less than that experienced in neighbouring countries, our coastline remains particularly vulnerable as we are close to the Java Trench, which is a very active earthquake area.


PRACTISE

- Watch the following video on tsunamis and how they are formed.



How tsunamis work (3.36 mins)

<https://www.youtube.com/watch?v=Wx9vPv-T51I>

-  Convert for cadets the measurements from the video e.g. tsunamis move at 500m/h = 804 km/hr; tsunamis can be 100ft or 30 meters tall.

When you explain the height of the body of water ask cadets to apply this to the space they are in so that they can visualise the sheer size of the 'wave' and the impact it will have.

- Clarify the key points from the video. (*A tsunami is a series of waves that can travel very fast, across the ocean due to the sudden movement of a large body of water. They are caused by undersea earthquakes, landslides on the sea floor, volcanic eruptions and even asteroid impacts. If the water on the shore reseeds, this can be very dangerous. Scientists are looking to provide early detection of tsunamis and communicate this information around the world.*)
- Focus the discussion on WA explaining the following.
 - The impact of a tsunami may be limited to foreshore areas and local waters as a marine threat or may extend beyond the foreshore and become a land threat.
 - A tsunami in WA is more likely to cause dangerous rips and currents and travel up river systems and estuaries rather than flood low lying land.
 - Ask cadets what message DFES and emergency service volunteers would share with the community about the rips and currents from a tsunami. (*The dangerous rips and currents can last for more than 24 hours and pose a threat to mariners, surfers and those rock fishing. Beaches and marinas may need to be closed for several days.*)

Interesting information

South West communities on low lying land close to the coast are likely to be at greater risk than North West towns, which have high sand dunes and are built further from the coast.

REFLECT

- Ask cadets what signs they should look out for of an impending tsunami. (*A strong earthquake lasting 20 seconds or more near the coast; A noticeable rapid rise or fall in coastal waters*).
- Remind cadets that information about official tsunamis warnings is available from the DFES Alerts and warnings page.



DFES

Emergency WA

<https://www.emergency.wa.gov.au/>

EARTHQUAKE

- Ask cadets if they have ever felt an earthquake. If they have, what did they feel and notice?
- Watch the following video about what causes an earthquake and the impact of them on the earth.



Melbourne Museum

Earthquakes and their impact (2.38 mins)

<https://museumsvictoria.com.au/website/melbournemuseum/discoverycentre/dynamic-earth/videos/earthquakes-and-their-impact-/index.html>

- Discuss the key points from the video. Highlight the point that unlike cyclones, tsunamis and severe storms there is little forward notice of an earthquake. This makes it challenging for hazard prevention organisations, such as DFES, to warn the community about the impending natural disaster.
- Watch one of the following videos about a recent WA earthquake.



ABC News

Western Australia earthquakes explained: Why does WA get the country's largest tremors? 17 Sept 2018

<https://www.abc.net.au/news/2018-09-17/wa-earthquakes-explained/10255300>


Channel 7 News

Magnitude 5.6 earthquake hits Walpole, in WA's Great Southern (2.10 mins) 16 Sept 2018

<https://www.perthnow.com.au/news/wa/magnitude-56-earthquake-hits-walpole-in-was-great-southern-ng-b88962182z>

- Ask cadets if they know that WA is rattled by an earthquake nearly every day and that even though we don't feel every small tremor that happens, WA's larger earthquakes are powerful enough to cause serious damage to buildings and roads, putting our community's safety at risk.

- Share the following statistic with cadets so that they do understand the prevalence of earthquakes in WA.
 - WA experienced 2,252 earthquakes between 2005 and 2015. That's over 225 earthquakes a year. <https://www.dfes.wa.gov.au/safetyinformation/earthquake/Pages/beforeanearthquake.aspx>
- Extend cadets knowledge by explaining that if they live in an area that has experienced earthquakes before, they are more at risk and should be prepared for it to happen again.
- Divide cadets into four even groups.
- Provide each of the groups with one of the following research questions.
 1. What can you do to prepare for an earthquake emergency?
 2. What should you do during an earthquake?
 3. What should you do after the earthquake stops?
 4. If you are on the beach and there is strong earth shaking, what should you do? Why?
- Using the Internet, ask cadets to research their question, taking notes and being ready to share their findings with the rest of the group.

 Recommend to cadets that they conduct their research using reputable websites e.g. .edu, .gov. The DFES website has resources and information about earthquakes.

DFES
Earthquakes
<https://www.dfes.wa.gov.au/safetyinformation/earthquake/Pages/default.aspx>

- Starting at group one, ask a cadet from each group to share their information.
- As each cadet presents, highlight the key information from their presentation. Focus in particular on preparation and what to do during an earthquake.

REFLECT

- As a group, consider the role of emergency services in preparing and supporting the community after an earthquake.

STORMS

INTRODUCE

- Introduce storms by sharing the following information from the DFES website:
Dangerous storms are the most common natural hazard in Australia and on average, cause more damage and destruction than cyclones, earthquakes, floods and bushfires. Each year from May to October, storms, including, tornados, thunder, lightning, hail, flash flooding and gale force winds impact Western Australia (WA) causing major destruction to the southern half of WA, from Kalbarri to Israelite Bay.

★ OPTION



Watch the video which explains how a thunderstorm forms.

Bureau of Meteorology

AskBOM: What's a thunderstorm? (3.11 mins)

<https://www.youtube.com/watch?v=HL5YH4bB-Vg>

- Begin a discussion with cadets asking them if their households do anything to prepare for storm season e.g. clear the gutters, trim trees away from the roof, secure trampolines and loose furniture etc.
- Watch the following video on storm safety.



DFES

Storm safety (1.34 mins)

<https://www.dfes.wa.gov.au/safetyinformation/storm/Pages/default.aspx>

https://www.youtube.com/watch?time_continue=19&v=-tfANqkCSVA

- Discuss the four steps to follow for storm preparation.



PRACTISE

- Ask cadets to move into small groups.
- Hand out to each group a scenario card from resource sheet *It's a storm – what should I do?* (page 238).
- Cadets need to read the scenario and create a plan of action for the people/person in the scenario. They will need to research their plan to make sure the advice that they are giving is appropriate. The DFES website will be a good starting point.
- Cadets can be creative. Try to get cadets to think about how they would present their information if they had to speak at a community event about storms. For example, they could present their plan as an animated video, PowerPoint presentation, role play with a narrator explaining what is happening, verbal presentation, poster presentation etc.



DFES

Storm

<https://www.dfes.wa.gov.au/safetyinformation/storm/Pages/default.aspx>

- At the end of the working time, ask each group to present their scenario and their plan of action.
- Discuss the presentations.
- As a group, decide on the three key points for:
 - preparing for a storm
 - staying safe during a storm
 - what to do after a storm
 - keeping safe while travelling.



The preparation of emergency kits may feature in the presentations. Further information about emergency kits is available in:

Cadet Recruit

Stream 5 Safe Operations

Topic 5 Recruit preparing an emergency kit

REFLECT

- Ask cadets to consider the role of the SES in helping the community during and after a storm.
- Watch the following video which shows the SES in action.



Channel 9

Perth storm (2.13 mins)

<https://www.facebook.com/9NewsPerth/videos/perth-storm/2170902822921866/>

- Ensure cadets understand what the SES will assist with.
 - Securing homes with significant structural damage like collapsed roofs or ceilings.
 - Making temporary emergency repairs to homes and buildings.
 - Removing fallen trees that have damaged homes and cars.
 - Sandbagging areas in danger of flooding.
 - Pumping out flood water.
 - Rescuing trapped or injured people.
 - Helping people relocate if they are in danger.

LEVEL **R** CADET RECRUIT

STREAM **5** SAFE OPERATIONS

TOPIC **3** RECRUIT INTRODUCTION TO NATURAL HAZARDS

R

5

RS **3**



Cartoon illustrating hazard and risk, by Richard J. King 2012.

LEVEL R CADET RECRUIT**STREAM 5 SAFE OPERATIONS****TOPIC 3 RECRUIT INTRODUCTION TO NATURAL HAZARDS****RS 3**

Peter and Fran have just bought their first home on the coast about 45 minutes south of Perth. Fran's Dad has reminded her that they should prepare their home heading into winter. She has spoken to Peter about it but neither of them know what to do. Can you help them?

Merv and his wife are starting off on their dream holiday driving down the coast of WA from their home in the Derby (in the Kimberley region of WA). They are really keen to experience a South-West winter. They are pulling a caravan for the first time behind their 4-wheel drive. Give them some tips about driving in hail and heavy rain.

Prenavi just got her driver's licence and has only been driving solo for a week. She has an exam tomorrow at Uni. DFES has announced a storm alert for the same time. Can you give her some advice about driving in a storm, especially if there is hail, lightning and heavy winds? She doesn't like storms and is feeling anxious.

Des is in Year 4. He thought he would be able to walk home from school before the big storm hit. Unfortunately, he is too late. He is caught outside in the storm. There is lots of thunder and lightning and the rain is very heavy. What should he do?

A large limb of the street tree has fallen into Mabel's house. She is 85 years and living by herself in her own home. She is not hurt but very frightened. What should she do?

The storm has brought heavy rain and the storm water drain out the front of the house has blocked. Water is overflowing. The front lawn is flooded and now, because the house is on the down side of the road, the water is starting to come in the front door. Bella, who is 14 years is home alone. What should she do?

Keiko has a new puppy. The vet has told her that she should prepare a pet emergency kit but she does not know what she should put in it. Can you help her?

The storm has passed but the damage is left. Your shed has had the roof ripped off it and the tree in your back yard has been uprooted damaging the family room at the back of the house. Rain is coming in the roof and the power is out. What should you do now?

Dragana has just immigrated to WA and heard on the news that there is a severe storm warning for later in the day. Can you give her some tips on what she should do during the storm to keep her family safe?

Mila has moved out of home and is living by herself in a small unit. She is really frightened of storms. She has decided to prepare an emergency kit. Can you give her some advice on what to pack so she is well prepared for storm season?

LEVEL **R** CADET RECRUITSTREAM **5** SAFE OPERATIONSTOPIC **4** RECRUIT KNOTS**R****5****4**

TOPIC 4: RECRUIT KNOTS

LEARNING INTENTIONS

1. Understand the purpose of knots.
2. Demonstrate the following knots: reef (square), thumb, clove hitch, bowline, figure 8 and double sheet bend.

TOPIC CONTENT

OVERVIEW

1. Knots are used extensively by volunteers in all five emergency services.
2. Emergency service volunteers should:
 - be familiar with how to tie basic knots
 - know what knot to use for the task and rope available
 - be able to tie basic knots with speed and proficiency.
3. Knots must be tied with a minimum tail of 75 mm protruding from the knot.
4. All knots must be monitored and checked throughout any operation.

ACTIVITY 1 - KNOTS AND MORE KNOTS

120



Succeed with teaching knots (1.53 mins)

This video gives some great tips for cadet instructors to consider before they start to teach young people how to tie knots.

<https://www.youtube.com/watch?v=g51AhJ8-BI8&feature=youtu.be>

INTRODUCE

HUMAN KNOT

This activity is used to introduce knots.

- Have cadets stand in a circle facing inward.
- Tell everyone to reach their right arm towards the centre and grab someone else's hand. Make sure no one grabs the hand of the person right next to them.
- Next, have everyone reach their left arm in and grab someone else's hand. Again, make sure it's not the person right next to them.
- Working together, cadets need to untangle the human knot without letting go of any hands. The goal is to end up in a perfect circle again. They can go over or under each other's arms, or through legs if needed.

ENVIRONMENT

- Classroom, gym or open space

Encourage them to do whatever they want, as long as they don't break the chain in the process.

- If the group is too large, break them into smaller, even groups.
- Time how long it takes the groups to get untangled and see if they get better each time they try.
- Set up a race to see which group can untangle themselves faster.


- Explain to cadets that ropes are a tool and that they must be cared for appropriately.
- Ask cadets why they think ropes have to be cared for. (*So that they last and work as expected*).
- Discuss the following strategies for rope care.
 - Rope ends should be sealed in some way (melted, spliced etc.) to stop fraying.
 - Inspect ropes regularly for signs of damage or decay. Throw out ropes that are too damaged for use and be aware that a rope that's been jolted close to or beyond what should be its maximum strength may break at any time when tightened.
 - Ropes that are tightened around sharp corners or edges need to be padded to minimise the risk of damage.
 - Try to keep the rope clean (don't drag through dirt if possible). Muddy or dirty rope can be washed with water. The rope should be dried before being stored. Excess dirt or grit can be shaken out of the rope once it has dried.
 - Always protect ropes from chemicals.
 - Store ropes in a cool, well ventilated and dry place, out of the sun.
 - Coil and store neatly, keeping the rope off cement or metal floors.

PRACTISE

COILING A ROPE

This activity shows cadets how to coil a rope.

- Discuss with cadets the reason why ropes should be coiled and why cadets need to learn this skill e.g. for storage, when throwing large lengths of rope, and also when using them for rescue throws.
- Explain the process of coiling a rope whilst completing the actions.
 - The coil will be created in your left hand, in a clockwise direction.

 Even if cadets are left handed, they should try to do this because of the way most three-stranded ropes are twisted.

- Start with the rope's end in the left hand.
- Add to the coil by reaching out along the rope with your right hand (same distance each time).

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Knots* (pages 36-41) AND/OR Activity sheets *Reef knot* (page 247), *Thumb knot* (page 248), *Clove hitch knot* (page 249), *Bowline knot* (page 250), *Figure 8 knot* (page 251) and the *Double sheet bend knot* (page 252)
- Computer and screen, Internet access
- Coiling a rope
 - Rope sufficient for cadets to practise rope coiling
- Knot relay
 - Enough 1m pieces of rope for all cadets
- 10 Metre rescue relay
 - Each group requires x1 10 metre rope, a 50-60cm square of cardboard (thick)
- Pony express race
 - 2 metre length of rope for each cadet
- Two-person square knot
 - Enough 2-3 metre ropes for the cadet group to work in pairs
- Bowline draw
 - 5-metre rope per cadet pair
 - Masking tape or dome markers
- Knot hoop relay
 - 2-3 metre rope per team
- Friendship bands
 - Internet access and screen and resources as required

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes


Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

- Knot tying assessment

COMMUNITY ENGAGEMENT

 When you bring the rope into the coil, it may tend to twist into a figure eight. To minimise this problem, when you've stretched your right hand out, hold the rope with your palm facing outwards and give it a twist as if you were tightening a screw with a screwdriver.

- Bring the rope in to transfer the part you were holding into your left hand.
- Continue to coil the rope following this process.
- When a coil length is left, wrap this a few times around the loop, giving the effect of a figure eight with a 'belt'. The actual end of the rope should be looped through the upper part of the figure eight.

- Provide cadets with ropes to practise coiling them.



Animated knots

How to coil a rope (0-2.53 mins ONLY)


https://www.youtube.com/watch?v=yN7V_3ztAzs

How to coil a rope (0-2.44 mins ONLY)

https://www.youtube.com/watch?v=yN7V_3ztAzs



PRACTISE

 Speed and proficiency with knot tying occurs through regular practice. It is suggested that the skill of knot tying is taught and re-visited throughout the program until cadets are proficient. Quick knot tying refreshers can be used as a way to introduce a session, as a break between activities, and to conclude cadet sessions.

Cadets can be provided with a length of rope about the length of their arm span and the thickness of their thumb to practise knot tying. Consider using coloured tape or painting the end of each rope to identify who the rope belongs to. Record the colours against the cadets' names.

Ensure ropes are protected from fraying.

Cadet instructors are encouraged to teach knots in a way that best meets the needs of their cadet group e.g. teach one knot at a time or a few at a time.

The following information outlines one strategy for teaching knots using resources in this program. It also outlines some activities cadets can do when they have the basics and are practising their knot tying.

- Using pages 36-41 in the handbook and/or the resource sheets on pages 247-252 of this resource, explain that cadets are going to learn how to tie some knots. At this level cadets will learn to tie the following knots:



SUPPORT RESOURCES

Animated Knots

This website offers animated knot demonstrations. Each animation can be controlled. Step through with the arrow keys, use the mouse, or choose the speed.

<https://www.animatedknots.com/knotlist.php>


Tying a bowline knot one-handed (25 secs)

<https://www.youtube.com/watch?v=6M-oMPveWP4>




Knots

- Reef (square)
- Thumb
- Clove hitch
- Bowline
- Figure 8
- Double sheet bend.
- Show cadets a length of rope and introduce the following concepts.
 - **Running end** is the working end of the rope or the end you will manipulate the most to actively tie a knot.
 - **Standing end** is the end of the rope not being used in the knot you are tying.
 - Explain to cadets that they will need to remember these terms as they are used in the explanations for tying knots.
- Introduce the knot that is being taught. Using information from the handbook or on the resource sheets, discuss the history of the knot, its purpose and common uses.
- Building on the discussion, talk about when these knots are used in emergency services e.g. climbing rescues, tying up boats, bundling items, tying off bandages, tying off sandbags, putting up tents etc.

 Exploring the history of knot tying explains how important ropes and knot tying has been and continues to be.

- Demonstrate how to tie the knot. You may need to demonstrate a number of times.

 **Demonstration strategies**
Some cadets may find it easier to watch you tie a knot over your shoulder or if you stand with your back to the group with your hands in the air. This way they can mimic the process without trying to mirror your actions.

Provide very simple verbal instructions to support your hand movements.

Use the same words and tying process each time you are tying the same knot.

Use senior cadets to work with individuals or small groups of cadets for individualised instruction and support.

Record a short video of an instructor or senior cadet tying the knots. Include simple verbal instructions. Make the video available to cadets so they can practise their knot tying.

Make up a knot pin board with simple instructions and a model of each step in the process of tying different knots. Have this in an accessible spot so cadets can use when practising.

- Once cadets are comfortable tying knots introduce some games or activities. A selection is provided below.



Reef knot

- At the end of each game or activity revise the process of tying the knot and its use in emergency services. This is important as cadets need to know how to tie the knot and also when to use it.

KNOT RELAY

This activity requires cadets to practise tying the reef knot.

- Divide cadets into even groups.
- Cadets stand in a line, side by side.
- Each cadet has a length of rope (approx. 1 metre).

- The rope must be the same type of rope and the same diameter for this activity to reinforce that the reef knot should only be used when tying two bits of rope exactly the same to ensure it remains a safe knot.

- On start, the first cadet ties his rope to his neighbour's with a reef knot.
- Once finished they put their hand in the air to get their knot checked.

- Use senior cadets to assist with the checking process.

- Once the knot is checked as correct, the next in the line starts tying their knot.
- The winning team is the first team to have all of their ropes joined securely in one long rope.

- If cadets have been taught how to correctly coil a rope add this task to the end of the activity e.g. join all ropes using the reef knot and then correctly coil the rope.

10 METRE RESCUE RELAY

This activity encourages team work, strategy and problem solving, and knot tying.

- Before this game is used, cadets should be proficient in tying a bowline knot one-handed and be able to coil a rope.



Animated knots

How to Tie a One Handed Bowline (0.54 secs)

<https://www.youtube.com/watch?v=5XIUiuOzq7Q>

- Ask cadets to form even groups (no more than 10 in each group).
- Give each group a long piece of rope (approx. 10-12 metres with a 2-4cm diameter and a square of thick cardboard 50-60cms (thick cardboard is best for this e.g. cardboard box).
- In each group, one cadet is to be the 'rescuer' and the others are those to be 'rescued'.



Knot success

- Have the 'rescuers' line up on one side of the room or open space and those to be 'rescued' at the other end in a single line facing their 'rescuer'. They should be no further apart than the length of the rope.
- The first cadet to be rescued will need to sit on the cardboard square. The rest of their team lines up behind them.
- When signalled, the 'rescuer' coils up their rope and casts the rope to their cadet who needs to be 'rescued'. They must grab the rope while remaining on the cardboard. The 'rescuer' continues coiling and throwing until the rope is caught.
- Once the rope is caught, the cadet ties a bowline around their waist, grabs the cardboard with both hands and remains on the cardboard as the 'rescuer' pulls them 'ashore'.
- The game continues until all cadets are 'rescued'.



A quicker version of this game is just 'rescuing' one cadet.

PONY EXPRESS RACE

This activity encourages team work, strategy and problem solving, and knot tying.

- Hand each cadet a 2-metre rope.
- Ask cadets to move into teams (8-10 per team).
- Each group lines up at one end of the gym/classroom open space etc.
- On the signal, every cadet ties a bowline around the waist of the cadet in front of them, grips the free end of the rope with one hand, and raises their other hand.
- When all hands are up in their group, the instructor gives a command and the team races to the end of the room/open space, turns around, and runs back across the starting line.
- The team that crosses the line first wins, provided no one lost their grip and all knots remained correctly tied.

TWO-PERSON REEF (SQUARE) KNOT

This activity encourages team work, strategy and problem solving, and knot tying.

- Ask cadets to move into pairs.
- Hand out a 2-3 metre rope to each pair.
- Each cadet must grasp an end of the rope.
- Without letting go, they need to join the rope ends with a reef (square) knot.
- The first team completing the challenge with the cadets maintaining their grasp of the rope and completing a correct knot, wins.




