Findings
FINDINGS

Teacher & Therapists Perceptions & Insights

The ADAPTATIONS of the LNTB mainstream curriculum

The SOUND TEACHING STRATEGIES needed for the successful implementation of LNTB
Perceptions & Insights
Adaptation LNTB curriculum

1. Timing
2. Expectations not clear
3. Overwhelmed by the varied learner abilities
4. Collaboration – Staff Development & Support
5. Life-saving programme importance – must form part of the curriculum
Teaching Strategies

1. Pace, slower, structured
2. Environmental adaptations
3. Multi-sensory instruction
4. Simplify difficult tasks
5. Practical hands-on activities
6. Concrete to abstract
7. Communication
8. Group work
9. Functional .. Authentic Activities (MODD)
10. Play, songs, music, art, games, actions, dance
Positive, supportive classroom environment
“A lot of adaptations were needed to accommodate the needs of the learners and their level of understanding.”
Supportive, corrective action from staff

Where misunderstanding was detected, immediate feedback and correction took place.
Concrete experiences
Moving from the concrete to the abstract

“….keeping concepts simple and introduce more as the learners get used to old ones.”

Dangerous Safe
“As all learners differ intellectually and physically, adaptations were necessary.”
“All my lessons started with vocabulary development.”
“Pictures can be regarded as a universal language and could therefore be successfully employed across all languages as well as teaching non-verbal and deaf learners.”
Hands-on practical (authentic) experiences

“Important life skills are taught that will remain applicable throughout the learners’ life.”

“Learners are taught practical things which they can use at home and elsewhere.”
Social interaction

“The learners enjoyed group activities and working together.”
“Learners learn to work together and to help each other.”
Hands-on multi-sensory experiences
Gross Motor Activities
“I found the learners far more receptive when music and dance were used as part of the lesson.”
Singing combined with bodily actions

“Everyone participated in the actions, even the learners with speech problems.”
Fantasy Play

Through play the learners were given the opportunity to practice learnt skills and knowledge.
Limitations
LIMITATIONS

Limited parent and wider community involvement
Conclusion
The LNTB curriculum now suits the varied needs of learners with special educational needs.
The learners have gained valuable fire safety knowledge and skills.
A reciprocal relationship was established between UNISA and the participating schools.
There is a vital link between theory and practice
RECOMMENDATIONS

It is important that the school adopt: ...........

An inclusive, holistic approach,

Learner centred (MODD)

Multi-disciplinary team approach,

collaboration – key role
Thank you
Acknowledgements
The Learn Not to Burn®
Preschool Programme South Africa
A Fire safety Education Programme of the NFPA® for Preschoolers
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Early Childhood Development Institute
Gauteng Department of Education
Mrs S de Beer

UNISA
Prof G Kamper
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EMS
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PARTICIPATING SCHOOLS