

a) Fieldtrip Programme

Venue:	Civil Defense Heritage Gallery		
Age group:	6 Years Old (Kindergarten 2)		
Class size:	12		
Theme:	Who are the people?		
Topic:	People in the community		
Location:	62 Hill St, Singapore 179367		
Rationale:	<p>The Civil Defense Heritage Gallery is selected as part of our field trip venue as it is extensive in exposing children to the occupation of a firefighter. The venue has displays of historic and modern fire engines and equipment, which would encourage children to make sound observations and comparisons. Not only that, it has interactive stations and activities that provides children with an authentic experience in discovering the roles and responsibilities of a firefighter. Hence, the venue is ideal as it encourages children to show interests in the world they live in, as part of the Discovery Of the World learning goal we would like to achieve.</p>		
Learning objectives of the trip:	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. State at least three differences and similarities between the historic and modern firefighter equipment and firefighter uniforms based on their observations. 2. Represent observations gathered on four historic fire engines through a drawing. 		
Time (min)	Location	Activity	Talking points (Questions)
1100-1110	Assembly Ground	Introduction to the venue	<p>-Looking at the displays around you, what occupation do you think the Civil Defense Heritage Gallery reflects?</p> <p>-What do you think is the role of a firefighter and what are some equipment a firefighter uses?</p>
1110-1120	Level 1 of gallery	Gallery tour - teacher will share information about helmets from the past and present, and historic fire engines.	<p>-What is same/different in the way the helmets are designed? How are they the same/different?</p> <p>-What do you think is the purpose of the ladder on the fire engine? Why do you think so?</p>
1120-1155	Level 1	Children will each observe a different	-What did you observe about the

	of gallery	historic fire engine (refer to annex A for pictures of fire engines, pg. 8-9) in their groups, record observations gathered and share them with their group mates through their drawing. Children will then make comparisons between their observations on the historic fire engine in the gallery and modern fire engine outside of the gallery.	design of the fire engine in terms of its wheels, ladders and the way of entering? -What is same/different about the design of the fire engine? How are they same/different?
1155-1205	Toilets	Toilet break and proceed to level 2 of the gallery.	
1205-1215	Level 2 of gallery	Gallery tour - teacher will share information about the displays of different firefighter uniforms and equipment such as the headgears and fire hose.	-How do you think the uniform and headgear protects the firefighters from fire? -What do you think is the purpose of a firehose?
1215-1250	Level 2 of gallery	Children will be divided into groups of four for a gallery walk, which consists of five interaction stations. They will experience being in a firefighter uniform, listening to audios that indicate a survivor during a rescue mission, touch and observe the fire hose and different firefighter uniform equipment (refer to annex B for pictures and detailed description, pg. 10-12). They will then record the observations gathered based on the most memorable station they experienced.	-Can you describe the three different sounds that indicate a survivor during a rescue mission? How are they the same/different? -What did you observe about the design of the headgear and uniform worn by the different firefighters? What is the same/different about them? -How does the material of the uniform feel? What material do you think it is made of? Why do you think so?
1250-1300	Assembly Ground	Talk by a retired fireman about the roles and responsibilities of a firefighter.	
1300-1330	Assembly Ground	Snack time and toilet break	
1330-1400	Return to preschool centre		

b) On-Site Activity

Learning goal (DOW):	Learning Goal 1: Show an interest in the world they live in	
Learning objectives of the on-site activity:	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Record observations of four historic fire engines in terms of their way of entering, wheels and ladders through drawing. 2. State at least three differences and similarities between modern and historic fire engines through teacher's facilitation of questions. 	
Process skill(s):	Observing, recording, and comparing skills.	
Time (min):	Procedure of Activity	Material
35 minutes	<ol style="list-style-type: none"> 1. Teacher will divide the children into groups of four. 2. Teacher will distribute a piece of paper and pencil to each child in the group. 3. Teacher will deliver the instructions to the activity - each of you in the group will have to decide and choose one fire engine which you would like to observe. You can touch the different parts of the fire engine and observe the design of the fire engine in terms of its wheels, ladders and way of entering. You will then draw the fire engine on the piece of paper given. 4. Teacher will allocate 15 minutes for the children to engage in the activity. 5. Teacher will facilitate the learning of each child by posing the following questions: <ul style="list-style-type: none"> • What did you observe about the wheels, ladder and way of 	<p>Children will not be required to collect any photographs, artefacts or specimens on site as the equipment are all on display.</p> <p>-12 pieces of A4 paper</p> <p>-Pencil and eraser (children will be expected to bring)</p>

	<p>entering for your chosen fire engine?</p> <ul style="list-style-type: none"> ● By touching the different parts of the fire engine, what material do you think they are made of? <p>6. After 15 minutes, the teacher will have the children gather in their respective groups and talk about their observations and drawings of their respective fire engines.</p> <p>7. Teacher will ask the following questions to facilitate the children's learning:</p> <ul style="list-style-type: none"> ● What did you observe about the design of the fire engine in terms of its wheels, ladders and the way of entering? Why do you think they are designed in this manner? <p>8. After 8 minutes, teacher will gather children and bring them to observe the modern fire engine outside of the gallery.</p> <p>9. Teacher will ask the following questions to facilitate the children's learning:</p> <ul style="list-style-type: none"> ● What is the same/different about the design of the historic and modern fire engine in terms of its wheels, ladders and the way of entering? How are they the same/different? ● What effect do you think the difference in the design of the fire engine has on the firefighters? ● Which fire engine would you prefer if you were a firefighter? Why? 	
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c) Post-Trip Activity

