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THE "OGNIK" ROOM OF THE STATE FIRE RESCUE TRAINING IN LUBARTÓW

„OGNIK” W PAŃSTWOWEJ STRAŻY POŻARNEJ W LUBARTOWIE

Summary: It is more and more frequent that we hear about children who have saved the lives of adults by calling the emergency services. The promotion of knowledge in the field of safe behaviour was introduced by the Minister of Education to the core curriculum of preschools, and constituted the stimulus for State Fire Service units to prepare special educational rooms, along with lesson plans describing the desired actions in emergency situations. The practical training in the field of fire safety using play and games allows children to become familiarised with the steps which should be taken, for example in the event of fire. The purposes of the educational meetings in the "Ognik" rooms are fostering appropriate behaviour and habits in life- or health-threatening situations, teaching caution in using household electrical devices, memorising emergency numbers, warning and informative signs, expanding the knowledge of first aid, promoting safe games, play and leisure, and familiarising children with the fire fighters' work and fire equipment. The article aims at presenting the mode of operation of the "Ognik" education rooms created under the "Bezpieczna+" State project and dedicated in particular to pre-school children.

Keywords: education room, threat, science, fire protection, safety, play

Streszczenie: W serwisach prasowych można usłyszeć informacje o tym jak dzieci dzwoniąc na numery alarmowe ratują życie i zdrowie dorosłych. Promocja wiedzy z zakresu bezpiecznych zachowań została wpisana przez Ministra Edukacji Narodowej do podstawy programowej wychowania przedszkolnego. Był to również impuls dla jednostek Państwowej Straży Pożarnej aby przygotować specjalnie wyposażone sale edukacyjne wraz z konspektem zajęć opisującym zachowania w sytuacjach zagrożenia zdrowia i życia. Prowadzenie praktycznej nauki z zakresu bezpieczeństwa przeciwpożarowego z wykorzystaniem technik zabawy pozwala dzieciom poznać sposoby postępowania w przypadku np. zaistnienia pożaru. Celem spotkań edukacyjnych w salach „Ognik” jest kształtowanie prawidłowych zachowań i nawyków w sytuacji zagrożenia życia i zdrowia. Nauka prawidłowych nawyków w zakresie używania domowych urządzeń elektrycznych, utrwalenie znajomości numerów telefonów alarmowych, znaków ostrzegawczych i informacyjnych. Umiejętność udzielania pierwszej pomocy przedmedycznej, promocja bezpiecznej zabawy, wypoczynku. Zapoznanie ze specyfiką pracy strażaka i sprzętem przeciwpożarowym. W artykule podjęto próbę przedstawienia sposobu działania sal edukacyjnych "Ognik" powołanych w ramach rządowego programu „Bezpieczna+”, a które dedykowane są w szczególności dzieciom w wieku przedszkolnym na przykładzie KP PSP w Lubartowie.

Słowa kluczowe: sala edukacyjna, zagrożenie, nauka, ochrona przeciwpożarowa, bezpieczeństwo, zabawa

Introduction

Ensuring safety and promoting safe behaviour among pre-school children are some of the most important goals of education. As children of preschool age and early schoolers very quickly adopt appropriate patterns of behaviour, educational institutions intensively cooperate with the Police, Fire Service and medical rescue workers. Ensuring safety involves all kinds of activities, forms and methods of organising and shaping reality around people in order to create optimal conditions for living [1]. The basic objective of education for safety is to shape appropriate attitudes among children, including respect for health and life, and being prepared to rescue and provide help to those who have been injured. Thanks to the cooperation of educational institutions with the uniformed services, children learn how to behave on the road, handle fire and electrical equipment, and stay safe during storms.

The impact of play on fostering safe behaviour in children

Play affects a child's development in multiple ways. It fosters intellectual development and motor skills, while also contributing to emotional and social growth. It is a creative activity bringing multi-level benefits to the child's creativity. The development of cognitive processes, such as impressions, perceptions, skills, memory and thinking is the most significant in the pre-school period. Activities involving physical movement are aligned with the developmental features and are based on such forms of movement as running or crawling. They allow the development of spatial orientation, foster perceptiveness and knowledge of numerical relations. Thematic play is derived from manipulative movements, where content, subject and props are important factors. Didactic play is bound by rules of conduct imposed by adults who provide the child with tasks to carry out independently. Thanks to play, children, both independently and

indirectly from adults, gain knowledge about the world around them, learn to tell the real world from fiction and discover the rules of cooperation. Researchers emphasise that play is the attribute of childhood and the source of learning, as well as the first school of a person's being in the world [2].

"Ognik" Educational Rooms also take into account the role of play. The outlines for activities are based on the core preschool curriculum, preschool departments in primary schools and other forms of preschool education. Learning how simple firefighting equipment works fosters habits connected with protecting life and health. Motor play activities help children remember what they should do if they find themselves in a dangerous situation. This is also facilitated by an appropriate selection of equipment for the "Ognik" rooms and instructors from the State Fire Service.