Teams can work in threes. The third person can observe and offer advice only.

BOWLINE DRAW

This activity encourages team work and knot tying.

- Mark two lines on the ground 3 metres apart with masking tape or using dome markers.
- Ask cadets to move into a group of four.
- Each group will need two spotters and two to tie knots.
- Hand out a 5-metre rope to each group.
- Ask each group to set up with a spotter and a cadet who will tie the knot on one line and the other members of the group on the other line. The cadets who will tie the knot should stand on the line and the spotters directly behind them.
- On the word 'Go', each cadet who is tying the knot races to tie a bowline around their waist.
- Once both cadets have tied their bowline knot, they lean backward with their full weight to test the knots.

 The spotter needs to be in position behind the cadet before this happens making sure they are ready to catch them if the knot slips.

- The first pair to tie their bowlines correctly and be leaning backwards, wins.


★ OPTION

Conduct the game as above but each cadet will require a 2-metre long rope. Once they have tied the bowline around their waist, they use a double sheet bend to tie the ropes together. Spotters are still required for the activity.

KNOT HOOP RELAY

This activity encourages team work and knot tying.

- Ask cadets to move into groups of approx. 7-8 cadets and stand in a single line.
- Hand out to the leader of each group a 2-3 metre rope.
- On signal, the leader of the group ties the rope into a hoop with a Figure 8 knot passing it over their head and down their body.
- They step out of the hoop, untie the knot and pass the rope to the next cadet who repeats the method and so on down the line.

 Use a senior cadet for each team to check all of the knots before they are untied. If they are not correctly tied, that cadet must try again.

- The winning team is the one who completes the activity first with all their knots correct.

FRIENDSHIP BANDS

This activity requires cadets to practise tying the reef (square) knot.

- Use one of the following videos/information sheets to make friendships bands using a square knot.



Square knot bracelet (instructions with pictures)

<https://www.instructables.com/id/Square-knot-Bracelet/>

Square knot bracelet (instructions with pictures)

<https://craftprojectideas.com/square-knot-best-friends-bracelet/>

Friendship bracelets: How to make a square knot

(video – 2.05mins)

<https://www.youtube.com/watch?v=4ZqHrKNdSnQ>

DIY Stackable Square Knot/Cobra Stitch Bracelets

(video 3.56mins)

<https://www.youtube.com/watch?v=t53fbZN2yQg>

REFLECT

- At the end of the session ask cadets to write a knot tying goal in their handbook (page 61). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *By the end of the term I will be proficient in tying the following knots – reef, thumb, bowline, figure 8, clove hitch and double sheet bend.*

REEF OR SQUARE KNOT

HISTORY

The reef knot is at least between 4,000 and 9,000 years old. The name 'reef knot' dates from 1794 and originates from its common use to reef sails; that is to tie part of the sail down to decrease its effective surface area in strong winds.

PURPOSE

1. The reef knot is used to tie the two ends of a single line together or two ropes of the same diameter and rope type.
2. It can be used to secure something e.g. a bundle of sticks.
3. The knot lies flat when made with cloth and is used for tying bandages and slings. As the knot is flat, it does not 'dig' into the patient. It is the best knot for tying a triangular bandage.
4. It has also been used since ancient times to tie belts and sashes and is a key knot in macramé.

The reef knot should never be used as a bend to join two ropes that will be under load.

HOW TO TIE A REEF KNOT

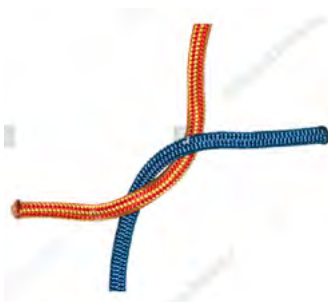
STEP 1 Take one end of the rope in each hand. Pass one end of the rope over the top of the other and under the same end of the rope.

! TIP Left over right and under.

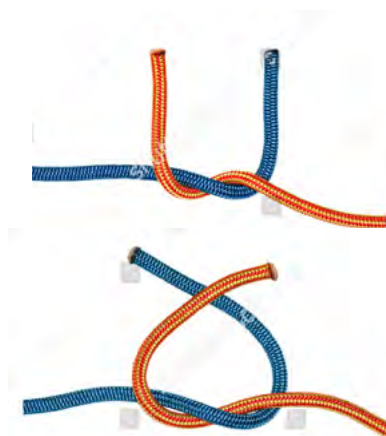
STEP 2 Do the same except the opposite end goes over the other end and under the same end of the rope.

! TIP Right over left and under.

STEP 3 Tighten the knot.



STEP 1



STEP 2



STEP 3

Images: Shutterstock.com

THUMB KNOT

HISTORY

The thumb knot is often called the overhand knot and forms the basis for other knots.

PURPOSE

1. Used at the end of a rope to stop it passing through a pulley.
2. As a security with knots in synthetic rope.
3. To temporarily prevent the end of a rope from fraying.

HOW TO TIE A THUMB KNOT

STEP 1 Form a loop.

STEP 2 Pass the running end through it.

STEP 3 Pull it tight.



STEP 1



STEP 2



STEP 3

CLOVE HITCH KNOT

HISTORY

The clove hitch was first seen in a dictionary in 1769 but the knot is much older, possibly used in the first quarter of the 16th century. The knot was used to make the ratlines which are the thin lines that run between the rigging to make a ladder so sailors could climb aloft to stow the sails.

PURPOSE

1. The clove hitch is used to start off many lashings and to tie off a rope e.g. when tying down a load on a trailer, the rope will firstly be tied with a clove hitch, before being tightened at the other end.
2. Simple way to attach a rope to a pole, tree trunk etc.
3. Can be used for hoisting (lifting up) timbers to build a structure, shelter etc.

The clove hitch rarely slips, but it can work loose with continuous tugging.

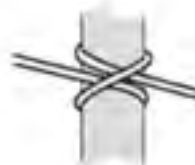
HOW TO TIE A CLOVE HITCH

To tie at the end of a rope

- STEP 1** Pass the running end over the pole, bringing it out underneath the standing part.
- STEP 2** Pass the running end around the pole again above the first half hitch, bringing the running end under itself to tighten, pulling both the running end and standing part.



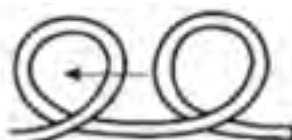
STEP 1



STEP 2

Clove hitch in the centre of a rope

- STEP 1** Form two loops in the rope, one in the left hand (anti-clockwise) and one in the right hand (anti-clockwise).
- STEP 2** Place the right hand loop in front of the left hand loop.
- STEP 3** Put both loops over the pole and pull tight.



STEP 1



STEP 2

BOWLINE KNOT

HISTORY

The first documentation of the bowline was found in a 17th century shipping journal however there is some evidence of it being used in Ancient Egypt when Pharaoh Khufu's solar ship was excavated in 1954.

PURPOSE

It is used to form a fixed 'eye' or loop at the end of the rope. Can be used for sailing e.g. tie a jib sheet to the clew of the jib, stake down a tent, tying down tarps, or to hang a hammock.

HOW TO TIE A BOWLINE

- STEP 1** Form a small loop on the rope.
- STEP 2** Pull the running end of the rope through the loop.
- STEP 3** Pass the running end of the rope around the main line and then back into the loop again.
- STEP 4** Pull on the main line to tighten the knot.



STEP 1

STEP 2

STEP 3

STEP 4

FIGURE 8 KNOT

HISTORY

First written about in sailing books in 1808 and originally known as the Figure of 8 knot. It is a stopper knot used in both sailing and rock climbing to stop ropes from running out of retaining devices e.g. carabiner.

PURPOSE

1. A figure eight knot is a great way to add a loop to the end of any rope.
2. Is used at the end of a rope to stop it passing through a pulley, as a security with knots in synthetic rope, or temporarily to prevent the end of a rope from fraying.

You can see at a glance if the knot is tied correctly which is great when used for climbing.
A half hitch can be tied around the standing part to make the knot more secure.

HOW TO TIE A FIGURE 8 KNOT

- STEP 1** Take the standing part of the rope in the left hand, palm upward and the running end in the right hand.
- STEP 2** Pass the running end over the top of the standing part, making a loop.
- STEP 3** Pass the running end of the rope around the main line and then back into the loop again.
- STEP 4** Pull tight.



STEP 2



STEP 3



STEP 4

DOUBLE SHEET BEND KNOT

HISTORY

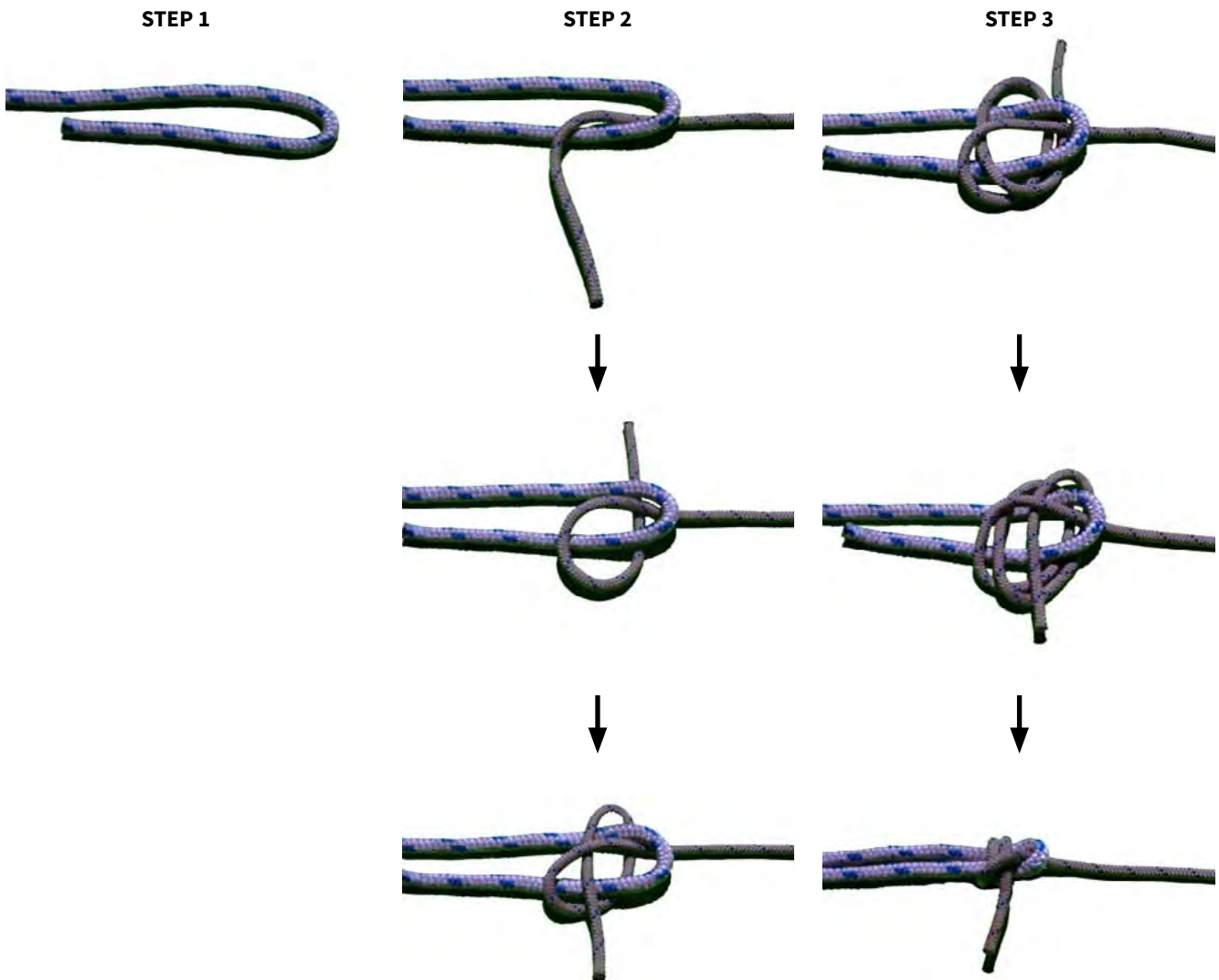
The term 'sheet bend' derives from its use bending ropes to sails (sheets). First mentioned in a rigging and seamanship book in 1794, it was used by Neolithic peoples (people in the New Stone Age) for tying the meshes of fishing nets. This, and its use in textile mills, is where its alternative name 'weaver's knot' comes from. It is still used today by weavers and tailors when joining broken threads.

PURPOSE

1. The double sheet bend knot is used to join two ropes together regardless of their diameter.

HOW TO TIE A DOUBLE SHEET BEND KNOT

- STEP 1** Form a loop in the thicker of the two ropes and hold this in the left hand.
- STEP 2** Pass the running end of the other rope up through the loop and around both thicknesses of the thicker rope.
- STEP 3** Pass it around again and then under its own standing part without over riding so that the running ends of both ropes pass out of the knot on the same side.



LEVEL **R** CADET RECRUITSTREAM **5** SAFE OPERATIONSTOPIC **5** RECRUIT PREPARING AN EMERGENCY KIT**R****5****5**

TOPIC 5: RECRUIT PREPARING AN EMERGENCY KIT

LEARNING INTENTIONS

1. Understand the function of an emergency kit.
2. Identify essential items to include in an emergency kit.
3. Understand the steps in the 'know, check, discuss' process.

TOPIC CONTENT

OVERVIEW

1. Natural hazards can be swift and unpredictable often impacting the community with devastating consequences. As Western Australia's leading hazard management agency, DFES performs a critical role coordinating emergency services for a range of natural disasters and emergency incidents threatening life and property.
2. DFES and emergency service volunteers help to educate the community in how to prepare for natural disasters.
3. An emergency kit is essential for short-term survival providing vital items for those facing a natural disaster.

ACTIVITY 1 - ESSENTIAL ITEMS

50

INTRODUCE

- Explain to cadets the role DFES and emergency volunteers play in managing natural disasters and emergency incidents threatening life and property in Western Australia.
- Continue the discussion highlighting the importance of community education so people have the knowledge and skills to plan ahead for emergency situations, especially if they live in areas prone to natural disasters.
- Show cadets the following video explaining that it details strategies people are using to protect their property from a natural disaster – bushfire.



Protect what matters (5.00 mins)

Shire of Harvey. Funded by the Australian Government's Natural Disaster Resilience Program

<https://www.youtube.com/watch?v=d7WVQR30Afw>

- Discuss what the local community members have done to protect their property and livestock. (*Cleared bushland and trees from property, reticulation close to house with small livestock areas in the reticulated areas, dams with pumps on the property, machinery, hoses and sprinklers ready, communication and emergency plans*).

ENVIRONMENT

- Classroom
- Computer, screen and Internet access

EQUIPMENT & RESOURCES

- Blackboard, butcher paper, large sticky note, markers
- What's in an emergency kit?
 - Brown paper bags with the words 'Evacuation kit' written on then in black marker (x 1 per small group)
 - Resource sheet – *Category cards* (page 258)
 - Resource sheet – *Essential item cards* (pages 259-260)

PERSONAL & SOCIAL SKILLS

Social awareness

Plan and action strategies to contribute to the community


Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

- Explain to cadets that the focus of the session will be on developing household emergency kits.
 - Creating an emergency kit is an important step in protecting a household from unforeseen events. It is essential for short term survival and provides vital items for the family.
- Brainstorm with cadets on a board, piece of butcher paper or large sticky note, what they think are the essential items that should be included in a household emergency kit. Encourage cadets to think about items needed for basic survival e.g. food, water, light, warmth etc.

 You may have to explain to cadets that a first aid kit is one item in an emergency kit.



Further information about first aid kits is found in:
 Cadet Recruit
 Stream 2 First aid and emergency
 Topic 1 Recruit first aid and resuscitation

PRACTISE

WHAT'S IN AN EMERGENCY KIT?


This activity encourages cadets to consider what items should be in an emergency kit.

- Ask cadets to move into small groups (3-4 cadets).
- Hand out to each group the following items:
 - a brown paper bag (simulates an emergency kit)
 - set of Category Cards
 - set of Essential Items Cards.
- Working as a team, cadets are to sort the essential item cards into the categories listed on the category cards.
- Explain that some 'red herrings' items have been included. These items should be left out of the 'kit' (brown paper bag).
- At the end of the allocated time, ask groups to report back on where they placed the essential items.
- Discuss placements.

Suggested answers

Food and water

- Water
- Canned or non-perishable food
- Can opener, cutlery and cooking equipment

 At least three litres of water should be included for each person. Check and replace food and water every 12 months.

- Check and replace food and water every 12 months.

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Drawing on knowledge of the local area, the cadet unit could work with the local council or a volunteer emergency services BGU to design, create, produce and distribute a fridge magnet that shares a simple key message about preparing an emergency kit. The message should be relevant to the local area e.g. bushfire, cyclone, flooding etc.

Distribution could occur at a local community event where cadets share the importance of households being prepared for natural disasters.

SUPPORT RESOURCES

Emergency WA
 PREPARE
 Provides emergency response tips, information on hazard types, and numerous resources for additional information.
<https://www.dfes.wa.gov.au/emergencywa/prepare.html#link-emergency-response>

DFES
 Emergency kits
<https://www.dfes.wa.gov.au/safetyinformation/Pages/emergencykits.aspx>

DFES
 Natural Disasters: Emergency kit
 Fact Sheet 1
<https://www.dfes.wa.gov.au/safetyinformation/flood/FloodManualsGuidesandBrochures/Natural-Disasters-Fact%20Sheet-Emergency-Kit.pdf>

DFES
 Bushfire preparation tool
<https://www.dfes.wa.gov.au/safetyinformation/fire/bushfire/BushfireManualsandGuides/DFES-Fire-Chat-Bushfire-Preparedness-Toolkit.pdf>

Medical and sanitation supplies

- First aid kit and manual
- Disposable gloves
- Essential medications, prescriptions and dosage
- Toilet paper and personal hygiene items
- Toiletries including toothbrush, toothpaste, soap and shampoo
- Sunscreen

Light

- Battery operated waterproof torch
- Candles and waterproof matches
- Spare batteries

Communications

- Battery operated AM/FM radio and spare batteries
- Fully charged mobile phone and charger or phone card
- List of emergency contact numbers
- Pen and paper

Copies of the following important documents in sealed bags

- Passport, birth and marriage certificates and wills
- House, life, health and car licence and insurance documents
- Medicare, pension or personal identification cards and immunisation records
- Household emergency plan with emergency contact phone numbers
- Photographs scanned and loaded onto a USB

Clothing and footwear

- Change of warm protective clothing and shoes for all members of the family
- Garden and rubber gloves

 If in a flood region, consider gum boots.

Tools and supplies

- Plastic garbage bags
- Utility knife and duct/masking tape
- Basic tool kit and supplies
- Face and dust masks
- Blankets or sleeping bags

Supplies for babies and small infants

- Food, formula and drink
- Change of clothing and nappies
- Favourite toy and activity

Last minute items to include

- Mobile phone and charger
- Cash, credit and or debit cards
- Extra car and house keys
- Special requirements for infants, elderly, injured, disabled and pets
- Wool blankets

'Red herring' items

- Make-up bag
 - TV
 - PS4
 - Alcohol
 - iPad
 - Bicycle
 - Artwork
 - Laptop
 - Framed photographs
 - Wedding dress
- Ask cadets the following questions discussing their responses.
 - Were you surprised by the number of items in the emergency kit? Why? *(Explain to cadets that there should be enough food, water and supplies for 72 hours. Larger households will require more supplies).*
 - Were there items that were not included in the kit that should be in there? What are they? *(Explain to cadets that households may have different requirements depending on where they live and the specific emergency type they may be preparing for e.g. flood or bushfire. In bushfire regions, households should ensure that their emergency kit includes loose fitting clothes made from natural fibres like pure wool, heavy cotton drill or denim. This will provide some protection if persons are in or near a bushfire. Protective equipment including sturdy leather shoes/boots, face mask, leather gloves, safety goggles or glasses should also be included for everyone in the household).*
 - Where would you store your emergency kit in your house? *(Easily accessible spot where everyone in the house knows where it is and can collect in an emergency e.g. in the garage in a large duffle bag stored at an appropriate height for household members).*
 - What could you store your emergency kit in? *(A large waterproof bag or container which can be closed tightly. This will protect it from the weather and also bugs and vermin).*
 - Do you need an evacuation kit for your pets? *(Yes. Pack their vet papers, food and water, bowls, leash, collars with ID tags, bedding, litter pan and scooper, and medication).*



Cadets may ask about a relocation kit.

A relocation kit is in addition to an emergency kit and is used if people decide to evacuate or are asked to leave their home when their lives are at risk. Having a relocation kit can help people to cope better in an emergency if they have to relocate.

The kit should include items to meet essential needs during an emergency or natural disaster and for a period of time after the event. Contents should be reviewed regularly.

Relocation kits should be kept in an accessible place or stored with family and friends away from the risk area.



DFES

Relocation kit (scroll down on webpage)

<https://www.dfes.wa.gov.au/safetyinformation/Pages/emergencykits.aspx>

REFLECT

KNOW, CHECK, DISCUSS

This activity introduces cadets to the simple 'know, check, discuss' process.