Learning objectives of the post-trip activity:	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Communicate observations gathered on different firefighter artefacts such as fire engine, headgear, uniform and fire hose through teacher's facilitation of questions. 2. Record observations gathered on firefighter artefacts such as fire engine, headgear, uniform and fire hose through drawing and/or creating a collage in a booklet. 3. Communicate information gathered from the talk by a retired fireman, and ask questions about the occupation of a firefighter through writing and/or drawing in a booklet. 	
Process skill(s):	Communicating and recording skills.	
Time	Procedure of the Activity	Materials
35 minutes	<ol style="list-style-type: none"> 1. Teacher will gather children in the open space of the classroom. 2. Teacher will show pictures of the children interacting with the firefighter artefacts and retired firemen during the field trip. 3. Teach will facilitate discussions about the pictures and field trip experience by ask the following questions: <ul style="list-style-type: none"> ● What did we see and do at the Civil Defense Heritage Gallery? ● What do you remember about the firefighter artefacts (i.e. uniforms, fire engines, headgears and fire hose)? ● What can you remember about the roles and responsibilities of a firefighter shared by the retired fireman? 4. Teacher will introduce the activity to the children and provide the following instructions. <ul style="list-style-type: none"> ● Each of you will create a booklet titled <i>Dear pen pal</i>, and we 	<p>-Children's drawing of historic fire engine from on-site activity</p> <p>-Writing materials (markers, crayons, colour pencils)</p> <p>-Collage materials</p> <p>-12 envelopes</p>

	<p>will send it to the retired fireman. On the cover page, you will write your name and title of the booklet. In page one, you will cut, paste and colour the historic fire engine you drew during the field trip and write the observations you gathered about it. Then in pages two to five, you will record the information gained from the talk by the retired fireman and the observations gathered on the firefighter equipment, by drawing and/or creating a collage using the materials provided. Lastly, in page six, you will think of questions related to the occupation of a firefighter which you would like to ask, then write them down.</p> <ol style="list-style-type: none"> 5. Teacher will have children to return to their seats and distribute a booklet to each child, then allocate 20 minutes for them to engage in the activity. 6. Teachers will ask the following questions to facilitate activity: <ul style="list-style-type: none"> ● What observations did you make that are unique to this historic fire engine, as compared to the other fire engines you saw? ● What did you observe about the firefighter helmets, uniforms and fire hose? What are some of the key features of these equipment? What purpose do they serve? ● What would you like to discover about the occupation of a firefighter? It could be about the artefacts you saw at the gallery or the emergency situations that firefighters attend to. 7. Teacher will distribute an envelope for children to seal their booklet when they complete the activity. 8. Teacher will send the booklets to the retired fireman and share his responses to the children's questions upon receiving them. 	<p>-12 A4 booklets with the following headings:</p> <p>Page 1: Historic fire engine</p> <p>Page 2-5: My creative observations</p> <p>Page 6: Questions about the occupation of a firefighter (Note: children are not limited to the pages mentioned, they may use more if required).</p>
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Annex A





Annex B

Pictures for activity on level 2 of gallery

- A. This is the first interactive station where children can try on and observe the firefighter uniform and equipment; helmets and fire hose.



- B. This is the second interactive station where children will watch a video (behind the doors of the lift) to find out the roles and responsibilities of a firefighter during a fire outbreak. Children will also be able to experience putting out a virtual fire using a water mist technology (refer to picture below).



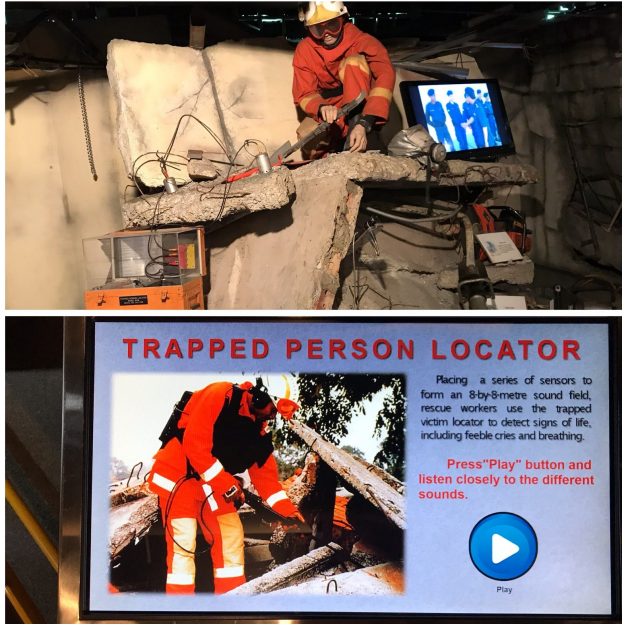
- C. This is the third interactive station where children can try on the High Performance Suit (HPS) to experience a strong water outbursts and attempt to stop it by turning the fire fighting hydrant. Children will be able to touch and observe the HPS and feel its weight.



- D. This is the fourth interactive station where children observe one of the many uniforms and equipment worn by a firefighter upclose.



- E. This is the fifth interactive station where children can listen to audio sounds that indicate a survivor during a rescue mission from the Trapped Person Locator, and observe the uniform worn and its equipment.



Group picture at the Civil Defense Heritage Gallery