The "Bezpieczna +" Programme

The promotion of knowledge about safe behaviour and prevention of hazardous situations is a task prescribed by the Minister of National Education in the core curriculum of preschool education and general education across schools. This curriculum assumes that children finishing preschool education should know how to behave in dangerous situations and where and how to seek help. Within their abilities, they should be aware of their own behaviour and predict its consequences. Situations in which children used their knowledge of emergency numbers and rules of conduct in dangerous situations to save their families demonstrate how important it is to educate small children in this regard. This inspired both the authorities responsible for education in Poland and firefighters to establish properly equipped education rooms at the State Fire Service units. The "Bezpieczna+" (Safe+) Programme was used for this purpose. [3]. It is a programme implemented as part of the government's support provided to entities governing schools in ensuring safe conditions for study, education and care. It is a framework programme. Activities are identified on the basis of an analysis for a given school to help implement positive changes and eliminate adverse phenomena in the mid- and long-term perspective. For this programme to be implemented properly, schools must receive support from other institutions and units active in the community, including the State Fire Service, Police and NGOs. Specific targets are focused on improving the competencies of school employees, students and their parents in terms of the safe use of cyberspace and responding to dangerous situations, fostering the ability to identify dangerous situations and knowledge about the rules of conduct in such situations. The most important objective of "Bezpieczna+" is to create conditions for conducting, at State Fire Service units, practical

educational activities focused on safety, particularly fire safety. This involves providing funds for equipment and furnishing education rooms where the practical educational activities in fire safety will be conducted, creating educational resources to conduct practical activities, preparing instructors-consultants from the voivodeship in-service teacher training centres, training firefighters from the State Fire Service to conduct practical educational activities with students, preparing activity scenarios, as well as recording videos for children about safety in and out of school. This made it possible to create a network of "Ognik" education rooms across districts in all voivodeships. As part of the programme, firefighters conduct training activities in theoretical and practical safety, using multimedia presentations and genuine firefighting equipment.

"Ognik" Education Room in Lubartów

Activities at the "Ognik" Education Room at the District Headquarters of the State Fire Service in Lubartów are divided into stages. The first stage introduces children to the room. The children sit on the floor and are not allowed to cross the barricade tape. This is teaching them to make appropriate associations with the barricade tape and learn about its uses and situations in which it may be used. The next stage involves watching slides about the adventures of Florek the cat. Children are asked to provide captions to the different stories shown in the slides. As part of educational activities, the children will also:

- unroll the W-52 fire hose and attach it to the nozzle,
- see how a smoke detector works and learn about the methods and types of extinguishing fires,
- climb the ladder with the help of Florek the cat and ring the manual bell, which is hanging from the ceiling,
- learn the rudiments of pre-medical first aid (correctly pressing down on the chest and performing the rescue actions),
- become prepared to correctly report a fire by phone, with a focus on providing the necessary information to allow the



Fig. 1. "Ognik" Education Room.
Source: District Headquarters of the State Fire Service in Lubartów

- identification of the location and extent of the fire,
- volunteer to report a fire (with a discussion afterwards),
- discuss the evacuation and warning signs with a particular focus on evacuation signs and learn the rules of safe evacuation in the case of a fire or other hazard.

Preschoolers who have completed the activities at the “Ognik” education room remember that they cannot use electrical equipment on their own, are able to assess their own behaviour and the actions of their peers in terms of safety, know where to seek help in dangerous situations and the emergency numbers to call, and know what to do when there is a fire hazard.

Conclusion

Learning through play is the method used at the “Ognik” rooms, which are part of the “Bezpieczna+”, which fosters the popularisation of appropriate behaviour in dangerous situations for preschool children. A survey conducted in 2016 among adult Poles by the Ministry of Internal Affairs and Administration provides an insight into the level of public awareness of fire safety hazards. As many as 53% of respondents thought that carbon monoxide can be recognised by its smell and 22% chose somebody starting a fire as the main reason for fires [4].

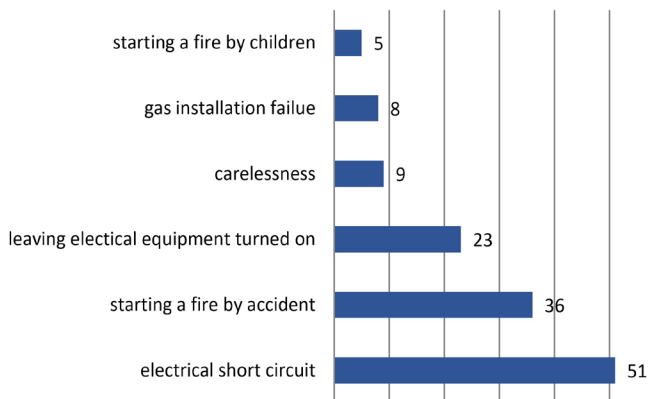


Fig. 2. Fire hazard reasons
Source: The authors on the basis of an Ipsos survey

The National Headquarters of the State Fire Service prepared a number of information materials about hazards, but it also focused on the need to disseminate knowledge about fire safety among small children. Practical ways of responding to dangerous situations are taught at district (city) headquarters of the State Fire Service, in the “Ognik” Education Rooms. The experience of firefighters and instructors cooperating with the units helped create engaging activity scenarios and provide the necessary equipment for the educational rooms. The idea to teach small children about how to behave under a controlled hazard brings great benefits, mainly because children are not afraid to act. This leads to the conclusion that they will be able to use the knowledge gained from the activities and carry it home to their parents who did not have the opportunity to attend such practical educational activities. Teaching children is an investment made in the future generation and also an element of broadly understood social prevention measures.

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