- Explain to cadets that for emergency kits to serve their purpose a few simple steps have to be followed.
 - KNOW – All members of the household need to know what is in the emergency kit and where it is stored.
 - CHECK – Check and update the contents of the emergency kit every 12 months. Use a birthday, anniversary or special date as a reminder.
 - DISCUSS – Have a conversation with those in the house so everyone is aware of what the emergency plan is. Also discuss whose responsibility it is to check and update the emergency kit, and collect it in an emergency.
- Ask cadets to consider the area they live in and discuss whether the area is at risk of any specific natural disaster(s) and what they can do to ensure they are prepared.
- Encourage cadets to discuss with their family what they need to do to prepare for an emergency and act on this. *(This could include a list of emergency numbers in a central location in the home, creating an emergency kit, preparing a simple emergency storm kit, preparing a relocation kit and storing it safely with someone away from the bushfire area they live in).*

LEVEL **R** CADET RECRUIT

STREAM **5** SAFE OPERATIONS

TOPIC **5** RECRUIT PREPARING AN EMERGENCY KIT

RS **5**



Food and water	Medical and sanitation supplies	Light
Communications	Important documents	Clothing and footwear
Tools and supplies	Supplies for babies and small infants	Last minute items





Water	Canned or non-perishable food	Can opener, cutlery and cooking equipment
First aid kit and manual	Disposable gloves	Essential medications, prescriptions and dosage
Toilet paper and personal hygiene items	Toiletries including toothbrush, toothpaste, soap and shampoo	Sunscreen
Battery operated waterproof torch	Candles and waterproof matches	Spare batteries
Battery operated AM/FM radio and spare batteries	Fully charged mobile phone and charger or phone card	List of emergency contact numbers
Pen and paper	Passport, birth and marriage certificates and wills	House, life, health and car licence and insurance documents
Medicare, pension or personal identification cards and immunisation records	Household emergency plan with emergency contact phone numbers	Photographs scanned and loaded onto a USB
Change of warm protective clothing and shoes for all members of the family	Garden and rubber gloves	Plastic garbage bags



Utility knife and duct/masking tape	Basic tool kit and supplies	Face and dust masks
Blankets or sleeping bags	Food, formula and drink	Change of clothing and nappies
Favourite toy and activity	Mobile phone and charger	Cash, credit and/or debit cards
Extra car and house keys	Special requirements for infants, elderly, injured, disabled and pets	Wool blankets
Make-up bag	TV	PS4
Alcohol	iPad	Bicycle
Artwork	Laptop	Framed photographs
	Wedding dress	



EMERGENCY SERVICES CADET CORPS

STREAM 6: SEARCH & RESCUE



STREAM 6 OVERVIEW: SEARCH & RESCUE

PURPOSE

Part of cadet training is understanding land and water search and rescue principles and knowing when to apply these in simulated and real-life situations.

In this topic we will further develop teamwork skills introducing cadets to planning for and participating in a land search and rescue. Cadets will also develop an understanding of how to perform different types of water rescues and different underwater search techniques.

All knowledge and skills in this topic are at a basic level.

The activities suggested in the stream are not prescriptive. They are offered to support existing programs and activities that are currently being used successfully within existing cadet programs.

LEARNING INTENTIONS

1. Apply active listening to a teamwork activity.
2. Understand and explain the principles of land search and rescue operations.
3. Choose and pack search equipment.
4. Understand and explain methods of communication in land search and rescue.
5. Understand different types of water rescues and when to use them.
6. Participate in an accompanied rescue.
7. Understand the process of conducting an underwater search.

STREAM BREAKDOWN

Topics	Page #	Est. Time	Learning Intentions
1. Recruit basic principles of land search and survival	263	3hrs 45 mins	1, 2, 3, 4
2. Recruit introduction to water rescue and survival	287	3 hrs 30 mins	5, 6, 7

LEVEL **R** CADET RECRUITSTREAM **6** SEARCH & RESCUETOPIC **1** RECRUIT BASIC PRINCIPLES OF LAND SEARCH & SURVIVAL

TOPIC 1: RECRUIT BASIC PRINCIPLES OF LAND SEARCH & SURVIVAL

LEARNING INTENTIONS

1. Apply active listening to a teamwork activity.
2. Understand and explain the principles of land search and rescue operations.
3. Choose and pack search equipment.
4. Understand and explain methods of communication in land search and rescue.

TOPIC CONTENT

OVERVIEW

1. Part of cadet training is understanding land search and rescue principles and knowing when to apply these in simulated and real-life situations.
2. Response roles for State Emergency Service (SES) and Volunteer Fire and Emergency Service (VFES) include support for Western Australia Police Force (WAPoL) in land and air searches. SES and VFES volunteers undertake cliff and cave rescues; provide radio communications and transport services as well as support for emergency service personnel involved with prolonged incidents.
3. The key aspects of this topic at this level are the development of teamwork skills, communication methods, equipment use and general knowledge of land search operations.
4. Knowledge at this level of land search and rescue is basic.

WORKING AS A TEAM

1. In this topic cadets explore the characteristics of teamwork and how they can best contribute to a team-based land search and rescue operation
2. Principles of teamwork that are highlighted in this topic include:
 - *Active listening*
Active listening is a process that involves looking at the speaker directly and putting aside distracting thoughts. Cadets learn active listening techniques that include not mentally preparing rebuttals and allowing the speaker to finish what he/she is saying. Cadets also learn to 'listen' to the speaker's body language. Active listening is imperative in situations where the safety and survival of themselves, their team, and other community members is potentially at risk.
 - *Working together to make decisions*
Teamwork is a collaboration. In an emergency services context more can be achieved by working together.
 - *Ensuring others have understood your own input*
Clear communication is essential in an effective team. Checking back for understanding to make sure instructions or responses have been understood is vital for safety and survival in a land search and rescue.



For additional information regarding teamwork refer to:
Cadet Recruit
Stream 1 Cadet Qualities
Topic 7 Recruit team building

PRINCIPLES OF LAND SEARCH AND RESCUE OPERATIONS

1. In this topic cadets explore the following elements of land search and rescue operations.
 - Preparing for a land search
 - Understanding how incident information is used to determine the type of equipment and resources needed for a land search and rescue operation.
 - Checking search equipment and ensuring that it is appropriately prepared for the expected terrain and conditions of a land search before it begins.
 - Participating in a search
 - Volunteers need to understand their role(s) in land search operations and seek clarification when and if required.
 - During a land search and rescue, skills such as acknowledging and working within defined search boundaries, applying observation skills, maintaining team communication and following operational procedure at all times, are important. Cadets are introduced to these concepts and develop basic knowledge in this topic.
 - Maintaining land search safety
 - Cadets are reminded of the importance of maintaining personal safety. This includes wearing appropriate personal protective equipment (PPE), monitoring fatigue, maintaining body temperature, staying hydrated, and maintaining team communication.



Additional information about personal safety and fatigue management is available from:

DFES

Policy 96 Fatigue Management

DFES

Health and Safety Services

Information about personal safety including fatigue management and staying hydrated.

<https://extranet.dfes.wa.gov.au/sites/volunteers/members/SharedRepository/health-and-safety/Pages/default.aspx>

SEARCH EQUIPMENT

An important aspect of preparing for a land search and rescue is equipment checking and packing. Equipment should reflect the incident, terrain and conditions. At this basic level cadets will learn how to pack the necessary items for a day-search such as food and water, sun protection, clothing and other supplies.

RADIO COMMUNICATIONS IN LAND SEARCH AND RESCUE

1. Handheld radios: two-way or multi-way communication both within a group and with external operators
 - Most commonly used form of two-way or multi-way communication. Cadets will learn general handheld radio communications skills throughout the entire cadet program.

Other communication equipment used include:

 - Satellite telephones
 - Some search and rescue (SAR) operators use satellite phones; two-way voice and/or SMS communication devices that operate from the satellite network.
 - Vehicle mounted radios
 - Two-way communication via radio which can include links to a telephone or other network.



ACTIVITY 1 - WORKING AS A TEAM



INTRODUCE

- Ask cadets if they know what the word *collaboration* means. Discuss cadet responses. Confirm the following definition.
The action of working with someone to produce something; to cooperate. (dictionary.com)
- Ask cadets if they have heard of the term ‘active listening’. Discuss what they know. Provide cadets with the principles of being an active listener. (*Active listening is not preparing a response in their head; responding to the speaker e.g. ‘a-ha’, ‘ok’; letting the speaker finish; concentrating on what the speaker is saying; not zoning out etc).*)
- Discuss how it differs from simply ‘listening’ (*One-way communication – no exchange between the speaker and listener, the listener’s mind may drift or they may be distracted by outside noise).*)
- Ask cadets to think of examples when they have actively listened and when they have simply been ‘listening’. Provide a personal example to clarify.
- Provide 1-2 minutes for cadets to share their examples with the person sitting next to them. Encourage cadets to ‘actively listen’ to their partner’s examples.
- Ask cadets to think about the key attributes of teamwork. (*Communication, respect, cooperation, accepting constructive criticism, assuming responsibility, being honest, accepting others, being prepared, continuously learning).*)
- Use a board, butcher paper or large sticky note to record cadets’ responses.
- Discuss which of the teamwork attributes they think would be most important for successful teamwork in a land search and rescue operation. Ensure communication is listed. Ask cadets to share their top attribute putting a tick next to each attribute listed.
- Circle communication. Revisit ‘listening’ and ‘active listening’. Ask cadets to explain why active listening is required in land search and rescue operations.
- Extend the discussion by asking why checking back for understanding/clarity of communication is so important in land search and rescue. (*Ensuring instructions/information is understood).*)
- Explain to cadets that they will be working in teams to make decisions and this will provide an opportunity to practise their teamwork and listening skills. Cadets will need to actively listen, provide feedback and make a collective team decision.



ENVIRONMENT

- Indoor or outdoor venue
- Level surface if Landmines activity is chosen



EQUIPMENT & RESOURCES

- Lost at sea
 - Lost at sea instructions and resources at http://insight.typepad.co.uk/lost_at_sea.pdf or use Resource sheets – *Lost at sea* (pages 277-283)
- Landmines
 - 6-8 small hoops or round rubber mats and enough blindfolds for one in each group of three



PERSONAL & SOCIAL SKILLS

- Self-awareness**
Assess personal skills and abilities and use a variety of self-reflection strategies
- Social management**
Communicate with others
- Leadership**
Apply effective problem-solving and team-building strategies to achieve collective outcomes



SKILLS ASSESSMENT



COMMUNITY ENGAGEMENT




SUPPORT RESOURCES

PRACTISE


OPTION 1 LOST AT SEA

This activity encourages cadets to make decisions individually and then as a team and consider the importance of sharing ideas, knowledge and skills to achieve better outcomes.

 Use the *Lost at sea* instructions and resources at http://insight.typepad.co.uk/lost_at_sea.pdf to complete this activity or the resource sheets (pages 277-283).

- Divide cadets into even groups.
- Hand out to each cadet a *Lost at sea ranking chart* (page 3 from the *Lost at sea* resource).
- Hand out to each group a *Lost at sea scenario* sheet (page 1 from the *Lost at sea* resource).
- One cadet from each group reads out the scenario to their group.
- Each cadet has 10 minutes to decide their own rankings and record their choices in the left-hand Step 1 column of the *Lost at sea* ranking chart (page 3 from the *Lost at sea* resource).
- In the designated groups, ask cadets to discuss their individual choices and then work together to agree on a collaborative list. Allow 20 minutes for this task. Groups record the group rankings in the second column – Team rankings (page 3 from the *Lost at sea* resource).
- Once the group rankings are complete, share the US Coastguard rankings explaining the reasons for each ranking (pages 4-5 from the *Lost at sea* resource).
- For each item, ask cadets to mark the number of points that their score differs from the Coastguard ranking and then add up all the points. They should do this for their individual and group ranking. Explain to cadets that the lower the total, the better their score.
- Ask the following questions of each group and create discussion around responses.
 - Were there items on the list that everyone immediately agreed upon their ranking? Why or why not?
 - What, on the list, did you have the most disagreement about? Why do you think this occurred?
 - How hard was it to decide together as a team about the ranking of the items? How did you resolve any disagreements?
 - Did you have to clarify your position or seek clarification from others? Why was this important? Did it impact the final outcome? How?
 - Was your individual or team score lower? Why do you think this is so? (*As the groups work together, sharing thoughts and ideas, this should produce an improved score over the individual results*). Discuss with your group why the scores were different?


- What changed their minds in the discussion process? Were your choices sound enough to ensure your survival?
- What sort of listening did you have to do? Why? How hard was this?
- How well do you think your group did, on a scale of 1-10? Why?
- Why do you think it is important for emergency service volunteers to work together, communicate effectively and follow instructions?

 Remind cadets that search operations are usually conducted by SES and/or VFES volunteers in support of WAPoL activities.

OPTION 2 LANDMINES

This activity encourages cadets to make decisions individually and then as a team. Cadets will consider the importance of sharing ideas, knowledge and skills to achieve better outcomes.

- Divide cadets into groups of three. Give each group a blindfold.
- Explain that the hoops/mats will be laid out in a pattern and that they represent 'landmines'. Ask one of the cadets in each group to be blindfolded.
- Once the blindfold is in place, lay out the 6-8 hoops or mats on the ground in a random pattern with a definitive starting and ending point. Make sure there is a pathway providing enough space to walk between the 'landmines'.
- The blindfolded cadet must be directed to safety through the course using only the verbal directions of their team.
- The two 'seeing' cadets have two minutes to come up with a strategy to direct the blindfolded team member along the course.
- One 'seeing' cadet stands at the start of the course and the other 'seeing' cadet at the end of the course.
- The two 'seeing' cadets need to direct the blindfolded cadet across the 'minefield' to safety. Groups are only given a few minutes between each group starting the same course to increase the difficulty of the activity.
- If the blindfolded cadet steps on a 'landmine' the group gets a point.

 The groups perform the activity three times, taking turns to be blindfolded. Rearrange the course for each round.

- The groups add up their points after the three rounds and the team with the least amount of points is the winner.
- Ask the following questions and create discussion around responses.
 - How effective was your communication strategy?
 - When blindfolded, did you feel you could trust your teammates?

- What sort of listening did you have to do? Why? How hard was this?
- Did you have to clarify your position or seek clarification from others? Why was this important? Did it impact the final outcome? How?
- Did the activity become easier the more times you did it?
- If you were to do the activity again, what would you do differently?
- How well do you think your group did, on a scale of 1-10? Why?
- Why is effective communication and trust important for volunteers in emergency services?

REFLECT

- At the end of the activities ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they contributed to the teamwork tasks.
- 'Check in' with any cadets that do a 'thumbs down'.



ACTIVITY 2 - PRINCIPLES OF LAND SEARCH & RESCUE



INTRODUCE

- Brainstorm with cadets to determine their knowledge of the following:
 - the acronym SAR (*Search and Rescue*)
 - the possible reasons for land searches (*To look for missing or injured people, to search for criminal evidence, search for items*)
 - the people and organisations involved with preparing and conducting land search operations (*Army, WAPoL, SES, SAR volunteers, Urban Search and Rescue (USAR), SES Canine Unit, SES Mounted Section*).
- Explain to cadets that there are numerous principles that guide land and search rescue operations. This is to ensure that the operations keep everyone safe, resources are used wisely, and the operation is well coordinated leading to as successful an outcome as possible. Emphasise that the safety of all volunteers and community members in a land search and rescue is a priority.
- Divide cadets into three groups.
- Hand out to each group a piece of butcher paper and a texta/marker.
- Allocate to each of the groups one of the following questions.
 - How do you prepare for a land search?
 - What should you do when participating in a land search?
 - How do you maintain land search safety?
- Ask a cadet from each group to write at the top of their butcher paper their group's question.
- Working in their small groups, cadets write their responses.
- Allocate a set time for this task.

Depending on the cadets this may be a challenging exercise so further direction or examples may be required.

- Ask one cadet from each group to share their group's work. Add to the cadets' thoughts using the information below.

How do you prepare for a land search?

- Knowing who the key coordinators/leaders/commanders are for the search and listening to all instructions provided.
- Establishing the search area (use of land maps, compass, GPS) and location of boundaries.
- Establishing a search timeline (start time, finish time).
- Preparing the required equipment and resources.

What should you do when participating in a land search?

- Clarification of roles as provided by land search coordinators/leaders/commanders.
- Allocation of searchers into groups.
- Line search techniques.



ENVIRONMENT

- Indoor venue with access to the Internet



EQUIPMENT & RESOURCES

- Butcher paper, textas/markers
- Lost in the bush
 - ABC: *Lost hunter Reginald Foggerdy survived six days in remote bush by eating ants and lying under tree* Updated 13 Oct 2015, 10:16pm
<http://www.abc.net.au/news/2015-10-13/hunter-reg-foggerdy-missing-near-laverton-found-in-wa-goldfields/6849410>
 - Resource sheet – *Investigating a land search and rescue* (page 284)
 - Laptops/tablets/iPads and access to Internet



PERSONAL & SOCIAL SKILLS

Social management

Communicate with others



SKILLS ASSESSMENT



COMMUNITY ENGAGEMENT



SUPPORT RESOURCES

DFES website
www.dfes.wa.gov.au
Search – Land Search

Supporting articles for the land search and rescue
Missing hunter sparks WA Goldfields search
Updated 9 Oct 2015, 12:45pm
<http://www.abc.net.au/news/2015-10-08/missing-hunter-sparks-wa-goldfields-search/6839380>

- Observation skills and reporting clues and finds.
- Using appropriate PPE and applying wellbeing strategies (managing fatigue and hydration, shelter etc).

How do you maintain land search safety?

- Safety briefing is conducted by coordinators/leaders/ commanders concerning hazards to be aware of in the area.
- Appropriate water, clothing and other provisions.
- Monitoring fatigue.
- Communication techniques are understood and maintained.

PRACTISE

LOST IN THE BUSH

This activity encourages cadets to research a land search and rescue operation considering location, terrain, equipment, and survival techniques.

- Divide cadets into groups and distribute the following short news article (if not using the Internet) and the resource sheet *Investigating a land search and rescue* (page 284).




ABC: Lost hunter Reginald Foggerdy survived six days in remote bush by eating ants and lying under tree

Updated 13 Oct 2015, 10:16pm

<http://www.abc.net.au/news/2015-10-13/hunter-reg-foggerdy-missing-near-laverton-found-in-wa-goldfields/6849410>

- Provide each group with a laptop/tablet/iPad with internet access.
- Explain that cadets need to read the article and working in their group, complete the tasks on the resource sheet.
- Each group chooses one member to report back on their findings.
- Ask cadets what they think the individual in the story did well to help increase their chances of survival.

 If access to the Internet is not available, maps or an atlas can be provided to cadets to assist them in answering some of the questions in the resource sheet. They will provide information about the terrain and natural landforms.

Additional information about map reading may need to be provided before this activity begins and can be found in:



Cadet Recruit
Stream 5 Safe operations
Topic 2 Recruit introduction to mapping/charting and navigation.



Comms

★ OPTION

Ask cadets to read/research the articles below and compare the condition of the person when they were rescued. Ask them why the conditions differed and what impacted this.

Rescue 1

ABC: Lost hunter Reginald Foggerdy survived six days in remote bush by eating ants and lying under tree

Updated 13 Oct 2015, 10:16pm

<http://www.abc.net.au/news/2015-10-13/hunter-reg-foggerdy-missing-near-laverton-found-in-wa-goldfields/6849410>

Rescue 2

Desert survivor drinks pasta sauce, windscreen wiper water and urine in six-day Outback ordeal

ABC Goldfields

Updated 21 Nov 2018, 4:47am

<https://www.abc.net.au/news/2018-11-21/desert-survivor-drinks-pasta-sauce-windscreen-wiper-water-urine/10514364>



Today Tonight

Outback survivor (5.11 mins)

<https://www.todaytonightadelaide.com.au/stories/outback-survivor>

|| REFLECT

- Ask cadets the following questions, discussing their responses,
 - On a scale of 1-5 (1 – absolutely, 5 – not at all), how much would you like to be involved in a land search and rescue operation?
 - How tiring/stressful do you think the experience would be? Why? What principles of land search and rescue operations help to reduce stress and maintain the health and wellbeing of the search and rescue team? e.g. fatigue monitoring.

ACTIVITY 3 - SEARCH EQUIPMENT



REVISE

WHAT DO YOU REMEMBER?

- Divide cadets into small groups.
- Hand each group the resource sheet – *What do you remember?* (page 286).
- Set a timer and ask cadets to complete the tasks in their small group in the quickest time possible with their most accurate responses.
- On conclusion of the tasks, one member from each cadet group hands in their resource sheet for marking. Note the time each group finishes.

Use a senior cadet to help record times and mark resource sheets.

- Work through the answers with cadets and clarify any information required.

INTRODUCE

- Explain to cadets that generally each land search and rescue requires the same basic equipment with additional equipment added according to factors such as:
 - time of day
 - type of weather
 - type of terrain
 - access to water
 - duration of search.
- Working in pairs or small groups, ask cadets to turn to page 42 *Be prepared – 10 categories of equipment* in the handbook.
- Working in pairs or small groups, ask cadets to write down the equipment that fits in each category.
- As a whole group, discuss the equipment and the categories asking cadets to add additional items as required.

Use the following information as a guide. [Ten categories – Be prepared](#)

1. Navigation – compass and map or GPS, notebook and pen.
2. Insulation – gloves, extra clothes (long pants, beanie), waterproof clothing.
3. Illumination – torch/headlamp and extra batteries.
4. Nutrition – food, enough for a day/night. Extra food for the search individual/s.
5. Hydration – water (minimum of two litres; more if conditions are hot/dry).
6. Sun Protection – hat, sunglasses, sunscreen, protective clothing.
7. Fire – matches or a lighter (in waterproof container or bag).
8. First Aid – personal first aid kit.

ENVIRONMENT

- Indoor or outdoor venue

EQUIPMENT & RESOURCES

- What do you remember?
 - Resource sheet – *What do you remember?* (page 286)
- Be prepared
 - Cadet Recruit Handbook – *Be prepared – 10 categories of equipment* (page 42)
 - Day packs, equipment such as – compass, map, notebook/pen, extra clothes, long pants, sun protection clothing, hat, sunglasses, sunscreen, torch/headlamp, extra batteries, rations, water bottles, waterproof clothing, matches/lighter, first aid kit, pocket knife, communication device, tent, sleeping bag, blank paper, marker pens etc plus additional items that would not be suitable, A4 paper and marker pens.

OPTION

Alternative

- Resource sheet – *Be prepared* (page 285). These cards can be used if access to multiple pieces of equipment for the *Be prepared* activity are not available.

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

SKILLS ASSESSMENT


COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

9. Tools and Repair – pocket knife.
10. Communication – satellite phone, mobile phone, radio (whatever is appropriate for the search location).

If the search is overnight:

11. Emergency Shelter – lightweight tent and sleeping bag (for overnight searches), rope.

-  Hi-vis vests, sun protection, boundary marking tape, and other specialised equipment according to role and search requirements are generally provided at search base.

PRACTISE


BE PREPARED

This activity encourages cadets to work in a team to pack a day pack with equipment for a specified land search and rescue operation.

- Introduce the following three scenarios or create your own relevant to the local area.

Scenarios

1. It's night time; the terrain is uneven and heavily wooded
 2. It has been raining for two days, heavily at times; it is early morning; very cold; the search is in its third day
 3. The terrain is flat; there is very little water available on the ground; it is summer, and the temperature is expected to be 40°C for the next four days
- Divide cadets into three groups and allocate one of the above scenarios to each group.
 - Provide each group with an empty daypack about the size of a day pack that would be used in a land search and rescue.
 - Lay out a selection of equipment for cadets to choose from.


-  Ensure that there are multiple pieces of basic equipment as well as some equipment that would not be suitable e.g. kerosene lantern, swag etc.

For those units without multiple pieces of equipment available for this activity, use the cards in resource sheet – *Be prepared* (page 285).

- From this equipment, each group will need to decide on the items that they will pack into their day pack. They should choose the equipment that suits their scenario drawing on their knowledge about the 10 categories of equipment discussed earlier in the session.
- Cadets can only pack 15 items into their day pack.



Preparation plus

 You may like to have some blank pieces of paper and markers available for cadets to write down a piece of equipment that is not available to place in their backpack.


- Provide a timeframe for the cadets to complete the task.
- At the end of the time, ask one member from each cadet group to share their scenario, unpack their day pack and show all of the equipment they packed explaining their choices.
- Discuss each group's efforts highlighting items that should (or should not) have been packed.
- Discuss the following question:
 - How did you decide what equipment to choose?
 - What challenges did you face in packing your bag? How did you overcome these?

OPTION

Discuss how the packs were packed. Consider, distribution of weight, easy access, protection of items etc. Ask cadets to repack their packs considering this information.

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - What item they think is the most essential in a land search and rescue operation and why.

 A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

- Discuss responses as a group.

ACTIVITY 4 - COMMUNICATION IS KEY

45

Additional information about radio communications is included in a number of streams including:



Cadet Recruit
Stream 5 Safe operations
Topic 1 Recruit introduction to radio communications

REVISE

- Ask cadets to think back to the principles of land search and rescue and explain what communication is in this context and why it is so important in preparing for, participating in, and maintaining a land and search operation.
- Discuss responses.

INTRODUCE

- Brainstorm the communication devices that can be used in land search and rescue operations e.g. mobile phones, satellite telephones, handheld radios, vehicle mounted radios etc.
- Explain that a focus at this level will be on hand held radios.

PRACTISE

- Introduce to cadets Handheld UF CB radios. Explain that UHF CB radios can be very useful for communications between members of a group for the following reasons:
 - relatively cheap to buy
 - no licence is required to operate them
 - can be easily maintained
 - standard operating procedures are in place for use.
- Place cadets into pairs/small groups and allocate one set of radios per pair/group.
- Work with the group to determine the following parts of the radio:
 - press-to-talk button
 - channel indicator
 - channel selector
 - on/off switch
 - volume.
- Ask cadets to turn to pages 43-44 in their handbook – *Message over the airways*.
- Ask cadets to label the radio diagram.
- Explain to cadets that to keep voice transmission as short and clear as possible, radio operators use procedure words (prowords) to take the place of long sentences.
- Working as a group, ask cadets to complete the chart ‘Prowords’ on page 43 in their handbook explaining the function of each proword.

ENVIRONMENT

- Classroom and large outdoor area

EQUIPMENT & RESOURCES

- Message over the airways
 - Sets of Handheld UF CB radios (enough for a pair for each small group)
 - Cadet Recruit Handbook – *Message over the airways* (page 43-44)
- Thought shapes
 - Cadet Recruit Handbook – *Thought shapes* (page 45)

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

SKILLS ASSESSMENT

Communications Assessment

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

📌 Emphasise to cadets that the two prowords 'over' and 'out' are never combined in the same message and that they are best to talk across the microphone, rather than directly into it.

- Briefly introduce (or revise) the four 'user factors' for radio communications.



Information about 'user factors' is found in:

Cadet Recruit

Stream 5 Safe Operations

Topic 1 – Recruit introduction to radio communication

- Explain to cadets that they are going to be given a chance to communicate with each other using the radios.
- Start the practice in an indoor environment, checking cadets are familiar with how to use the radios. Use the information in the handbook about sending and receiving messages (page 44) as a guide.
- When cadet pairs/groups have demonstrated their competence in using the radios and sharing a simple message correctly, send cadets at least 100 metres away from each other in an outdoor environment to practise communications.

📌 Create a series of messages to be transmitted by cadets specific to your location e.g. *Request extra batteries for field radios to our location at XXX. The receiver needs to write down the message and this is checked for accuracy at the end of the task.*

- Remind cadets to use the prowords and also structure their message correctly. They may want to compose their message before the radio transmission begins.
- Discuss the activity. Ask cadets:
 - What were the challenges and how did you overcome them?
 - How confident would you feel using a radio in an emergency?
 - How important was active listening?

🛑 REFLECT

- Ask cadets to complete the thought shapes activity on page 45 of the handbook.



Teamwork in action

LEVEL **R** CADET RECRUIT

STREAM **6** SEARCH & RESCUE

TOPIC **1** RECRUIT BASIC PRINCIPLES OF LAND SEARCH & SURVIVAL **RS**

R

6

1

Lost at Sea



Grahame Knox

Lost at Sea

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four man rubber life craft and a box of matches.

Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.



Instructions

1. Provide a 'lost at sea ranking chart' for every member of your group.
2. Ask each person to take 10 minutes to decide their own rankings, and record the choices in the left-hand **Step 1** column.
3. Invite everyone to get into teams of 3/4. Encourage the group to discuss their individual choices and work together to agree on a collaborative list. Allow 20 minutes for this section. Record the group rankings in the second column (team rankings).
4. The correct answers were suggested by the US Coastguard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.
5. For each item, mark the number of points that your score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The **lower** the total, the better your score.
6. As the groups work together, sharing thoughts and ideas, this *should* produce an improved score over the individual results. Discuss with your group why the scores were different? What changed their minds? And was this enough to survive?



Lost at Sea 3

Lost at Sea Ranking Chart

Items	Step 1	Step 2	Step 3	Step 4	Step 5
	Your individual ranking	Your team ranking	Coast Guard ranking	Difference between Step 1 & 3	Difference between Step 2 & 3
A sextant					
A shaving mirror					
A quantity of mosquito netting					
A 25 liter container of water					
A case of army rations					
Maps of the Atlantic Ocean					
A floating seat cushion					
A 10 liter can of oil/petrol mixture					
A small transistor radio					
20 square feet of opaque plastic sheeting					
A can of shark repellent					
One bottle of 160 proof rum					
15 feet of nylon rope					
2 boxes of chocolate bars					
An ocean fishing kit & pole					
			Totals	Your score	Team score

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Coastguard expert analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer.
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration. 25 liters will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.



Lost at Sea 5

A 10 liter can of oil/gasoline mixture	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of Opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160% proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15ft nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply
An ocean fishing kit with pole.	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.



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Lost at Sea **6**

Scores

00 - 25	Excellent.	You demonstrated great survival skills. Rescued!
26 - 32	Good.	Above average results. Good survival skills. Rescued!
33 - 45	Average.	Seasick, hungry and tired. Rescued!
46 - 55	Fair.	Dehydrated and barely alive. It was tough, but rescued!
56 - 70	Poor.	Rescued, but only just in time!
71 +	Very poor	Oh dear, your empty raft is washed up on a beach, weeks after the search was called off.

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Working in your group, complete the following tasks.

1. Read the following news article.



ABC: Lost hunter Reginald Foggerdy survived six days in remote bush by eating ants and lying under tree

Updated 13 Oct 2015, 10:16pm

<http://www.abc.net.au/news/2015-10-13/hunter-reg-foggerdy-missing-near-laverton-found-in-wa-goldfields/6849410>

2. Using Google Maps, pinpoint the search area for the lost hunter. What manmade and natural landforms are in the area?

3. Research the type of terrain in the area. Is it flat, steep, rocky, have lots of trees, scrub etc?

4. Investigate the type of general weather for this area at the time that the hunter went missing. What conditions could he expect during the day and at night?

5. Make a list of equipment the searchers would have needed for this search and rescue operation.

6. Make a list of the safety considerations and any hazards that may have been present in the area.



compass	map	GPS
notebook/pen	extra clothes	long pants
sun protection clothing	wide brimmed hat and/or beanie	sunglasses
sunscreen	torch/headlamp	extra batteries
rations	water bottles	waterproof clothing
matches/lighter	first aid kit	pocket knife
communication device	tent	sleeping bag

Working in your small group, complete the following tasks with the quickest group time.

TASKS

1. Preparing for a land search

Write down three tasks you need to do to prepare for a land search.

- 1.
- 2.
- 3.

(3 marks)

2. Participating in a search

The land search has started. What are three things you need to remember when you are participating.

- 1.
- 2.
- 3.

(3 marks)

3. Maintaining land search safety

The land search has been going for a few hours. What are three things you need to do to maintain your safety and wellbeing throughout the search?

- 1.
- 2.
- 3.

(3 marks)

4. What does the acronym SAR mean?

SAR =

(1 mark)

Total time to complete

Total correct answers

LEVEL **R** CADET RECRUITSTREAM **6** SEARCH & RESCUETOPIC **2** RECRUIT INTRODUCTION TO WATER RESCUE & SURVIVAL

TOPIC 2: RECRUIT INTRODUCTION TO WATER RESCUE & SURVIVAL

LEARNING INTENTIONS

1. Understand different types of water rescues and when to use them.
2. Participate in an accompanied rescue.
3. Understand the process of conducting an underwater search.

TOPIC CONTENT



Additional relevant information is contained in:

Cadet Recruit

Stream 4 Water safety

Topic 1 Recruit introduction to open water environments

OVERVIEW

Part of training at this level is understanding how to stay safe in water environments, how to share this information with community members, and how to assist or perform a rescue if required. This topic will further develop cadets' teamwork skills introducing them to the knowledge and skills required to perform different types of water rescues including an accompanied rescue. Underwater search techniques will be briefly introduced. All knowledge and skills in this topic are at a basic level.

1. WATER RESCUES

Cadets should learn the different techniques used in water rescues and practise skills to conduct some of these rescues.

There are a number of different types of water rescues. Cadets should be encouraged to consider their personal safety first, assess the situation, and then choose the safest water safety rescue type depending on specifics of the situation e.g. where, level of risk, person needing rescuing, how far out they are from the shore/pool ledge, what equipment is available to help with the rescue, rescuer's confidence and skill level etc.

Types of rescues

Talk rescue is used when the rescuer feels the person in trouble can make their own way to safety by listening to clear explanations and reassurance from the rescuer.

A *reach rescue* can be used when the person has fallen in near the edge of a pool, lake, stream etc or the rescuer is a weak or non-swimmer. Different items can be used to conduct a reach rescue, but it is recommended that rigid aids are used e.g. stick, umbrella, paddle, and that the rescuer crouches or lies down to avoid being pulled into the water.

A *throw rescue* should be used when the person in trouble is too far away for a reach rescue to work, or the rescuer is a weak or non-swimmer. General principles of a throw rescue follow.

1. A rope is the best choice for a throw rescue as it allows the person in trouble to be towed to safety. It is best not to attach a weight to the rope however, this may be considered in strong winds and if the rope is not sufficiently heavy enough to reach the person. The lightest possible weight should be chosen, as a heavy weight could injure the person when thrown or drag them down.

- If there is no available rope or rope equivalent, the next option is to throw a buoyant object to the person. A life buoy, lifejacket, a ball or even an empty plastic bottle with the lid on; anything that can act as a floatation device.



Talk, reach and throw rescues are known as dry rescues.

A *wade rescue* is the next option when a throw rescue has been unsuccessful or is not suitable. It is very important to test the depth of the water with a long stick, paddle etc before wading into lakes, creeks, streams etc and then use the stick, paddle etc to reach out. It is suggested that the rescuer hold on to someone else or the bank to make sure they are secure and are not pulled into deeper water.

A *row rescue* should be used when the person in trouble is too far away for one of the other rescue types. A boat is preferable; however, a canoe, surf-ski, or surfboard can also be used.

A swim rescue is the absolute last option. A swim rescue can only be conducted after all other options have been exhausted and the rescuer is a strong swimmer with water rescue skills.

2. ACCOMPANIED RESCUE

An accompanied rescue is a rescue technique used when a person is in difficulty 15 metres or more away from safety. An accompanied rescue involves the following:

- with a floatation aid, the rescuer enters the water whilst calling out to, and maintaining visual contact with the person in difficulty
- the rescuer either wades or swims toward the person and, maintaining a safe distance, passes the aid to the person in difficulty
- the rescuer then accompanies the person to safety and provides instructions on how to exit the water.

3. UNDERWATER SEARCH

Cadets learn the basic principles of conducting an underwater search.

- The two techniques for performing a closed water search and open water search.
 - Closed-water search**
Conducted in small bodies of water, where rescuers can search from one side to the other.
 - Open-water search**
An open water search (or sweeping pivot) is conducted if a casualty has been lost in a large/open body of water. The rescuers need to estimate an appropriate search area depending on the number of rescuers.
- Water entry techniques - feet-first technique, wade-in and head-first technique and rationale for using.
 - Feet-first technique:** For use in murky water. Rescuers enter the water feet-first to gain traction on the seafloor or riverbed.
 - Wade-in:** For use where it is possible to enter the water by way of wading from a bank.
 - Head-first:** For use in clear water when depths are known to be safe (generally open water only).

WAYS OF TEACHING

While the activities outlined can be completed in indoor environments (e.g. gym, classroom), it is recommended that instructors seek opportunities for cadets to visit water environments and participate in these water-based activities. This provides opportunity for the theory in this topic to be applied in practical situations e.g. practising rescues, water entry techniques etc.

Cadet instructors are encouraged to access qualified members of the community to assist in the instructing and supervision of rescue techniques.

ACTIVITY 1 - THROW RESCUE

90

REVISE



- Revise the following topics using the content in:
 - Cadet Recruit
 - Stream 4 Water Safety
 - Topic 1 Recruit introduction to inland water environments
 - Topic 2 Recruit introduction to open water environments
 - What inland and open water environments are.
 - Hazards at inland and open water environments.
 - Safety procedures and warning signs in inland and open water environments.

INTRODUCE

- Ask cadets when they think emergency service volunteers would be involved in a water rescue e.g. boat rescues on open waters, searches of lakes, dams and gorges, during floods etc. Refer to the local area to provide relevant examples.
- Ask cadets whether anyone has completed the Royal Lifesaving Accompanied Rescue or Bronze Star qualifications. If they have, ask cadets what skills they had to demonstrate to achieve this qualification.
- Explain that cadets are going to learn how to conduct some different types of water rescues.
- Read cadets the following statement.
On average, five people lose their lives each year while attempting to rescue people in trouble. Royal Life Saving Australia <https://royallifesavingwa.com.au/your-safety/out-and-about/rescue-safety>
- Stress to cadets that this statement reinforces that cadets should not put themselves at risk in water environments and should build their knowledge and develop their skills to keep themselves safe helping others.
- Ask cadets to look at pages 46-47 *Types of rescues* in their handbook.
- Place cadets in pairs or small groups and ask them to read through each of the types of rescues. Cadets can then order the rescue types in terms of those with the least and most risk to the rescuer.
- Discuss the ratings the cadets allocated and each of the rescue types using the information provided in the handbook. Make sure that cadets rate the rescue types correctly after the discussion. (*Order is: talk, reach, throw, wade, row, swim*).
- Emphasise again to cadets that their own safety is paramount when attempting to conduct a rescue.
- Watch the Life Saving Victoria video on the different rescue types. Pause and discuss after each rescue highlighting the key points to remember when conducting different rescue types. Use the information in the handbook to support the discussion.

ENVIRONMENT

- Indoor space with Internet connection
- If possible, a swimming pool or other calm, swimmable body of water

EQUIPMENT & RESOURCES

- Cadet Recruit Handbook – *Types of rescues* (pages 46-47)
- Performing a dry rescue
 - Screen and Internet connection
 - Ropes, lifejackets, plastic bottles with lids on, poles, sticks, noodles, paddles and other items that could be used in a reach/throw rescue.
- One minute challenge
 - Paper/textas

PERSONAL & SOCIAL SKILLS

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

Access qualified personnel to work with cadets to build their knowledge and skills in conducting dry rescues.

SUPPORT RESOURCES

Royal Life Saving Australia
Rescue safety
<https://royallifesavingwa.com.au/your-safety/out-and-about/rescue-safety>



Cadets can work towards the following accredited courses.

- Royal Life Saving
 - Accompanied Rescue
 - Bronze Star



Life Saving Victoria

Single Person Rescues (2.11 mins)

https://www.youtube.com/watch?v=x3hT_y58dsA

PRACTISE



It is suggested that cadets are introduced to the steps in completing different types of dry rescues and then are given opportunity to practise these in a water environment e.g. a swimming pool or other calm, swimmable body of water. If no water location is available, cadets can practise the skills on dry land.

Choose rescue types most relevant to the resources available and cadets' needs and skill levels.

Cadet instructors are encouraged to access qualified members of the community to assist in the instructing and supervision of dry rescues (as required).

PERFORMING A DRY RESCUE

The following activities support cadets in developing knowledge and skills in performing different types of dry rescues.

- Once the rescue type has been determined, revise with cadets the key points for the rescue. Rescue types include – talk, reach and throw rescue.
- Demonstrate the rescue types explaining the following.
 - One cadet must enter the water and call out for help. The cadet must remain within reach distance to their partner for a reach or throw rescue.
 - From dry land, their partner must reassure the person in the water and then conduct a rescue.
 - If it is a reach or throw rescue, the cadet conducting the rescue must explain what item they are going to use, and how they are going to use it to reach out and pull them to safety.
- Find a suitable, safe water location to practise.
- Divide cadets into pairs.



Encourage cadets to work with different partners and to mix the pairings through the practical activities.

- Cadets take turns, using different items, to perform talk, reach and throw rescues.
- Ask cadets the following question discussing their responses. Provide examples relevant to the local area.
 - When do you think dry rescues would be conducted e.g. during a flood, when boats have capsized or sunk on the river, lake, or ocean etc.

Talk rescue

Key points

- Used when the rescuer feels the person in trouble can make their own way to safety by talking them through it.
- This rescue is a safe water practice as it supports self-preservation. A rescuer is safer if they stay on dry land.
- Clear explanations are provided to support and guide.
- Reassure the person in trouble at all times e.g. 'You are almost there', 'Stay calm'.

Reach rescue

Key points

- Used when the person has fallen in near the edge of a pool, lake, stream etc or the rescuer is a weak or non-swimmer.
- Use rigid aids to conduct the rescue e.g. stick, umbrella, paddle.
- The rescuer should crouch or lie down to avoid being pulled into the water.
- Reassure the person in trouble at all times.

Throw rescue

Key points

- Used when the person in trouble is too far away for a reach rescue to work, or the rescuer is a weak or non-swimmer.
- A rope is the best choice for a throw rescue as it allows the person in trouble to be towed to safety.
- Don't attach a weight to the rope unless there are strong winds or if the rope is not sufficiently heavy enough to reach the person.
- Secure the end of the rope before you throw e.g. under your foot.
- If there is no available rope or rope equivalent, throw a buoyant object to the person. A life buoy, lifejacket, a ball or even an empty plastic bottle with the lid on; anything that can act as a floatation device.
- Reassure the person in trouble at all times.

★ OPTION

Show the following video on how to coil a rope if the first throw attempt is not successful.



How to quickly coil a throw rope (1.35 mins)

<https://www.youtube.com/watch?v=mcHoXpHi5yU>

REFLECT

ONE-MINUTE CHALLENGE

The activity challenges cadets to reflect on their water rescue knowledge.

- Ask cadets to form pairs and write down all of the key points that they can remember about conducting a successful dry rescue.
- At the end of the one-minute ask cadets to count up their key points.
- Check them for accuracy and reward the winning pair.
- At the end of the One-Minute challenge ask cadets to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they participated and then mastered the dry rescues.
- 'Check in' with any cadets that do a 'thumbs down'.

ACTIVITY 2 - ACCOMPANIED RESCUE



REVISE

- Set up for a game of Red light/Green light.
- Use the sample questions in resource sheet – *Red light/Green light* (page 300).

RED LIGHT/GREEN LIGHT

This quick activity is a strategy to revise water rescue types.

- Cadets line up in a straight line at one end of an open space e.g. hall, gym, quadrangle etc.
- A water rescue question is asked using questions from the resource sheet.
- If the answer is no, or it is something they shouldn't do, they don't move – *Red light – stand still*.
- If the question is right or the cadets feel they should say yes, they take three steps forward – *Green light – move forward*.
- If they get the wrong answer, they go back to the beginning.
- The winner is the person who crosses the line first.

INTRODUCE

- Watch the following video to introduce an accompanied non-contact water rescue.



Non-contact tow (43 secs)

<https://www.youtube.com/watch?v=xsNAO8Dwy-U>



Explain to cadets that an accompanied rescue is also referred to as a non-contact rescue or non-contact tow.

- Ask cadets to share the key points about the rescue. (*Reassurance, explain what you are going to do, give clear instructions, don't make direct contact with the person who needs to be rescued, protect yourself e.g. legs out to stop the person being rescued being able to get to you*).
- Ask cadets when they think emergency services volunteers would conduct an accompanied rescue. Use the local area to provide relevant examples.
- Introduce the following principles of accompanied rescue. Use the information on page 48 of the handbook, *An accompanied rescue*, to highlight each of the steps.
- Assessment: Rescuers must assess their environment before entering the water and check for hazards.

ENVIRONMENT

- Indoor space
- If possible, a swimming pool or other calm, swimmable body of water
- Computer, screen and Internet access

EQUIPMENT & RESOURCES

- Red light/Green light
 - Resource sheet – *Red light/Green light* (page 300)
- Performing an accompanied rescue
 - Cadet Recruit Handbook – *An accompanied rescue* (page 48); *Set and Strive: Throw or accompanied rescue* (page 61)
- Paddle, pool noodle, life-rings, rescue tube and other items that could be used in an accompanied rescue.

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Self-management

Set goals for improvement

Social management

Communicate with others

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes

Inclusivity

Acknowledge inclusivity and participation for all

SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES



Ask cadets what kinds of hazards to look for when assessing the environment. For more information on hazards refer to: Cadet Recruit

Stream 4 Water Safety

Topic 1 Recruit introduction to inland water environments

Topic 2 Recruit introduction to open water environments

- **Visual contact:** Rescuer maintains visual contact with the person in the water.
- **Equipment selection:** Rescuers need to choose the best option for the rescue from what is available. Buoyant aids work best; however, anything that can be used to reach out to the person should be considered (e.g. paddle).
- **Entering the water:** The technique for entering the water depends on the environment. Wading is safest. **IMPORTANT: The depth must be known before a rescuer jumps into a body of water. If possible, lowering yourself into the water is preferable or use a stick, paddle etc to check the depth if you have to jump in. And remember, jump feet first.**
- **Approach:** As the rescuer approaches the person in difficulty, they should call out to them and offer reassurance.



Discuss with cadets whether they think it is a good idea to physically touch the person in difficulty. Explain the reasons why this should be avoided, such as the person may become agitated and pull the rescuer under or lash out at them.

- **Assist:** The rescuer passes or throws the rescue device to within the person's reach and instructs them to grab hold. The rescue then tows or escorts the person to safety. On reaching dry land, the rescuer can assist the person out of the water, with the assistance of others if necessary. Apply first aid as required.



PRACTISE



It is suggested that cadets are introduced to the steps in completing an accompanied rescue and then are given opportunity to practise this skill in a water environment e.g. a swimming pool or other calm, swimmable water environment. If no water location is available, cadets can practise the skills on dry land.

Choose rescue equipment that is available e.g. buoyant aids (pool noodle, rescue tube, life jacket), paddle etc.

Cadet instructors are encouraged to access qualified members of the community to assist in the instructing and supervision of an accompanied rescue as required.




Water rescue

PERFORMING AN ACCOMPANIED RESCUE

The following activities support cadets in developing knowledge and skills in performing an accompanied rescue using a variety of equipment.

- Divide cadets into pairs.
- Demonstrate an accompanied rescue explaining each step in the process.
 - One cadet must enter the water and call out for help.
 - Maintaining visual contact, their partner enters the water using the appropriate technique (e.g. sliding into the water) and carrying the equipment they plan to use.
 - Once the rescuing cadet reaches their partner, they must show the equipment and explain how they are going to use it to pull the person through the water to safety.
 - Rescuing cadets must communicate with and instruct the cadet in the water advising them to listen and to try not to panic.
 - Rescuing cadets must avoid touching the person in the water, and instead use their implement as a towing device.
- Cadets take turns, using different equipment, to perform accompanied rescues.

 Mix up the pairing and have cadets work with other cadets of different genders, friendship groups, sizes etc.

★ OPTION



Today Tonight

WA's incredible marine rescue volunteers (5.12 mins)

<https://www.facebook.com/TodayTonight/videos/1776649859041129/>

- At the end of the video, use the following questions to generate discussion about role of the VMR.
 - Why do VMR volunteers practise rescues?
(To develop the skills they will need to use under stressful situations when assisting with a rescue).
 - Why is it important volunteers understand what it is like to be waiting for a rescue and being rescued?
(So they can understand how best to help someone stranded at sea and what the body and mind experiences).
 - What tactics or strategies did you observe?
(Work as a team, verbal and matching hand signals, how to stay together in the water and why etc.)

REFLECT

- Ask cadets to rank, on a scale of 1-5 (1 = not confident, 5 = very confident) how confident they would feel doing the following.
 - Performing an accompanied rescue in a pool with a pool noodle.
 - Performing an accompanied rescue in a river with a shirt to assist.
 - Performing an accompanied rescue in the ocean with a floatation device.
- Ask cadets why they gave these rankings and what they could do to improve their confidence and skills in performing throw and accompanied rescues.
- Ask cadets to write a throw or accompanied rescue goal in their handbook (page 61). Remind cadets that a goal should be SMART.
 - Specific
 - Measurable
 - Action-orientated
 - Realistic
 - Timeframe

e.g. *By the end of the term I will be able to successfully perform:*

 - *a throw rescue using a rope*
 - *a talk rescue*
 - *a reach rescue using different pieces of equipment*
 - *an accompanied rescue using a pool noodle and a paddle.*

ACTIVITY 3 - UNDERWATER SEARCH



INTRODUCE

- Introduce the concepts of open-water search and closed water search.

CLOSED WATER SEARCH

A closed water search pattern is conducted in a small body of water where rescuers can search from one bank to another.

- How to perform a closed water search
 - Rescuers search from one bank to the other bank, searching underwater with approximately three sweeps along the bottom each time they submerge.
 - After re-surfacing, rescuers take one sweep back on top of the water, to ensure they are not drifting with the current and missing any section.
 - When all rescuers reach the other bank, a closed water pivot (or leap frog movement) is performed: The rescuer who is furthest away from the elected 'pivot point' moves first. Other rescuers follow until the team is lined up on the other side of the 'pivot'.
 - The 'pivot' must ensure that the group does not drift or move from the area last searched.
 - Rescuers should then repeat the search back to the other bank.

OPEN WATER SEARCH

An open water pivot is conducted if a casualty has been lost in a large body of water.

- How to perform an open water search
 - The rescuers determine an estimate distance to conduct the search.
 - After searching out this distance, using three sweeps at a time, the rescuers then perform an open water pivot before searching back to shore.
 - Rescuers continue to search underwater during the pivot, but the elected 'pivot point' remains on top of the water to ensure that the group does not drift or move from the last searched area.

PRACTISE

SEARCH PATTERNS

The following activity encourages cadets to participate in underwater searches.

This activity is meant to enact a miniature version of a closed water search.

- In a suitable outdoor space, fill a large tub (e.g. baby bath or very large plastic container) with water and add mud/dirt to make the water murky.
- Ask cadets to consider the potential hazards and the strategies they could use to maintain their safety in the

ENVIRONMENT

- Indoor space
- If possible, a swimming pool, river location or dam or other calm, swimmable water environment.

EQUIPMENT & RESOURCES

- Search patterns
 - Baby bath/large plastic container, water, sand, small plastic figurines

PERSONAL & SOCIAL SKILLS

Self-awareness

Assess personal skills and abilities and use a variety of self-reflection strategies

Social management

Communicate with others

Social awareness

Plan and action strategies to contribute to the community

Leadership

Apply effective problem-solving and team-building strategies to achieve collective outcomes


SKILLS ASSESSMENT

COMMUNITY ENGAGEMENT

SUPPORT RESOURCES

environment. *(Slide into the water; check for submerged rocks, branches etc; check for depth if they cannot slide into the water; look for hazards signage; wear appropriate safety equipment).*

- Ask for four volunteers.
- Explain that the volunteers are going to enact a closed water search.
- Ask the volunteers to move away from the space and submerge a suitable item (or a few depending on the size of the container) e.g. small plastic figurine, into the bottom of the tub.
- Ask cadets to return.
- Cadets are to try to locate the item using their hands in a closed-water search pattern. They will need to work as a team and communicate clearly, actively listening to other team mates.
- Discuss the activity talking about the pattern that was used highlighting strengths and areas for improvement in the process used.
- Repeat the activity with other cadets.
- If a closed water location is available, cadets can practise the closed-water search techniques in a group or groups/s as per the instructions for completing a closed-water search.

 It is suggested that cadets are introduced to the steps in completing a closed water search and then are given opportunity to practise this skill in a water environment e.g. a swimming pool or other calm, swimmable body of water. If no water location is available, cadets can practise the skills on dry land.

Cadet instructors are encouraged to access qualified members of the community to assist in the instructing and supervision of a closed-water search as required.

OPTION

Emergency service volunteers from VMRS are involved in open water search and rescues with RAC Rescue Helicopters. Find out how the partnership works.

RAC Rescue Helicopters

Funded by the State Government, managed by the Department of Fire and Emergency Services (DFES) and sponsored by RAC, the two RAC Rescue helicopters provide vital search and rescue and critical care medical services to the WA community. They are the only 24/7 emergency helicopter rescue service in WA. The following video highlights how the RAC Rescue Helicopters and the VMRS work together during open water searches.



RAC Rescue helicopter exercise with Volunteer Marine Rescue
(2.01 mins)

<https://www.youtube.com/watch?v=OWo6-Fsjrj8>



RAC Rescue

REFLECT

- Ask cadets to participate in a quick think-pair-share.
 - Two rules when conducting a closed-water search
 - Two rules when conducting an open-water search

? A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing your thoughts.

QUESTION	ANSWER
1. The first thing you should do when you see someone in trouble in a lake is jump in and swim toward them to try to help them out.	No – The second step in the 4 As is Assessment: making an informed judgement. Self-preservation is paramount in a water rescue (stand still).
2. You should always try to reassure someone who is in trouble when you are attempting to rescue them.	Yes (move forward x3 steps).
3. Always attempt a swim rescue if someone is in danger.	No – A swim rescue should be the last option only conducted after all other options have been exhausted (stand still).
4. If possible, you should try to conduct a rescue from land.	Yes (move forward x3 steps).
5. You should always test the depth of water before attempting a wade rescue.	Yes (move forward x3 steps).
6. Use a rigid object when attempting a reach rescue.	Yes (move forward x3 steps).
7. A rope is the best choice for a throw rescue as it allows the person in trouble to be towed to safety.	Yes (move forward x3 steps).
8. Don't use a surfboard, canoe or surf-ski for a water rescue.	No – A boat is preferable for a water rescue however, a canoe, surf-ski, or surfboard can also be used (stand still).
9. In a reach rescue, the rescuer should crouch or lie down on the side of the river bank, dam, pool etc to avoid being pulled into the water.	Yes (move forward x3 steps).
10. Provide clear explanations throughout the rescue to the person you are trying to assist.	Yes (move forward x3 steps).



EMERGENCY SERVICES CADET CORPS
HANDBOOK

NAME:

CADET RECRUIT



Title: Emergency Services Cadet Corps: Cadet Recruit – Handbook

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WORK BOOK



STREAM 1 | CADET QUALITIES

Topic 1 – ESCC Induction

RANKS

RANK	ESCC MEMBER
	
	
	
	
	
	
	
	
	

What do I need to achieve to move from Unranked to Cadet Recruit?

HINT: Use page 52 of the handbook to help you.



Teamwork

Work together as a committed unit member

Integrity & Honesty

Act with integrity and honesty

Respect

Communicate respectfully

Tolerance

Be tolerant of others

Safety

Strive to keep ourselves and others safe

Citizenship

Give support and help to the community

Defining the words...

Integrity means strictly following what you believe is right and good.

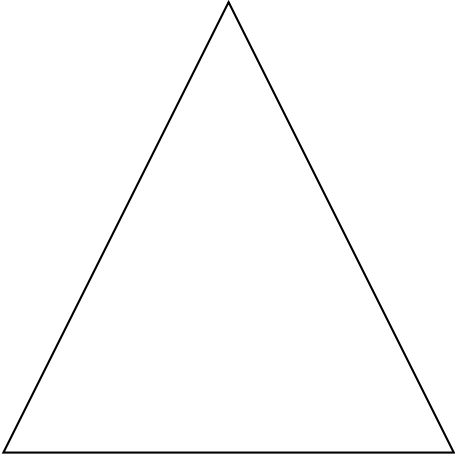
Honesty is acting straightforwardly and fairly.

Tolerance is recognising and respecting the beliefs and practices of others.

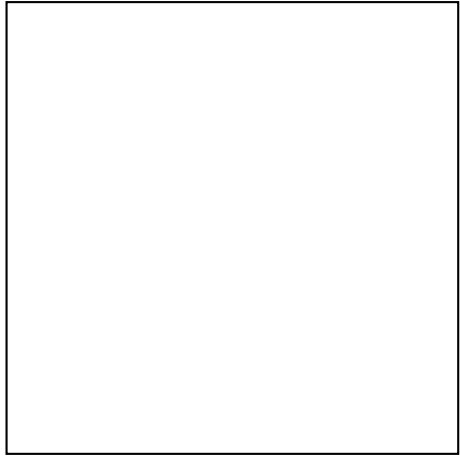
Respect means showing polite attitude toward people or things.

Topic 2 – ESCC Values

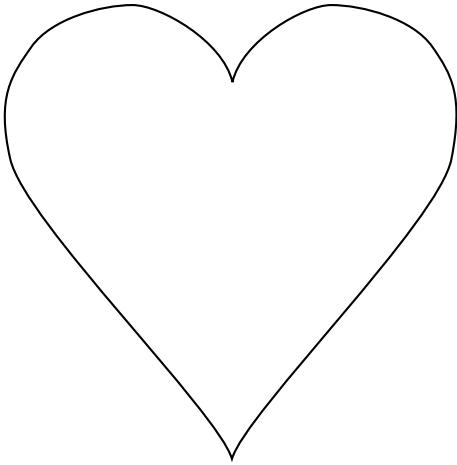
REFLECTION – THOUGHT SHAPES



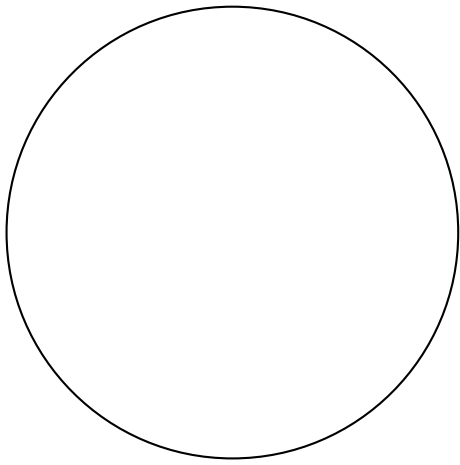
The most important thing I have learnt about the ESCC values is...



I plan to apply the values by...



The values make me feel ...



The thoughts going around my head include...

Topic 3 – ESCC Code of Conduct



ESCC PLEDGE OF SERVICE

I will abide by the code of conduct of the Emergency Services Cadet Corps and will carry out my duties to the best of my ability. I will strive to become a trusted and respected member of the community and the Emergency Services Cadet Corps.

Cadet	Date of pledge
Unit Leader	Date of pledge

ESCC CODE OF CONDUCT

I agree to:

- respect my dignity and the dignity of others
- strive to keep myself and others safe
- demonstrate a high degree of individual responsibility, recognising that at all times my words and actions are an example to others
- act with consideration and good judgement in all interpersonal relationships
- speak and act courteously and respectfully to others
- respect everyone’s right to personal privacy at all times
- not tolerate or carry out violent or aggressive behaviour
- treat all people with respect, honesty, courtesy and fairness, no matter what
- respect the rights and views of others including those with different values, beliefs, cultures and religions to your own
- respectfully acknowledge the past and present traditional owners of the land on which the ESCC unit operates
- behave in an honest and ethical manner at all times. Cadets will not take part in actions which bully, intimidate, harass, mistreat, discriminate or physically, emotionally or sexually abuse themselves and/or others.
- not be in possession of, or use, any illegal drugs while in uniform or carrying out cadet duties
- participate in all activities within the rules to the best of my ability
- wear the ESCC uniform with pride and positively promote the ESCC
- follow lawful instructions to the best of my ability
- have fun, but not at the expense of anyone else
- take proper care of any property belonging to the ESCC in my care or possession
- seek to positively engage with my community
- work together as a committed team
- report any conduct seen or heard that does not comply with this code of conduct.

Cadet	Date
-------	------

UNIFORM RECORD

FORMAL UNIFORM			TRAINING UNIFORM		
	DATE RECEIVED	DATE RETURNED		DATE RECEIVED	DATE RETURNED
ESCC long sleeved shirt			Work boots (black)		
ESCC trousers			Cargo pants		
Work boots (black)			Polo shirt with badges		
ESCC broad brim hat					
Lanyard					
Rank epaulettes					
Belt (black)					
Other					

POSITION OF CLOTH BADGES AND INSIGNIA

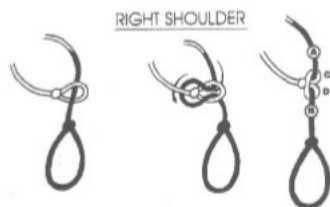
ESCC Badge: Placed central and 1 cm above left breast pocket.

Cadets WA Badge: Placed central and 1 cm above right breast pocket.

DFES Badge: Placed on the left outside upper arm sleeve.

THE LANYARD

Years of service will be recognised by the wearing of a coloured lanyard on the right shoulder. The colour indicates the number of years of service.



Note: The lanyard section A-B is pulled straight and the sections C and D are pressed together and stitched with a button which matches the colour of the lanyard.



YELLOW 1st year of service

RED 2nd year of service

BLUE 3rd year of service

BLACK 4th year and up

Topic 4 – ESCC Uniform Characteristics

ARE YOU UP FOR THE UNIFORM CHALLENGE?

Caring for and maintaining your uniform is a cadet responsibility. Can you do it?

Accept the 10-week challenge to make caring for and maintaining your cadet uniform routine – and YOUR job.

ARE YOU UP FOR THE UNIFORM CHALLENGE?										
TASKS This week did YOU...	WEEKS Record your success with a ✓									
	1	2	3	4	5	6	7	8	9	10
Wash your cadet uniform?										
Iron your cadet uniform?										
Remove your rank epaulettes, lanyards and name badges prior to washing your shirt?										
Clean and polish your boots?										



ESCC OBJECTIVES

The ESCC program objectives are to:

- encourage young West Australians to participate in the acquisition of skills and knowledge about the role and functions of Western Australia’s emergency services agencies
- develop values of duty, loyalty and service to the community, school and Emergency Services Cadet program
- support and promote public education and awareness of the management of emergencies at state, regional and local level
- support and strengthen the links between schools, the community and the volunteer emergency services
- assist communities to deal with natural or other emergencies through appropriate training, supervision and control.

STREAM 1 | CADET QUALITIES

Topic 7 – Recruit Team Building

TEAM SKILLS INVENTORY

Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw help from others to build your skills.

Here are 10 characteristics that make a productive team member.

Rate your level of confidence in each characteristic (HONESTLY) – and then devise a plan for how you can improve some of the areas you think might need a ‘jump start’.

Date			
SKILL NUMBER 1: RELIABLE			
This means: <i>You can be counted on to get the job done.</i>			
Rating:			
YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
SKILL NUMBER 2: EFFECTIVE COMMUNICATOR			
This means: <i>You express your thoughts and ideas clearly and directly, with respect for others.</i>			
Rating:			
YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
SKILL NUMBER 3: ACTIVE LISTENER			
This means: <i>You listen to and respect different points of view. Others can offer you constructive feedback and you don't get upset or defensive.</i>			
Rating:			
YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
SKILL NUMBER 4: PARTICIPATES			
This means: <i>You are prepared and get involved in team activities. You are regular contributor.</i>			
Rating:			
YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

Topic 7 – Recruit Team Building

TEAM SKILLS INVENTORY (cont.)

SKILL NUMBER 5: SHARES OPENLY AND WILLINGLY

This means: *You are willing to share information, experience, and knowledge with the group.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

SKILL NUMBER 6: COOPERATIVE

This means: *You work with other members of the team to accomplish the job; no matter what.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

SKILL NUMBER 7: FLEXIBLE

This means: *You adapt easily when the team changes direction or you're asked to try something new.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

SKILL NUMBER 8: COMMITTED

This means: *You are responsible and dedicated. You always give your best effort.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

SKILL NUMBER 9: PROBLEM SOLVER

This means: *You focus on solutions. You don't look to find fault in others.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

SKILL NUMBER 10: RESPECTFUL

This means: *You treat other team members with courtesy and consideration – all of the time.*

Rating:

YOU	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>
TRUSTED OTHER	Not so confident <input type="checkbox"/>	Sort of confident <input type="checkbox"/>	Confident <input type="checkbox"/>

Topic 7 – Recruit Team Building

TEAM SKILLS INVENTORY (cont.)

So...consider your answers.

Mostly ‘not so confident’

Did you have mostly ‘not so confident’ checked off?

If so, you are still developing your confidence as a team player. These skills often take some time to develop – so don’t worry. It might be helpful to reach out to someone you know and trust to help you focus on developing a plan for working on some of the skills in which you would like to be more confident. Don’t be afraid to ask for help from your cadet instructor or another cadet. Asking for help when you need it is another great skill of a productive team member.

Mostly ‘sort of confident’

Did you have mostly ‘sort of confident’ checked off?

If so, you are pretty confident in your teamwork skills – but could probably use a little extra support or development in a few areas. Invite someone close to you (someone you know and trust), to work with you on the areas you would like to improve in. Most people would be really happy to help you! Learning the strategies to become a good team member takes time, energy, and dedication.

Mostly ‘confident’

Did you have mostly ‘confident’ checked off?

If so, you are truly confident in your ability to be a good team player. That’s great! Figure out an area or two where you would like to continue to see improvement (since we should always be striving to be the best we can be) and develop a plan for how to further grow those skills. Also try to offer support to someone you know who might be struggling with building his or her own level of teamwork confidence. You will truly be a team player then!

Topic 7 – Recruit Team Building

REFLECTION



I am most proud of my ability to.....

I want to improve my

I will ask to help me with

STREAM 2 | FIRST AID & EMERGENCY

Topic 1 – Recruit First Aid and Resuscitation

D Danger

Always ensure that the area is safe for yourself, others and then the patient.

R Response

Ask the patient their name. Gently squeeze their shoulders. If there's no response – send for help. If they give a response – make them comfortable, check for any injuries, and keep monitoring their response.

S Send for help

Call 000 and ask for an ambulance or ask another person to call.

A Airway

Open mouth – if foreign material is present, place the patient in the recovery position and remove any material with your fingers. Open the patient's airway by tilting their head with a chin lift.

B Breathing

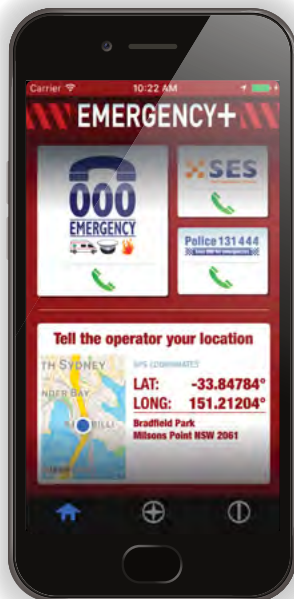
Check for breathing – look, listen and feel. If they are breathing, place in recovery position, monitor breathing, manage injuries, treat for shock. If not breathing, start CPR.

C CPR

Keep doing 30 chest compressions then 2 breaths until help arrives or the patient recovers.

D Defibrillation

Apply a defibrillator if available by following the voice prompts.



Emergency+ App FREE DOWNLOAD

<http://emergencyapp.triplezero.gov.au/>

The Emergency+ app is a free app developed by Australia's emergency services and their Government and industry partners.

The app uses GPS functionality built into smart phones to help a Triple Zero (000) caller provide critical location details required to mobilise emergency services. (From <http://emergencyapp.triplezero.gov.au/>)

Save the app
that could save
your life

Search for
'Emergency+'
in your app store



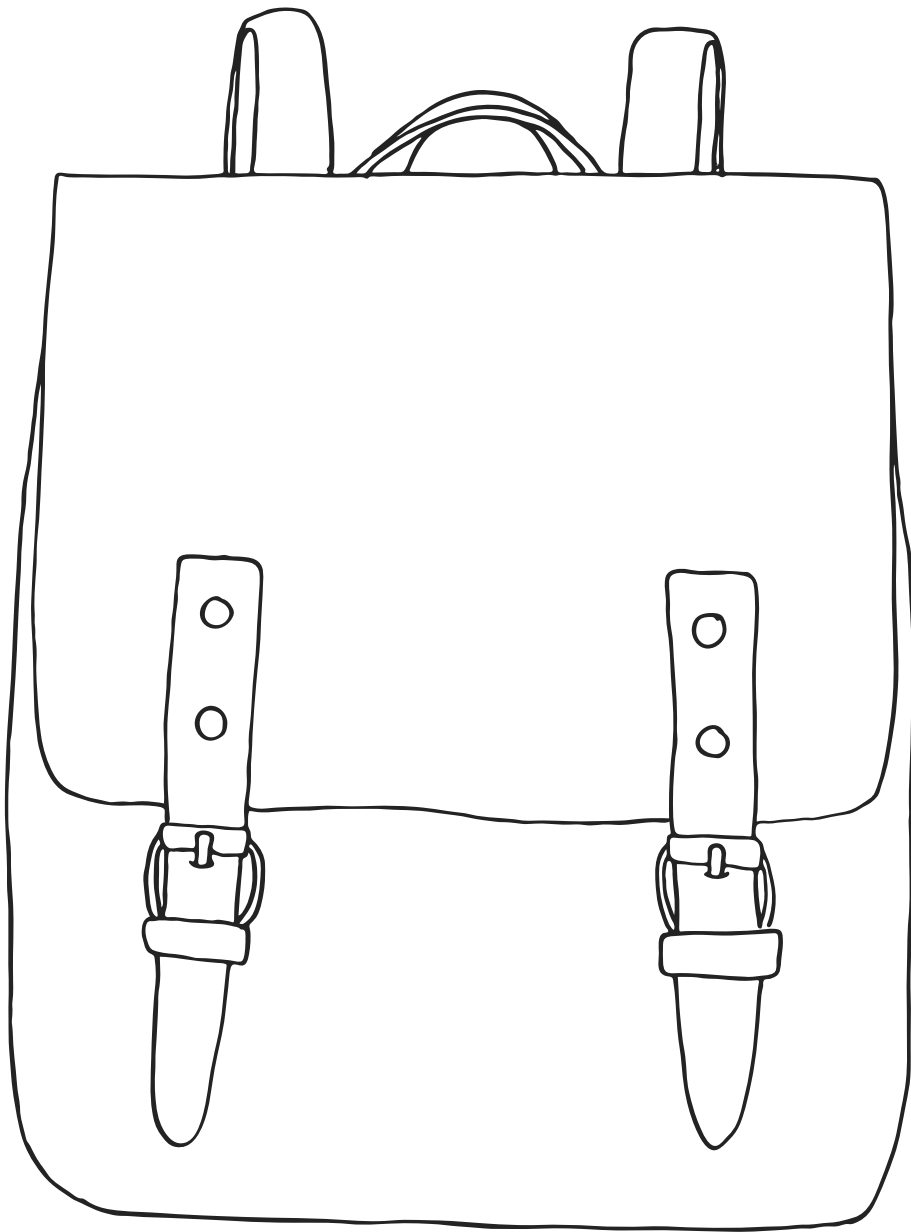
IN AN EMERGENCY, CALL TRIPLE ZERO (000)

Do you have an **ICE NUMBER** in your phone?
ICE = In case of emergency

Topic 1 – Recruit First Aid and Resuscitation

MY PERSONAL FIRST AID KIT

Write down all of the items in your personal first aid kit.

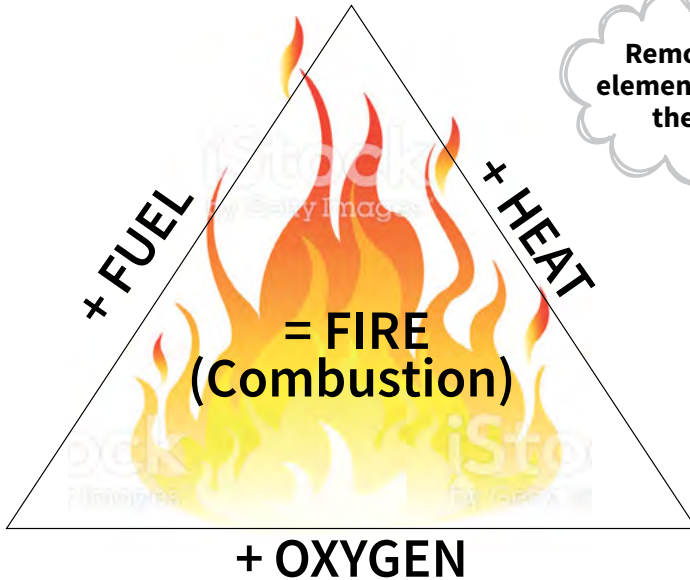


STREAM 3 | FIRE SAFETY

Topic 2 – Recruit Bushfire Awareness

THE FIRE TRIANGLE

Fire, also called combustion, is a high temperature, chemical reaction that releases energy as heat and light. Fire requires three elements to be present for it to ignite and continue to burn: heat, fuel and oxygen. This is known as the fire triangle.



Remove one element to STOP the fire!

Bushfire Warning System



ADVICE



WATCH AND ACT



EMERGENCY WARNING



ALL CLEAR

Fire Danger Ratings



Topic 2 – Recruit Bushfire Awareness

THE FIRE TRIANGLE (cont.)

TASK 1

Consider the scenarios in the table below. Can you fill in the missing fire triangle element?
The first one is done to help you.

THE FIRE TRIANGLE			
Fire scenario	Fuel	Oxygen	Heat
A tree is struck by lightning in a severe storm.	Tree	Oxygen in the air	Lightning
On a hot day, a big pile of wood chips for the gardens at a park starts to burn.			The wood chips break down (decompose) producing heat. On hot, dry days the heat in the pile of wood chips build up and spontaneous combustion (catches alight without being lit by a flame) occurs causing a fire.
A campfire, built next to a field of wheat, has not been put out correctly. The coals and some wood in the makeshift firepit are still smouldering. It is a dry, windy day.	Coals, wood, field of wheat		
A lit cigarette has been thrown out a car window on to dry grass.			Lit cigarette
Sun shines through a beer bottle left on the ground onto spinifex grass.			
Sparks from a welder used in the open-air fall on the scrub surrounding a bush property. It has been a dry summer.			

Topic 2 – Recruit Bushfire Awareness

HOW HEAT IS TRANSFERRED

Did you know that a heat source is required to bring fuel to a temperature where it will ignite (or catch fire)? And that heat is transferred in three different ways?

1. RADIATION

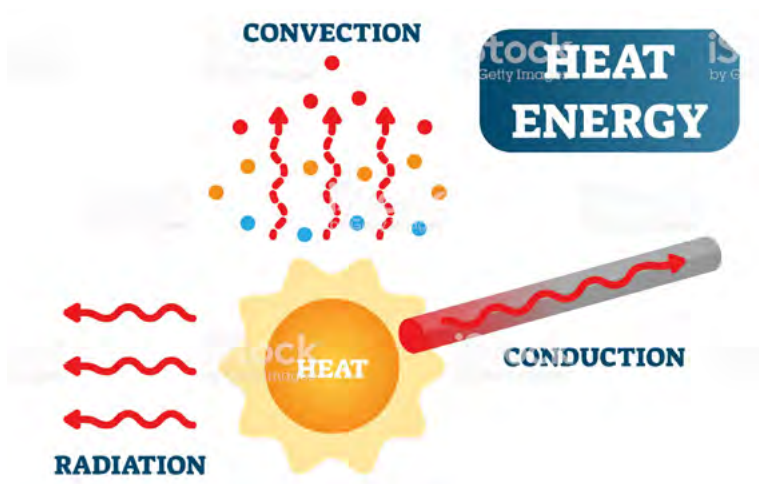
- This is the transfer of heat energy from its source (the fire) to a nearby object (exposure).
- Radiant heat acts directly upon the fuel immediately around the fire bringing it to a temperature where it may burn.
- Radiant heat is the direct heat we feel from a fire (flames and the smouldering fuel) and is the reason why we need to wear protective clothing.
- The hotter the fire, the greater the radiant heat will be and the faster the fire will spread.

2. CONVECTION

- Hot air rises because it is lighter than cool air.
- As the hot air rises it carries heat with it which is lost to the surrounding air.
- In a bushfire, an increasing volume of air will become heated and rise.
- The fire then draws replacement air into the fire at ground level. This means that the bushfire is supplying its own oxygen.
- Big fires can generate their own winds.
- Hot air rising from the base of the fire can carry burning fuel and embers. This can cause new (spot) fires.

3. CONDUCTION

- Is the transfer of heat through a solid object from a high to low temperature.
- In a bushfire, conduction refers to the movement of heat through the fuel itself.
- Wood is not a good conductor of heat and any large piece of burning fuel (e.g. tree) will conduct heat.



Topic 2 – Recruit Bushfire Awareness

WHAT DO I REMEMBER? – BUSHFIRE BEHAVIOR

Answer TRUE or FALSE.

Fire is a chemical reaction.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Fuel is anything that can burn under the right conditions.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Fire is also called combustion.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Fires only need oxygen and fuel to continue to burn.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
The best way to put out a campfire is to put sand on it.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Hotter fires produce more radiant heat.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
To remove the heat from a bushfire, put water on it.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Prescriptive burns are a method of removing fuel.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Big fires can generate their own winds which can change the behaviour of the fire.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE
Spot fires are often created by burning embers.	<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE

Topic 2 – Recruit Bushfire Awareness

ARE WE BUSHFIRE READY?

Whether you live in a city, town or rural property, the impact from bushfires can affect you.

Remember:

1. A well-prepared and constructed house is more likely to survive a bushfire and ember attack than an unprepared one.
2. A well-prepared home can be easier for you and firefighters to defend.
3. A well-prepared home is less likely to put your neighbours' homes at risk.
4. A well-prepared home will give you more protection if a fire threatens suddenly and you cannot leave and have to take shelter within the home.

CREATE A PLAN FOR PREPARING YOUR PROPERTY BEFORE BUSHFIRE SEASON

TASK 1

Spot it!

1. Take some photos of your house from the front, back and sides.
2. Using a marker pen, put a circle around any identified areas of concern.

Take the
5 Minute Fire
Chat at:
dfes.wa.gov.au

TASK 2

Bushfire house maintenance plan

Simple measures such as clearing the leaves out of gutters and keeping your lawns mown short can make all the difference in protecting a home in the event of a bushfire.

1. Get the family together.
2. Complete the plan of house maintenance tasks to increase your bushfire readiness (page 21).
3. Are there any areas for concern identified in your photos that have not been covered above? If so, add them to the plan.



Does your house have a Building Protection Zone (BPZ)?

Managing and reducing fuel loads (from trees, bushes, sheds and fences) for a minimum of 20 metres around your house will increase its chances of survival from a bushfire.

TASK 3

Clip it!

1. Attach the marked-up photos of your house to the bushfire house maintenance plan.
2. Photocopy your bushfire house maintenance plan and put it somewhere central (e.g. on the fridge) where family members can see what tasks they have to complete.



Fire prevention is a family business.

Topic 2 – Recruit Bushfire Awareness

ARE WE BUSHFIRE READY? (cont.)

TASK	WHO	WHEN	COMPLETED <input checked="" type="checkbox"/>
Remove all rubbish.			
Rake up outside fuels like dry leaves, grass, twigs and loose bark. It should be no more than 1cm high.			
Remove large shrubs next to a window. Prune shrubs well away from tree branches.			
Clip lower branches of shrubs to separate from grass underneath.			
Prune lower branches (up to 2 metres off the ground) to stop a ground fire spreading into the canopy of trees.			
Move items like wooden furniture, boxes and doormats from decks and from being too close to the house.			
Clear gutters and the roof of leaves.			
Keep wood piles away from the house.			
Store petrol and gas away from the house in a shed.			
Mow the lawn and keep the lawn short.			
Grass should be no more than 10cm high.			
Make gravel and pebble paths.			
Cut back overhanging branches near house.			
Clear away unnecessary trees and trim lower branches.			
Clear vegetation along the boundary of a property to create a firebreak.			
Ensure gaps, underfloor areas and roof spaces are sealed to prevent embers entering the house.			
<i>Add your own task</i>			

STREAM 4 | WATER SAFETY

Topic 1 – Recruit Introduction to Inland Water Environments

PHONETIC ALPHABET

Using the phonetic alphabet chart below practise spelling out the following.

- Your name
- Help
- Emergency
- Fire
- Flood
- Cyclone
- North
- Injury
- Heart attack

LETTER	WORD	SPOKEN AS	LETTER	WORD	SPOKEN AS
A	ALFA	AL FAH	N	NOVEMBER	NO VEM BER
B	BRAVO	BRAH VOH	O	OSCAR	OSS CAH
C	CHARLIE	CHAR LEE	P	PAPA	PAH PAH
D	DELTA	DELL TAH	Q	QUEBEC	KEH BECK
E	ECHO	ECH OH	R	ROMEO	ROW ME OH
F	FOXTROT	FOKS TROT	S	SIERRA	SEE AIR RAH
G	GOLF	GOLF	T	TANGO	TANG GO
H	HOTEL	HOH TELL	U	UNIFORM	YOU NEE FORM
I	INDIA	IN DEE AH	V	VICTOR	VICK TAH
J	JULIET	JEW LEE ETT	W	WHISKY	WISS KEY
K	KILO	KEY LOH	X	X-RAY	ECKS RAY
L	LIMA	LEE MAH	Y	YANKEE	YANG KEY
M	MIKE	MIKE	Z	ZULU	ZOO LOO

Chart source: australianpolice.com.au

Q&A

How challenging was it to spell out a word using the phonetic alphabet?

Did you know?

Those in the travel industry also use the phonetic alphabet.

STREAM 4 | WATER SAFETY

Topic 2 – Recruit Introduction to Open Water Environments

HAZARDS AND HARMS IN OPEN WATER

Research your chosen open water hazard. Write down:

- an explanation of the hazard and how it forms/occurs
- how the risk from this hazard can be mitigated (reduced)
- what the potential harms from this hazard are.

Rips	Tidal and runback currents
Waves	Cliffs
Drop offs	Sandbars
Surf craft reefs	Rocks
Submerged objects	Dangerous marine animals (stingers, sharks)
Lack of boating knowledge	Lack of or ineffective safety equipment
Lack of information of where going fishing/boating etc e.g. not logging on before going boating	

Topic 2 – Recruit Introduction to Open Water Environments

OPEN WATER SAFETY AND ME

Mark on the continuum below the actions you currently take to safeguard your safety in open water environments.

ALWAYS SOMETIMES NEVER

Swim at patrolled beaches

ALWAYS SOMETIMES NEVER

Read beach safety signs on arrival at the beach

ALWAYS SOMETIMES NEVER

Ask the lifeguard for advice about beach conditions OR look at the weather conditions before swimming/surfing etc

ALWAYS SOMETIMES NEVER

Swim between the red and yellow flags

ALWAYS SOMETIMES NEVER

Swim/surf etc with another person

ALWAYS SOMETIMES NEVER

Surf where it is signposted

ALWAYS SOMETIMES NEVER

Enter the water if there are doubts about my ability to cope with the conditions

ALWAYS SOMETIMES NEVER

Use sunscreen and reapply as necessary

ALWAYS SOMETIMES NEVER

Wear a lifejacket when in a boat

ALWAYS SOMETIMES NEVER

Fish where it is safe

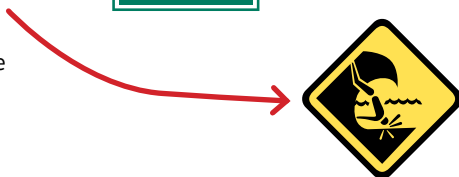
Topic 2 – Recruit Introduction to Open Water Environments

BEACH FLAGS AND SIGNS – MATCH UP

Match up the sign type with each sign by drawing a line between them.

WARNING SIGNS

The signs have a yellow background and include simple symbols to communicate what you should be aware of. It's important to always observe and abide by the safety signs.



REGULATORY SIGNS

More important than Warning Signs because they inform you about prohibited activities at the beach. These are red circles, with diagonal lines across a black symbol.

There may be penalties imposed if you disregard these signs.



INFORMATION SIGNS

Provide information about features or activities which may be present on the beach.



SAFETY SIGNS

Used to indicate the safety provisions or provide safety advice such as emergency beacons, public rescue equipment or first aid.




STREAM 5 | SAFE OPERATIONS

Topic 1 – Recruit Introduction to Radio Communications

PHONETIC NUMBERS

1. Numbers should be transmitted digit by digit.
2. The proword 'figures' should be stated preceding numbers eg I am at 'figures' one-one-four Margaret Street.
3. When transmitting a decimal point, say 'decimal' (deh-si-mal).

		PRONUNCIATION			PRONUNCIATION
0	Zero	(zee-ro)	6	Six	(six)
1	One	(wun)	7	Seven	(se-ven)
2	Two	(too)	8	Eight	(ate)
3	Three	(thuh ree)	9	Nine	(nine)
4	Four	(for wer)	100	One hundred	(wun hundred)
5	Five	(fiy v)	1000	One thousand	(wun thousand)

 Whole hundreds and thousands can be stated as above. However, if not whole, they should be stated fully (e.g. 1,245 is 'figures one-two-four-five').

Larger number examples

	PRONUNCIATION		PRONUNCIATION
10	(wun zee-ro)	500	(fiy v hundred)
11	(wun wun)	510	(fiw wun zero)
25	(too fiy v)	1,100	(wun wun hundred)
76	(seven six)	20,000	(too zero thousand)
108	(wun zero ate)	20,804	(too zero ate zero for wer)
5	(fiy v)	1000	(wun thousand)

TIME

1. A 24 hr clock should always be used when referring to time over the radio.
2. Time should always be expressed in four figures.
 - The first two figures represent the hours after midnight.
 - The second two figures represent the minutes.
 - The group must always be followed by the word 'hours'.

TIME	24 HOUR	PRONUNCIATION
12.08 am	0008 hours	Figures zero zero zero ate hours
9.00 am	0900 hours	Figures zero nine hundred hours
10.30 am	1030 hours	Figures one zero three zero hours
3.45 pm	1545 hours	Figures one five four five hours

Topic 1 – Recruit Introduction to Radio Communications

SEND A MESSAGE

Using the call sign information provided by your instructor, practise sending the following messages to your base.

1. Send 12 cartons of water to 125 Crab Street for team welfare.
2. Request extra batteries for field radios at our location by 3.15 pm.
3. Require four additional volunteers to our location at 1 am.
4. Two volunteers are returning to your location in 30 minutes.
5. Require one additional first aid kit to our location in 15 minutes.
6. Heard car horn out of our search sector, approximately 1 kilometre south-east at our location.

Once confident, complete the checklist in a group of three.



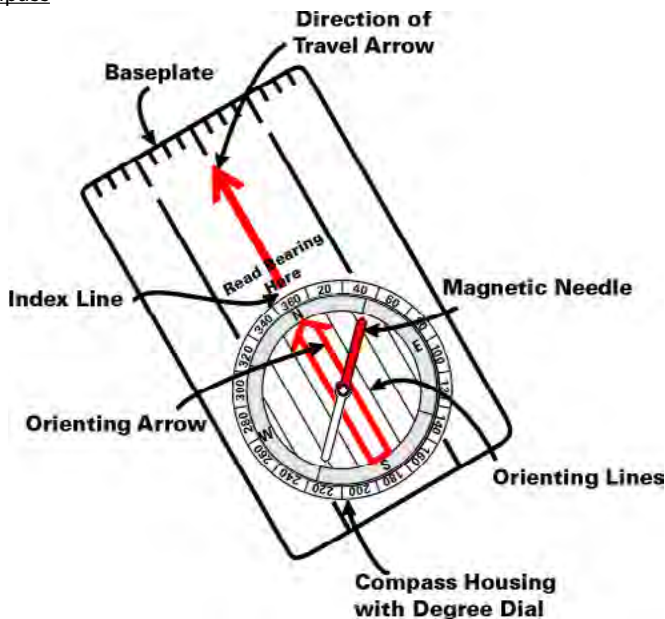
CHECKLIST	✓
Sending a message	
Stated net call sign	
Stated the call sign of the person/people who you want to speak to	
Stated their call sign	
Clearly stated the message	
Ended the transmission (where applicable)	
Receiving a message	
Stated their call sign	
Responded to the message clearly	
Ended the transmission (where applicable)	

STREAM 5 | SAFE OPERATIONS

Topic 2 – Recruit Introduction to Mapping/Charting & Navigation

COMPASS 101

Parts of a compass



Source: http://www.ussartf.org/compass_basics.htm

TASK 1

Finding north

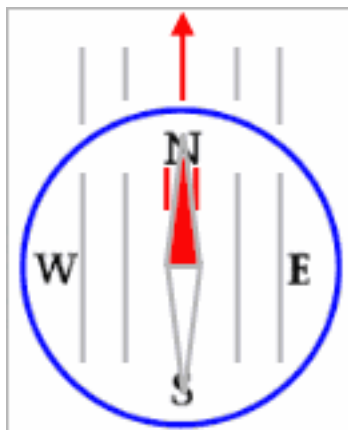
The following information and tasks have been adapted from:

<http://www.compassdude.com/compass-reading.php>

 Use the diagram of the compass parts above to assist you.

- Hold your compass steadily in your hand so the baseplate is level and the direction-of-travel arrow is pointing straight away from you.
- Hold it about halfway between your face and waist in a comfortable arm position with your elbow bent and compass held close to your stomach.
- Look down at the compass and see where the needle points.
- Keeping the compass level, move your body until the magnetic needle sits between the Orientating Arrow. Remember – RED IN THE SHED.
- Your compass should look similar to the diagram on the next page which is pointing due North (also 0 degrees).

Topic 2 – Recruit Introduction to Mapping/Charting & Navigation



Source: <http://www.compassdude.com/compass-reading.php>

TASK 2

Take a bearing

1. While holding the compass at waist level and completely flat, turn squarely toward a distant object e. g. a large tree, shed, electricity pole, hill etc.
2. Hold the compass so that the direction of travel arrow points directly at the object. (Point the direction of travel arrow away from you; perpendicular to your body.)
3. While holding the compass, turn the compass housing (the dial) and align the orienting arrow (engraved in the rotating housing) underneath the red magnetic needle (Red is in the shed).
4. The bearing data is found where the direction of travel arrow intersects the compass housing.
5. Read the index line to capture the bearing.
6. At this point you can walk towards the object on a bearing.

Keep your compass away from metal objects – even a knife, flashlight, or keychain can cause a false reading if too close to the compass.

STREAM 5 | SAFE OPERATIONS

Topic 3 – Recruit Introduction to Natural Hazards

HOUSEHOLD/FAMILY FLOOD PLAN

Date	This flood plan is for:
How will we know there is a flood?	
Who will pick us up from school?	
Who will we contact if we can't find each other?	
If we can't make it home, where will we meet?	
If we can't make it home, who can we leave a message with?	
Who is responsible for our emergency kit?	
When was our emergency kit last checked?	
Neighbours who can help us:	
Neighbours we can help:	
A list of risks around our home:	
What actions taken and when? (e.g. furniture raised, prepare sandbags, relocate valuables, secure personal papers, tape windows, etc.)	
List of equipment we need:	
Pets and animals	
What to do when water levels are rising?	
After the flood, who will check that everyone is safe?	

Source: Based on the DFES Flood Program 5F.4

Topic 3 – Recruit Introduction to Natural Hazards

NATURAL DISASTERS

OVERVIEW

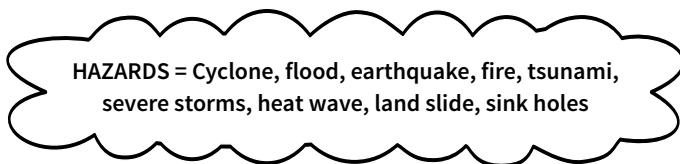
Natural hazards can cause great damage or loss of life (a disaster). Let's explore the effects of one hazard type – the cyclone looking at the primary and secondary hazards it can cause.

Hazard example

PRIMARY CYCLONE HAZARDS (these are the hazards due directly to the effect of the cyclone)	SECONDARY CYCLONE HAZARDS (caused by the primary hazard)
Wind Storm surge Rain Large waves	Flooding Landslides Coastal erosion

TASK 1

1. Choose a hazard from the list below.
2. Think of all the primary and secondary hazards it can cause.
3. Write these in the table.



HAZARD =	
PRIMARY HAZARDS (these are directly caused by the hazard)	SECONDARY HAZARDS (caused by the primary hazard)

 If you are unsure, look to the cyclone example.

Topic 3 – Recruit Introduction to Natural Hazards

NATURAL DISASTERS (cont.)

TASK 2

1. Think about where you live.
2. What natural hazards are you at risk from? Why?

Remember, risk is the chance of something happening that will have a negative effect.
 The level of risk reflects:

- the likelihood of the unwanted event
- the potential consequences of the unwanted event.

3. Choose one of the hazards you identified earlier e.g. one of the hazards you are at risk from.
4. Complete the following table identifying your personal level of risk from the hazard.

HAZARD =	
LIKELIHOOD (how likely is this hazard to affect you)	POTENTIAL CONSEQUENCES (what could happen to you if this hazard occurs)

Topic 3 – Recruit Introduction to Natural Hazards

NATURAL DISASTERS (cont.)

TASK 3

1. Once you have identified the risk of the hazard occurring, think about what you could do to mitigate (reduce) the risk e.g. Live in a bushfire area so develop a bushfire survival plan; Live in an area prone to flooding create an emergency kit etc.
2. Write your ideas down in the box below.



Don't forget to consider the information available to the community about natural hazards when you are writing a list of your strategies to mitigate your risk e.g. Emergency WA, bushfire warnings etc.

Topic 3 – Recruit Introduction to Natural Hazards

NATURAL DISASTERS (cont.)

TASK 4

1. Read the scenario below. Answer the following questions based on the situation described.

Scenario

Henry is 14 years and lives about 350kms south of Broome on the coast in a very small community. The main attraction in the area is the beautiful beach where lots of tourists visit, staying at the local caravan park.

Henry’s Dad works for the Department of Fisheries and he is home schooled via School of the Air. His Dad is often away travelling up and down the coast and when he is, Henry helps his Mum to look after the house and his younger sisters.

2. Working in your small group, think about the natural hazards in the area around where Henry lives. What do you think they might be?

3. What do you think the likelihood is and the potential consequences are from the hazard(s)?

HAZARD =	
LIKELIHOOD (how likely is this hazard to affect Henry)	POTENTIAL CONSEQUENCES (what could happen to Henry if this hazard occurs)

Topic 3 – Recruit Introduction to Natural Hazards

NATURAL DISASTERS (cont.)

HAZARD =	
LIKELIHOOD (how likely is this hazard to affect Henry)	POTENTIAL CONSEQUENCES (what could happen to Henry if this hazard occurs)
HAZARD =	
LIKELIHOOD (how likely is this hazard to affect Henry)	POTENTIAL CONSEQUENCES (what could happen to Henry if this hazard occurs)

- Advise Henry of what plans and strategies he and his family could put in place to ensure they are effectively prepared for, are able to respond to, and recover from, emergencies caused by natural hazards.

STREAM 5 | SAFE OPERATIONS

Topic 4 – Recruit Knots

REEF (SQUARE KNOT)

History

The reef knot is at least between 4,000 and 9,000 years old. The name ‘reef knot’ dates from 1794 and originates from its common use to reef sails; that is to tie part of the sail down to decrease its effective surface area in strong winds.

Purpose

1. The reef knot is used to tie the two ends of a single line together or two ropes of the same diameter and rope type.
2. It can be used to secure something e.g. a bundle of sticks.
3. The knot lies flat when made with cloth and is used for tying bandages and slings. As the knot is flat, it does not ‘dig’ into the patient. It is the best knot for tying a triangular bandage.
4. It has also been used since ancient times to tie belts and sashes and is a key knot in macramé.

The reef knot should never be used as a bend to join two ropes that will be under load.

How to tie a reef knot

STEP 1

Take one end of the rope in each hand. Pass one end of the rope over the top of the other and under the same end of the rope.

! TIP Left over right and under.

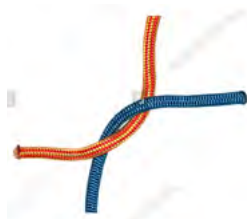
STEP 2

Do the same except the opposite end goes over the other end and under the same end of the rope.

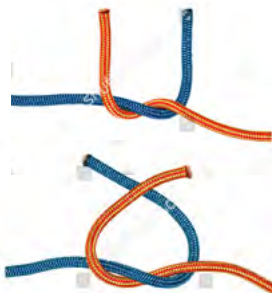
! TIP Right over left and under.

STEP 3

Tighten the knot.



STEP 1



STEP 2



STEP 3

Topic 4 – Recruit Knots

THUMB KNOT

History

The thumb knot is often called the overhand knot and forms the basis for other knots.

Purpose

1. Used at the end of a rope to stop it passing through a pulley.
2. As a security with knots in synthetic rope.
3. To temporarily prevent the end of a rope from fraying.

How to tie a thumb knot

STEP 1

Form a loop.

STEP 2

Pass the running end through the loop.

STEP 3

Pull it tight.



STEP 1



STEP 2



STEP 3

Topic 4 – Recruit Knots

CLOVE HITCH

History

The clove hitch was first seen in a dictionary in 1769 but the knot is much older: possibly used in the first quarter of the 16th century. The knot was used to make the ratlines which are the thin lines that run between the rigging to make a ladder so sailors could climb aloft to stow the sails.

Purpose

1. The clove hitch is used to start off many lashings and to tie off a rope e.g. when tying down a load on a trailer, the rope will firstly be tied with a clove hitch, before being tightened at the other end.
2. Simple way to attach a rope to a pole, tree trunk etc.
3. Can be used for hoisting (lifting up) timbers to build a structure, shelter etc.

The clove hitch rarely slips, but it can work loose with continuous tugging.

How to tie a clove hitch

To tie at the end of a rope

STEP 1

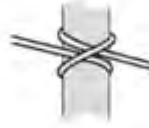
Pass the running end over the pole, bringing it out underneath the standing part.

STEP 2

Pass the running end around the pole again above the first half hitch, bringing the running end under itself to tighten, pulling both the running end and standing part.



STEP 1



STEP 2

To tie at the centre of a rope

STEP 1

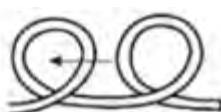
Form two loops in the rope, one in the left hand (anti-clockwise) and one in the right hand (anti-clockwise).

STEP 2

Place the right hand loop in front of the left hand loop.

STEP 3

Put both loops over the pole and pull tight.



STEP 1



STEP 2

Topic 4 – Recruit Knots

BOWLINE

History

The first documentation of the bowline was found in a 17th century shipping journal however there is some evidence of it being used in Ancient Egypt when Pharaoh Khufu's solar ship was excavated in 1954.

Purpose

It is used to form a fixed 'eye' or loop at the end of the rope. Can be used for sailing e.g. tie a jib sheet to the clew of the jib, stake down a tent, hang a hammock.

How to tie a bowline

STEP 1

Form a small loop on the rope.

STEP 2

Pull the running end of the rope through the loop.

STEP 3

Pass the running end of the rope around the main line and then back into the loop again.

STEP 4

Pull on the main line to tighten the knot.



STEP 1

STEP 2

STEP 3

STEP 4

Topic 4 – Recruit Knots

FIGURE 8 KNOT

History

First written about in sailing books in 1808 and originally known as the Figure of 8 knot. It is a stopper knot used in both sailing and rock climbing to stop ropes from running out of retaining devices e.g. carabiner.

Purpose

1. A figure eight knot is a great way to add a loop to the end of any rope.
2. Is used at the end of a rope to stop it passing through a pulley, as a security with knots in synthetic rope, or temporarily to prevent the end of a rope from fraying.

You can see at a glance if the knot is tied correctly which is great when used for climbing. A half hitch can be tied around the standing part to make the knot more secure.

How to tie a figure 8 knot

STEP 1

Take the standing part of the rope in the left hand, palm upward and the running end in the right hand.

STEP 2

Pass the running end over the top of the standing part, making a loop.

STEP 3

Carry on with the running end around and behind the standing part, over the top, then down through the loop.

STEP 4

Pull tight.



STEP 2



STEP 3



STEP 4

Topic 4 – Recruit Knots

DOUBLE SHEET BEND KNOT

History

The term ‘sheet bend’ derives from its use bending ropes to sails (sheets). First mentioned in a rigging and seamanship book in 1794, it was used by Neolithic peoples (people in the New Stone Age) for tying the meshes of fishing nets. This, and its use in textile mills, is where its alternative name ‘weaver’s knot’ comes from. It is still used today by weavers and tailors when joining broken threads.

Purpose

The double sheet bend knot is used to join two ropes together regardless of their diameter.

How to tie a double sheet bend knot

STEP 1

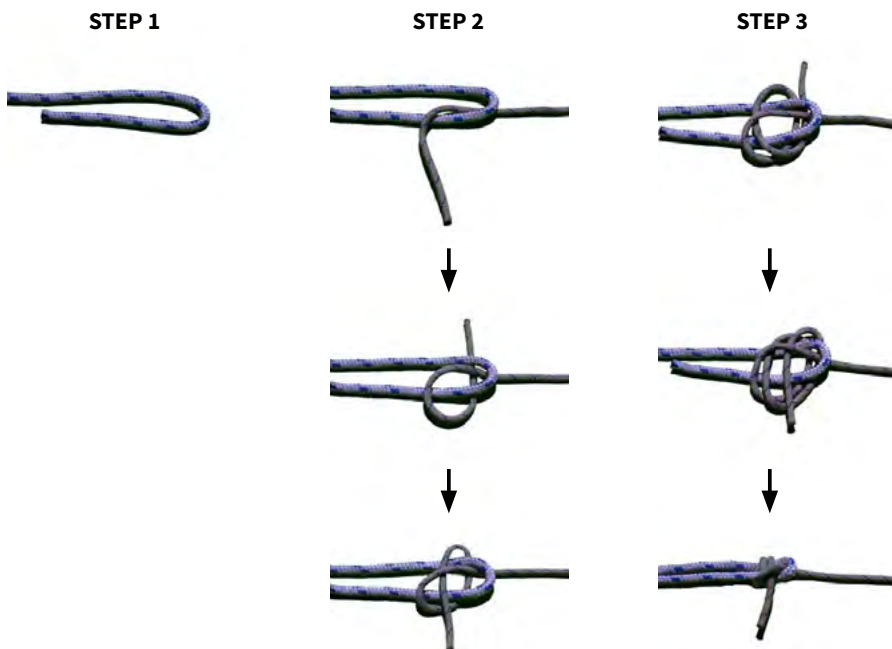
Form a loop in the thicker of the two ropes and hold this in the left hand.

STEP 2

Pass the running end of the other rope up through the loop and around both thicknesses of the thicker rope.

STEP 3


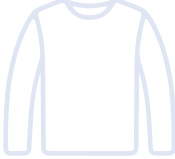











Pass it around again and then under its own standing part without over riding so that the running ends of both ropes pass out of the knot on the same side.



STREAM 6 | SEARCH & RESCUE

Topic 1 – Recruit Basic Principles of Land Search & Survival

BE PREPARED – 10 CATEGORIES OF EQUIPMENT

<p>Navigation</p> 	<p>Insulation</p> 	<p>Illumination</p> 
<p>Nutrition</p> 	<p>Hydration</p> 	<p>Sun Protection</p> 
<p>Fire</p> 	<p>First Aid</p> 	<p>Tools and Repair</p> 
		 OVERNIGHT 
<p>Communication</p> 	<p>Emergency shelter</p> 	

Topic 1 – Recruit Basic Principles of Land Search & Survival

MESSAGE OVER THE AIRWAYS

1. Label the following parts of a handheld radio. Explain their function.

- Press-to-talk button

- Channel indicator

- Channel selector

- On/off switch

- Volume



2. Matchup the proword with the explanation by drawing a line between the proword and the explanation.

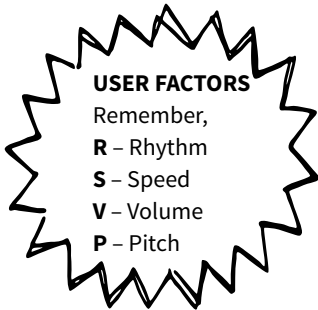
Def: PROWORDS are pronounceable words or phrases which have an assigned meaning for the purpose of expediting (quicken up) message transmissions.

PROWORD
ROGER
THIS IS
OVER
OUT
SAY AGAIN
WILCO
WAIT
RADIO CHECK
NOTHING HEARD
GRID

EXPLANATION
Requesting strength and readability e.g. how do you read me?
Nothing heard or no reply from the station whose call sign was just given.
Pause for a maximum of 5 seconds. Except in an emergency no other station is to transmit during this pause. *The PPT button MUST NOT be released during the pause.
Nothing heard or no reply from the station whose call sign was just given.
I have received your instructions and will comply.
Repeat all of the transmission OR the requested portion of the message.
Transmission has ended. No response is required. *Avoid using OVER and OUT in the same message
Message received and understood.
Transmission has ended. A response is necessary. Go ahead and transmit.
Proword proceeding identifying radio call sign e.g. Tom Price base THIS IS Tom Price 1.

Topic 1 – Recruit Basic Principles of Land Search & Survival

MESSAGE OVER THE AIRWAYS (cont.)



HOW TO SEND A MESSAGE



1. Give the net call sign e.g. CR1200.
2. Give the call sign of the station being called e.g. Cadet Recruit Base.
3. Identify yourself e.g. THIS is Cadet Recruit 5.
4. Speak briefly and transmit the message e.g. I will be returning to your location in 15 minutes. Over.

The full message is then:

1. CR1200 Cadet Recruit Base. THIS is Cadet Recruit 5. I will be returning to your location in 15 minutes. Over.

HOW TO RECEIVE A MESSAGE



1. State your call sign e.g. Cadet Recruit Base.
2. Respond to the message e.g. Roger.
3. End transmission e.g. Out.



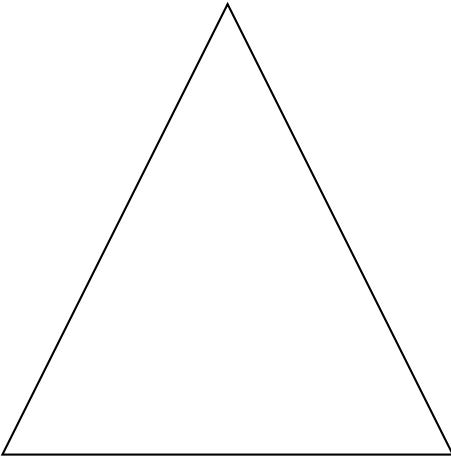
Only one person says OUT.

The full message is then:

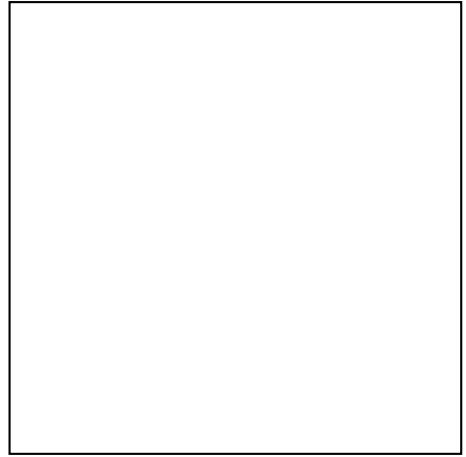
1. Cadet Recruit Base. Roger. Out.

Topic 1 – Recruit Basic Principles of Land Search & Survival

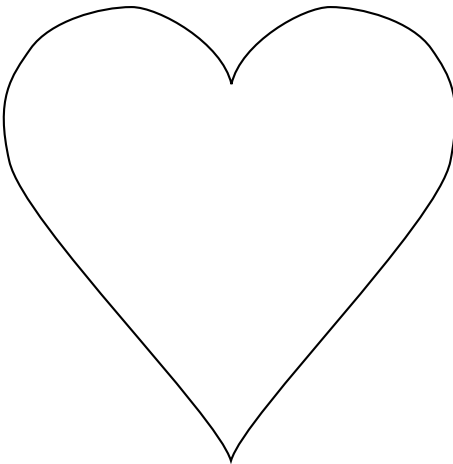
REFLECTION – THOUGHT SHAPES



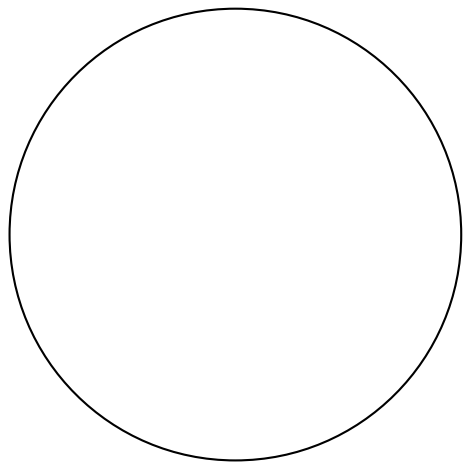
The most important thing I have learnt about communications in land and search rescue operations is...



I plan to...



Understanding how to use a hand held radio makes me feel ...



The thoughts going around my head include...

STREAM 6 | SEARCH & RESCUE

Topic 2 – Recruit Introduction to Water Rescue & Survival

TYPES OF RESCUES

Read the information about each of the rescue types and then rate them in terms of risk for the rescuer. **1** is the riskiest and **6** is the least risky.

It is important to assess the situation to determine which rescue is most suitable. There are many types of rescues which do not involve the rescuer entering the water. Remember, if you enter the water without first assessing the situation and get in to trouble, you will not be able to assist anyone and you can put your safety at risk.

Wade rescue

- Use when a throw rescue has been unsuccessful.
- Test the depth of the water with a long stick before wading in to lakes, creeks, streams etc and then use the stick to reach out.
- Hold on to someone else or the bank to avoid being pulled into deeper water.
- Reassure the person in trouble at all times.

Row rescue

- Used when the person in trouble is too far away for one of the other rescue types.
- A boat is preferable however, a canoe, surf-ski, or surfboard can also be used.
- You may have to combine a row rescue with a reach or throw rescue e.g. using your paddle in a reach rescue, or throwing a rope to the person from the boat (throw rescue).
- Reassure the person in trouble at all times.

Swim rescue

- Should be the last option. Only conducted after all other options have been exhausted.
- Rescuer must be a strong swimmer with water rescue skills.

Topic 2 – Recruit Introduction to Water Rescue & Survival

TYPES OF RESCUES (cont.)

Reach rescue

- Type of 'dry' rescue.
- Used when the person has fallen in near the edge of a pool, lake, stream etc or the rescuer is a weak or non-swimmer.
- Use rigid aids to conduct the rescue e.g. stick, umbrella, paddle.
- The rescuer should crouch or lie down on the edge of the river, creek, dam or pool to avoid being pulled into the water.
- Reassure the person in trouble at all times.

Throw rescue

- Type of 'dry' rescue.
- Used when the person in trouble is too far away for a reach rescue to work, or the rescuer is a weak or non-swimmer.
- A rope is the best choice for a throw rescue as **it** allows the person in trouble to be towed to safety.
- Don't attach a weight to the rope unless there are strong winds or if the rope is not sufficiently heavy enough to reach the person.
- Secure the end of the rope before you throw e.g. under your foot.
- If there is no available rope or rope equivalent, throw a buoyant object to the person. A life buoy, lifejacket, a ball or even an empty plastic bottle with the lid on; anything that can act as a floatation device.
- Reassure the person in trouble at all times.

Talk rescue

- Type of 'dry' rescue.
- Used when the rescuer feels the person in trouble can make their own way to safety by talking them through it.
- Clear explanations are provided to support and guide.
- Reassure the person in trouble at all times e.g. 'You are almost there', 'Stay calm'.

Topic 2 – Recruit Introduction to Water Rescue & Survival

AN ACCOMPANIED RESCUE

PRINCIPLES

1 Assessment

- Assess the environment before entering the water.
- Check for hazards e.g. fast currents, submerged rocks, tree stumps etc.

2 Visual contact

- Maintain visual contact with the person in the water at all times.

3 Equipment selection

- Choose the best option for the rescue from what is available e.g. paddle, buoyant aid etc.

4 Entering the water

- Check the water depth and where possible lower yourself into the water and wade out.
- If you have to jump into a body of water, use a stick, paddle etc to check the depth.

5 Approach

- Call out, offering reassurance and explaining how you are going to assist them.

6 Assist

- Pass or throw the rescue device to within the person's reach and instruct them to grab hold.
- Tow or escort the person to safety.
- On reaching dry land, assist the person out of the water and apply first aid as necessary.

**Stay out of reach of the person you are trying to rescue. They may become agitated and pull you under or lash out at you if they are frightened.
Remember, your safety is your priority.**

LOG BOOK



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Congratulations on choosing to train as an ESCC Cadet Recruit. You will gain new knowledge and skills, challenge yourself, and volunteer within the community.

As you progress through these levels you will learn new skills, apply them in different situations, and be rewarded for your efforts by progressing through the cadet ranks.

The WA ESCC Program has four levels:

1. Cadet Recruit
2. Cadet Level 1
3. Cadet Level 2
4. Cadet Leader.

The contents of this log book recognise the skills you have developed as a Cadet Recruit in the ESCC program and are evidence of your experience and skills that can be used for prospective employers and educational institutions.

HOW TO USE THE LOG BOOK

Your log book is divided into four sections.

1 Rank Progression Log

Your Rank Progression Log is the cumulative record of all the tasks you need to achieve to progress from Unranked to Cadet Recruit. It details your attendance, community service, achievement of ESCC protocols, and assessments.


When you have achieved one of the tasks, and have demonstrated evidence, your cadet instructor will sign the corresponding record.

 Keep this log book up-to-date and in a safe place.

2 Assessments

To progress from Unranked to Cadet Recruit you will need to successfully pass a number of skills assessments. What you have to do is outlined in the individual skills assessment outlines.

It is recommended that you practise the skills so you are prepared for your assessments.


 Remember to ask a senior cadet, a peer or a cadet instructor if you need additional assistance before your assessment.

If you do not pass a skills assessment, your cadet instructor will provide you with some valuable feedback. It is recommended that you apply this feedback to build your skills before you resit the assessment.

When you pass an assessment, you will need to ask your assessor, usually your cadet instructor, to sign and date your Rank Progression Log.

3 Goals

Key to improvement is setting goals. Through your training you will be asked to set performance goals and strive to achieve them. Setting these goals can help you to progress from Unranked to Cadet Recruit.



 Remember, setting goals is a great skill for life and provides direction, focus and motivation.

4 Logs

The last section of your log book is where you can write down your training, community service, and ceremony hours. These logs are important records of the hours you do in the ESCC cadet program and are used as evidence for your Rank Progression Log.



SECTION 1 - RANK PROGRESSION LOG

UNRANKED			
	ATTENDANCE 30 hours	Date Achieved	
		Name	
		Signed	
	ATTENDANCE 1 ceremony	Date Achieved	
		Name	
		Signed	
	COMMUNITY SERVICE 5 hours	Date Achieved	
		Name	
		Signed	
	ESCC PLEDGE OF SERVICE	Date Achieved	
		Name	
		Signed	
ESCC CODE OF CONDUCT	Date Achieved		
	Name		
	Signed		
DRILL ASSESSMENT	Date Achieved		
	Name		
	Signed		
FIRST AID ASSESSMENT	Date Achieved		
	Name		
	Signed		
COMMUNICATIONS ASSESSMENT	Date Achieved		
	Name		
	Signed		
MAPPING AND NAVIGATION ASSESSMENT	Date Achieved		
	Name		
	Signed		
KNOT TYING ASSESSMENT	Date Achieved		
	Name		
	Signed		
 Promotion to Cadet Recruit ACHIEVED	Date Achieved		
	Name		
	Signed		



SECTION 2 - ASSESSMENTS

Drill Assessment Outline

THE FOLLOWING DRILL SKILLS WILL NEED TO BE DEMONSTRATED			
Skill	Criteria	Achieved	Date
ATTENTION	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
STAND AT EASE	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
RIGHT TURN	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
LEFT TURN	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
ABOUT TURN	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
FORM UP (Single Rank and Two Ranks)	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
RIGHT DRESS	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • The drill is executed correctly 	<input type="checkbox"/>	
MARCHING	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • Pace is correct • The drill is executed correctly 	<input type="checkbox"/>	
WHEELING	<ul style="list-style-type: none"> • Heels and feet are in the correct position • Arms, elbows, wrists and hands are in the correct position • Body weight is correctly distributed • Pace is adjusted as required • The drill is executed correctly 	<input type="checkbox"/>	
DISMISS	<ul style="list-style-type: none"> • The drill is executed correctly 	<input type="checkbox"/>	
Comments			



SECTION 2 - ASSESSMENTS

Communications Assessment Outline

THE FOLLOWING RADIO COMMUNICATION SKILLS WILL NEED TO BE DEMONSTRATED			
Skill	Criteria	Achieved	Date
Identify parts on a hand-held radio and explain their function	<ul style="list-style-type: none"> Identify and explain the function of the following: <ul style="list-style-type: none"> On/off switch Volume control Channel/frequency control Indicator lights Microphone PTT switch which is used to transmit a message. 	<input type="checkbox"/>	
Prowords	<ul style="list-style-type: none"> Accurately use the following prowords when transmitting a message: <ul style="list-style-type: none"> This is Over Out Roger 	<input type="checkbox"/>	
Phonetic alphabet	<ul style="list-style-type: none"> List the 26 word codes in the phonetic alphabet 	<input type="checkbox"/>	
Send a message	<ul style="list-style-type: none"> Give the net call sign Give the call sign of the station being called Identify yourself Speak briefly and transmit the message End transmission Wait three seconds before speaking after depressing the PTT button Sound user factors – speed, rhythm, volume, pitch 	<input type="checkbox"/>	
Receive a message	<ul style="list-style-type: none"> State the call sign Respond to the message End transmission Wait three seconds before speaking after depressing the PTT button Sound user factors – speed, rhythm, volume, pitch 	<input type="checkbox"/>	
Comment			









SECTION 2 - ASSESSMENTS

Mapping and Navigational Assessment Outline

THE FOLLOWING MAPPING AND NAVIGATIONAL SKILLS WILL NEED TO BE DEMONSTRATED			
Skill	Criteria	Achieved	Date
Locate items on a topographical map	<ul style="list-style-type: none"> Locate on a topographical map – title, legend, four map symbols, type of map, map edition and sheet number and grid lines 	<input type="checkbox"/>	
Scale	<ul style="list-style-type: none"> Identify a map's scale and explain what it means 	<input type="checkbox"/>	
Provide a six-figure grid reference	<ul style="list-style-type: none"> Eastings then northings Accurate grid reference 	<input type="checkbox"/>	
Take a bearing on a set location	<ul style="list-style-type: none"> Keep the compass flat Hold the compass so that the direction of travel arrow points directly at the object Turn the compass housing and align the orienting arrow Accurate bearing provided 	<input type="checkbox"/>	
Comment			



Knot Tying Assessment Outline

THE FOLLOWING KNOT TYING SKILLS WILL NEED TO BE DEMONSTRATED				
Skill	Criteria	Achieved	Date	Comment
Reef knot 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		
Thumb knot 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		
Clove hitch 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		
Bowline 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		
Figure 8 loop 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		
Double sheet bend knot 	<ul style="list-style-type: none"> Tied accurately Tied securely 	<input type="checkbox"/>		

SECTION 3 - GOALS

When you read the biographies of elite sports people or world leaders or even actors or musicians, they all talk about their dreams and goals. Setting short and long-term goals is a great way to help you get to where you want to go. It can give you a focus and set up good habits for the future.

So, where do you start?

When you set a goal, you need to be **SMART**.


S	Specific	Say exactly what you are going to do and what you want to achieve? (Who? What? Where? Why?)
M	Measurable	How will you know when you have reached your goal?
A	Action orientated	Include the steps that you need to take to reach your goal.
R	Realistic	Choose a goal where there is a real chance you will be successful.
T	Timeframe	Set a date. Be realistic and keep the end-by date in mind.

This section of the log book requires you to set goals for different topics in the ESCC program.


 It is important to remember to monitor your progression in achieving your goal and seek help if you need to.

Set and Strive – Connection

Think of a connection-based goal that you would like to achieve this term in cadets.

 *By the end of Term 1, I will know each cadet's name and one important thing about them.*

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:


Working Towards Date ___/___/___

Achieved Date ___/___/___


SECTION 3 - GOALS

Set and Strive – Values

Think of a values-based goal that you would like to achieve this term in cadets.

 *I will demonstrate safe work practices this term in all cadet activities by following the proper protocols and procedures 100% of the time.*

Follow each of the SMART goal steps and plan **your** goal.


 My goal is to:

Working Towards Date ___/___/___


Achieved Date ___/___/___

Set and Strive – Code of Conduct

Think of a Code of Conduct goal that you would like to achieve this term in cadets.

 *For the next 10 weeks I will participate in ALL cadet activities trying my best, even in the activities I do not like.*

Follow each of the SMART goal steps and plan **your** goal.


 My goal is to:

Working Towards Date ___/___/___


Achieved Date ___/___/___

Set and Strive – Drill

Think of a drill-based goal that you would like to achieve this term in cadets.

 *For the next 10 weeks of drill practice I will practise reviewing the drill commands weekly in my own time in preparation for my drill skills assessment.*

Follow each of the SMART goal steps and plan **your** goal.

 My goal is to:

Working Towards Date ___/___/___

Achieved Date ___/___/___

SECTION 3 - GOALS

Set and Strive – Teamwork

Think of a teamwork goal that you would like to achieve this term in cadets.



Over the next four weeks I am going to listen actively and respect the different viewpoints of others in my cadet unit.

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:

Working Towards Date ___/___/___

Achieved Date ___/___/___

Set and Strive – Community Engagement

Think of a community engagement goal that you would like to achieve this term in cadets.



I commit to being involved in one community-based event as an ESCC representative this semester.

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:

Working Towards Date ___/___/___

Achieved Date ___/___/___

Set and Strive – First Aid And Emergency

Think of a first aid goal that you would like to achieve this term in cadets.



Within the next week I will build my own personal first aid kit and bring it to the next cadet session.

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:


Working Towards Date ___/___/___

Achieved Date ___/___/___


SECTION 3 - GOALS

Set and Strive – Phonetic Alphabet

Think of a phonetic alphabet goal that you would like to achieve this term in cadets.

 *I will learn the phonetic alphabet and be able to recite it correctly by the end of the term.*

Follow each of the SMART goal steps and plan **your** goal.


 My goal is to:

Working Towards Date ___/___/___


Achieved Date ___/___/___

Set and Strive – Open Water Safety

Think of an open water safety goal that you would like to achieve this term in cadets.

 *I will put my life jacket on and keep it on the whole time I am out fishing with Dad on the boat this summer.*

Follow each of the SMART goal steps and plan **your** goal.


 My goal is to:

Working Towards Date ___/___/___


Achieved Date ___/___/___

Set And Strive – Mapping/Charting Navigation

Think of a mapping/charting navigation goal that you would like to achieve this term in cadets.

 *By the end of the term I will be able to successfully set and follow a bearing to a set location.*

Follow each of the SMART goal steps and plan **your** goal.

 My goal is to:

Working Towards Date ___/___/___

Achieved Date ___/___/___

SECTION 3 - GOALS

Set and Strive – Knot Tying

Think of a knot tying goal that you would like to achieve this term in cadets.



By the end of the term I will be proficient in tying the following knots – reef, thumb, bowline, figure 8, clove hitch and double sheet bend.

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:

Working Towards Date ___/___/___

Achieved Date ___/___/___

Set and Strive – Throw or Accompanied Rescue Goal

Think of a throw or accompanied rescue goal that you would like to achieve this term in cadets.



By the end of the term I will be able to successfully perform:

- *a throw rescue using a rope*
- *a talk rescue*
- *a reach rescue using different pieces of equipment*
- *an accompanied rescue using a pool noodle and a paddle.*

Follow each of the SMART goal steps and plan **your** goal.



My goal is to:


Working Towards Date ___/___/___

Achieved Date ___/___/___

SECTION 4 - LOGS

Training Log

It is a great idea to keep a record of the training that you have participated in and the new skills you have developed in the ESCC Cadet Recruit program. This is important because not all of the training you will participate in will be formally recognised on your Rank Progression Log.

 You do not need to record every training session. It is suggested that you record the training completed that has helped you to develop new skills or improve upon skills you may already have.

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Training Log

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Training Log

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Training Log

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Training Log

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Training Log

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

Date	Location	No. of hours
Brief description of the training		
Skills developed		

SECTION 4 - LOGS

Community Service Log

Log all community service completed.

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

SECTION 4 - LOGS

Community Service Log

Log all community service completed.

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

Date	Location	No. of hours
Brief description of the community service undertaken		
Skills developed		
Signed (supervisor)		

SECTION 4 - LOGS

Qualifications Log

Log all qualifications completed.

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

SECTION 4 - LOGS

Qualifications Log

Log all qualifications completed.

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

Date	Qualification	Qualification expiry date
Skills developed		
Signed (supervisor)		

SECTION 4 - LOGS

Ceremony Log

Include in your log all ceremony training hours and ceremony participation hours.

Date	Location	No. of hours
Training		
Date	No. of hours	
Date	No. of hours	
Role(s) during the Ceremony		Signed (supervisor)

Date	Location	No. of hours
Training		
Date	No. of hours	
Date	No. of hours	
Role(s) during the Ceremony		Signed (supervisor)

Date	Location	No. of hours
Training		
Date	No. of hours	
Date	No. of hours	
Role(s) during the Ceremony		Signed (supervisor)

IF LOST, PLEASE RETURN TO: