



RFS

Secondary School Cadet Program



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Commissioner
NSW Rural Fire Service
Locked Bag 17
GRANVILLE NSW 2142

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Version 6.0 – Secondary School Cadet Program (SSCP) Manual

Secondary School Cadet Program

The NSW RFS Secondary School Cadet Program (SSCP) presents Secondary School Students with the opportunity to follow the values and training of the NSW RFS Members during the School year. The Program offers a level of camaraderie and sense of community that is unparalleled. Students will learn new and valuable skills as they participate in interesting and challenging training that:

- Provides practical life skills,
- Develops leadership, teamwork and initiative, and
- Fosters qualities of community responsibility and service.

At the end of the Program, if a Student wishes to join their local NSW RFS Brigade, they will still need to meet the minimum qualifications required for their

proposed role. However, they will start their time with the NSW RFS understanding the culture and objectives of volunteering and emergency service agencies.

This manual is designed to help NSW RFS Members and Schools implement the Secondary School Cadet Program. Much of the Program preparation has been completed for you and the learning outcomes for each session have been set. SSCP Trainers must develop their own lesson plans to adapt the Program according to local needs.

For further advice and guidance contact the contact Workforce Planning and Programs in Head Office on 02 8741 5555 or youthparticipation@rfs.nsw.gov.au.

Policy and procedure

The Secondary School Cadet Program may be implemented by a NSW RFS District in a Secondary School that is within a NSW RFS Rural Fire District, when:

- The Secondary School Cadet Program has been requested or approved by a School Principal,
- The School is able to provide appropriate staff that will assist with the supervision, management and administration of the Program,
- The School is in close proximity to one or more NSW RFS Brigades who are prepared to assist in the Program,
- The School is able to provide facilities for the Program (i.e. classroom and outdoor training area),
- The local NSW RFS District or Brigade is prepared to provide basic equipment for use during the Program (e.g. fire fighting appliances, pumps),
- The Program is approved and supported by the relevant NSW RFS District Manager, and
- All required administration has been completed and sent to youthparticipation@rfs.nsw.gov.au.

The Program may also be run in a Secondary School not located in a NSW Rural Fire District, or at a Fire Control Centre (FCC) with the approval of the relevant NSW RFS District Manager.

All NSW RFS activities, including the Secondary School Cadet Program must be in accordance with current

Service Standards, Standard Operating Procedures (SOP) and other relevant materials. For more information and a copy of the Service Standards and protocols, visit the [One NSW RFS](#) website.

All NSW RFS Members who deliver the SSCP must comply with Service Standard 2.1.5 Child and Youth Participation in NSW RFS Activities and Service Standard 1.1.9 Working with Children Check.

Service Standard 1.1.9 Working with Children Check

The SSCP is a youth development Program run by the NSW RFS for Secondary School Students, therefore the policies and procedures of the School must be adhered to by both Students and SSCP Trainers regardless of whether the activities are within the School grounds, School venue or Fire Control Centre. SSCP Trainers must also adhere to NSW RFS policies and procedures (as above) and help the Students to work within the expectations required of NSW RFS Members, i.e. Code of Conduct.

This manual is designed to help NSW RFS Members and Schools implement the Secondary School Cadet Program. Much of the Program preparation has been completed for you and the learning outcomes for each session have been set. SSCP Trainers must develop their own lesson plans to adapt the Program according to local needs.



Aims

The aims of the Program are to:

1. Develop an interest in the NSW RFS and its traditions,
2. Give Students a foundational knowledge of firefighting skills and discipline,
3. Develop the qualities of leadership, self-discipline, self-reliance, initiative and team work,
4. Provide training that will introduce Students to NSW RFS Firefighter and Officer training,
5. Provide Students with the knowledge of fire safety and preparedness,
6. Encourage Students to continue service in the NSW RFS or other community services.

The Secondary School Cadet Program provides a broad overview of topics and involves briefings, group discussions and practical exercises. The core of the Program should be delivered in a practical environment without the use of live fire.

The Students will enhance their own life skills and knowledge about their local area and community by learning skills in:

- Basic safety
- Appreciation of fire behaviour
- Use and care of equipment
- Working in a team
- Emergency management
- Community service and volunteering
- Communication
- Leadership

Objectives

The objectives of the Program are:

- To provide an opportunity through shared contribution and commitment, for the NSW RFS and the School to work together to enhance the quality of life and potential of participating young people,
- To provide an environment where young people are able to develop personal and team characteristics, while experiencing life as a volunteer in the NSW RFS, and
- To reflect within the NSW RFS the need for positive youth development in contemporary society.

Strategies

Align with NSW Education Standards Authority curriculum outcomes

The SSCP received endorsement from the NSW Department of Education due to the practical nature of the Program. Schools have previously linked the SSCP to the Personal Development Health and Physical Education (PDHPE) syllabus and Physical Activity and Sports Studies (PASS) syllabus. The Program can also be linked to other key learning areas in the curriculum, to meet the needs and interests of the participating Schools and students.

Interactive, practical and hands on

The learning outcomes in this guide are based on a 3-day or 10-week Program. Each session should run for one to two hours, allowing for adequate time to learn and practice skills. The Program should be conducted in an active and practical environment.

SSCP Trainers should lead the learning in an inquiry-based environment, meaning that students should be given the opportunity to explore their interests and questions throughout the Program.

Theory activities and workbooks should only be used as a wet weather alternative or for completion at their own convenience. Workbooks can be developed by compiling exercises and diagrams from other NSW RFS mainstream courses (e.g. Bush Firefighter).

SSCP Trainers can use the following methods (see diagram below) to keep the Program interactive, practical and hands on:

Flexible and relevant

The SSCP is designed to be adapted for each community and School context. It is vital to teach relevant topics to make the Program beneficial for all participants. The most relevant topics will depend on the culture and the need of that community.

For example – if the work of the NSW RFS in the local area involves predominantly grass fires, adapt your lessons to address learning around the equipment used, fire behaviour and firefighting techniques for grass fires rather than for bush fires. Alternatively, if village incidents are more prevalent change the focus learning around fire safety in the home or structural fire behaviour.



Resources and equipment

Within the NSW RFS

Head Office

Coordinates the Secondary School Cadet Program on a state-wide basis and can provide:

- Funding for Personal Protective Equipment (PPE) and Personal Protective Clothing (PPC),
- Information and resources to attract Schools,
- Training for District Staff and Members running the Program,
- Advice and guidance on all aspects of the Program,
- Assistance in overcoming barriers and constraints when running the Program,
- Youth Participation Manual for Trainers,
- Certificates of Attendance and Graduation Packs, and
- Brochures and other print material for advertising.

For more information please contact your local NSW RFS District Office or the Youth Development Officer via youthparticipation@rfs.nsw.gov.au.

SSCP Coordinator

The NSW RFS District Manager is responsible for the overall running of the Program; however they may appoint other District Staff members to:

- Act as the authorised delegate and be responsible for the administration of the Program (SSCP Coordinator).
- Undertake the roles and responsibilities of the SSCP Coordinator and/or SSCP Trainers of the Program as in Service Standard 2.1.5 Child and Youth Participation in NSW RFS Activities – SOP 2.1.5 – 3.
- Be responsible to the NSW RFS for the maintenance and observance of NSW RFS and State Government regulations pertaining to the Program and working with young people. In particular, that the Program is run in accordance with Service Standard 2.1.5 Child and Youth Participation in NSW RFS Activities.
- Ensure all SSCP Trainers have completed a WWCC in accordance with Service Standard 1.1.9 Working with Children Check.
- Complete and submit all relevant forms to youthparticipation@rfs.nsw.gov.au. Forms are available to download from [One NSW RFS](#).
- Coordinate lesson plan preparation and resourcing, ensuring the Program does not involve Students participating in live fire training.

SSCP Trainers

A crucial part of any SSCP is the availability of capable NSW RFS Members to assist with the delivery of the Program. SSCP Trainers can be sourced from NSW RFS volunteers and staff.

School staff can also be engaged in training to deliver particular aspects of the Program and minimise some of the resourcing impact on the District (e.g. casualty assistance and navigation).

For further information outlining the requirements for SSCP Coordinators and SSCP Trainers, refer to Service Standard 2.1.5 Child and Youth Participation in RFS Activities.

The selection of SSCP Trainers will also need to comply with Service Standard 1.1.9 Working with Children Check, which sets out the legislative and organisational requirements when working with children.

Within the School

School Principal

The School Principal has ultimate authority over the activities of the Students and is required to sign an agreement allowing the Program to go ahead within the School. The Principal is responsible for:

- Approving the Program to be run at the School,
- Provide School grounds or classroom facilities for the duration of the Program, and
- Providing appropriate staff to supervise Students while the Program is being conducted.

Supervising Teacher

The Supervising Teacher will liaise with the SSCP Coordinator and SSCP Trainers to assist with Program preparations (e.g. rooms and training area) and supervise the Students during the Program.

They are also responsible for:

- Recruitment and distribution of enrolment packs to interested Students,
- Collection of media consent for Student participation prior to the commencement of the Program,
- Informing the SSCP Coordinator of any Student(s) who are not permitted to partake in any photograph(s), vision or sound recordings,
- Informing the SSCP Coordinator of any medical conditions or disabilities that may affect Program delivery,
- First aid response and can be assisted by qualified SSCP Trainers if required,
- Ensuring Students are ready to participate at the allocated session time,
- Administration of any medication required by a Student, and
- The supervision, appropriate behaviour and discipline of Students.

The Students are not members of the NSW RFS, so a Supervising Teacher must be in attendance at all times.

A crucial part of any Secondary School Cadet Program is the availability of suitable NSW RFS Members to assist with the delivery of the Program.

Student Crew Leaders should be rotated each week of the Program; this provides the opportunity for all Students to benefit from undertaking leadership roles.

Participating Students

The Program is open to Year 9 and 10 students who have an interest in volunteering and emergency services. If there is not sufficient numbers of Year 9 and 10 students to fill the Program, numbers may be made up from students in Year 7, 8, and 11.

All Students must have written permission from a Parent or Guardian before commencing the Program and/or participating in any media recording (e.g. photographs and media releases).

The Students are not required to join the NSW RFS unless they wish to participate in activities outside the scope of the SSCP. For example - live fire training or NSW RFS competency-based assessment.

Class Size

Although the Program is delivered by NSW RFS Members, the availability of SSCP Trainers will determine the size of the Program cohort. The Student-to-Trainer ratio should not exceed 10 to 1 for theory sessions and 5 to 1 for practical sessions. As the activities increase in risk, so should the number of SSCP Trainers.

Student Crews

The Students should be divided into crews of five to six Students, Students then elect a Crew Leader for each week/session throughout the Program. Crew Leaders should be rotated each week of the Program and they are responsible for leading their crew through various practical scenarios. Encouraging leadership among the Students promotes the development of their interpersonal and teamwork skills.

Equipment

Subject to approval, the VR&WP Unit will provide Personal Protective Equipment (PPE) and Personal Protective Clothing (PPC) for SSCP Program including:

- Trousers;
- Jacket;
- Cadet epaulettes;
- Helmet;
- Helmet stickers;
- Goggles; and
- Gloves.

PPE and PPC supplied must be cleaned between each Program and be re-used on the next Program. The responsibility for cleaning PPE and PPC lies with the District Office, including associated costs. Care and maintenance guides for items of PPE and PPC are available on [One NSW RFS](#).

Where the District Office cannot plan another Program in the foreseeable future, the clean PPE and PPC is to be returned to VR&WP.

The SSCP Coordinator will need to arrange for the appropriate equipment to be made available for the Program according to the lesson plans prepared for each session. Common equipment includes:

- Firefighting appliances (e.g. Cat 1, Cat 7 and Pumper),
- Multimedia equipment (e.g. videos, presentations, and data projector),
- Communications equipment (e.g. PMR Radios and fire ground radios), and
- First aid practice equipment (e.g. bandages and training defibrillators).

Scheduling

The Secondary School Cadet Program schedule is negotiated between the School and the SSCP Coordinator. There are a number of different formats that the Program can be run in, however, it is typically run for one to two hours a week over a 10-week period, or a 3-day Program. Wet weather options should be discussed prior to the commencement of the Program and it should be made clear to the students if they are expected to be training while it is raining.

Session outline

1. Introduction to the NSW RFS
2. Fire behaviour and equipment familiarisation
3. Pumping and hydraulics
4. Emergency services in the local community
5. Communication and navigation
6. Casualty assistance
7. Firefighting operations
8. Bush fire awareness and preparation
9. Practical scenarios and revision
10. Program evaluation and Graduation

Administration

The most current version of the forms required are available on [One NSW RFS](#) and can be returned to youthparticipation@rfs.nsw.gov.au. All relevant forms must be completed and returned for every Program.

The NSW RFS District Office should also maintain a file with copies of all the above forms and any other information relevant to the Program.

Risk management

The Secondary School Cadet Program includes low risk activities however it is the responsibility of the SSCP Trainers to ensure appropriate risk assessments are completed. The School Principal is in charge of any School activities and may request to view the risk assessments for the Program.

Before starting an activity, the SSCP Trainers should make all the Students aware of any associated risks to minimise the likelihood of them occurring. If there is a chance that a student could possibly become injured or could put others in a dangerous situation, it might be determined that the activity will not occur. Risk assessment templates are available on [One NSW RFS](#) and can be adapted to suit lesson plans.

If an accident does occur, the School emergency procedures should be implemented by the Supervising Teacher. The SSCP Trainer present at the accident should follow the procedures in Service Standard 1.1.28 – Injury / Accident Reporting and Investigation. This will include completing the NSW RFS Report of Workplace Injury / Illness / Exposure or NSW RFS Report of Health and Safety Near Miss or Property Damage form and returning it to the NSW RFS District Office or safety@rfs.nsw.gov.au.

Contact the Health, Safety and Welfare Unit for more information safety@rfs.nsw.gov.au.

Evaluation

Conducting an After Action Review (AAR) with the students at the conclusion of each session is a great way to evaluate the lesson and ensure it has met the learning outcomes you set out to achieve. More importantly it will show whether the Students enjoyed the activities you planned for them. The lesson plans can then be modified or confirmed, ready for the next Program.

Following each session, the SSCP Trainers should also conduct an AAR with the Supervising Teacher to address any issues that may have arisen in the session (e.g. Student behaviour) and give the Supervising Teacher an overview of what the next session will entail and any resources needed from the School.

Graduation

As soon as practicable, a Graduation date should be confirmed with the School. A Graduation ceremony is a great way to recognise the achievements of the Students throughout the Program and thank the Leaders for their time helping with the Program. It is also a great media opportunity to promote the work of the NSW RFS and the commitment of our young people in the community.

The size, format and emphasis placed on this event are at the District Office and the School's discretion. An [Event Notification](#) and [Event Briefing Form](#) is required to be submitted to the District Office. Options for the ceremony may include (but are not limited to):

- An informal celebration for the Students, their Parents and Teachers,
- A formal presentation in front of a large scale School Assembly followed by a demonstration, or
- A visit to Head Office or local Fire Control Centre.

A Certificate of Attendance signed by the Commissioner and Graduation Pack containing rewards will be provided by Workforce Planning and Programs for the Graduation ceremony.

Cadet of the Year Award

Each year, Secondary School Cadet Program Graduates are invited to nominate for the NSW Rural Fire Service (NSW RFS) Cadet of the Year Award.

The Cadet of the Year Award is open to secondary School students who have completed the NSW RFS Secondary School Cadet Program in that calendar year.

The Award acknowledges the effort and commitment made by an individual in the Program. Typically, nominees would have applied strong learning and/or leadership skills, demonstrating throughout the Program an appreciation of volunteering and commitment to their School and local community.

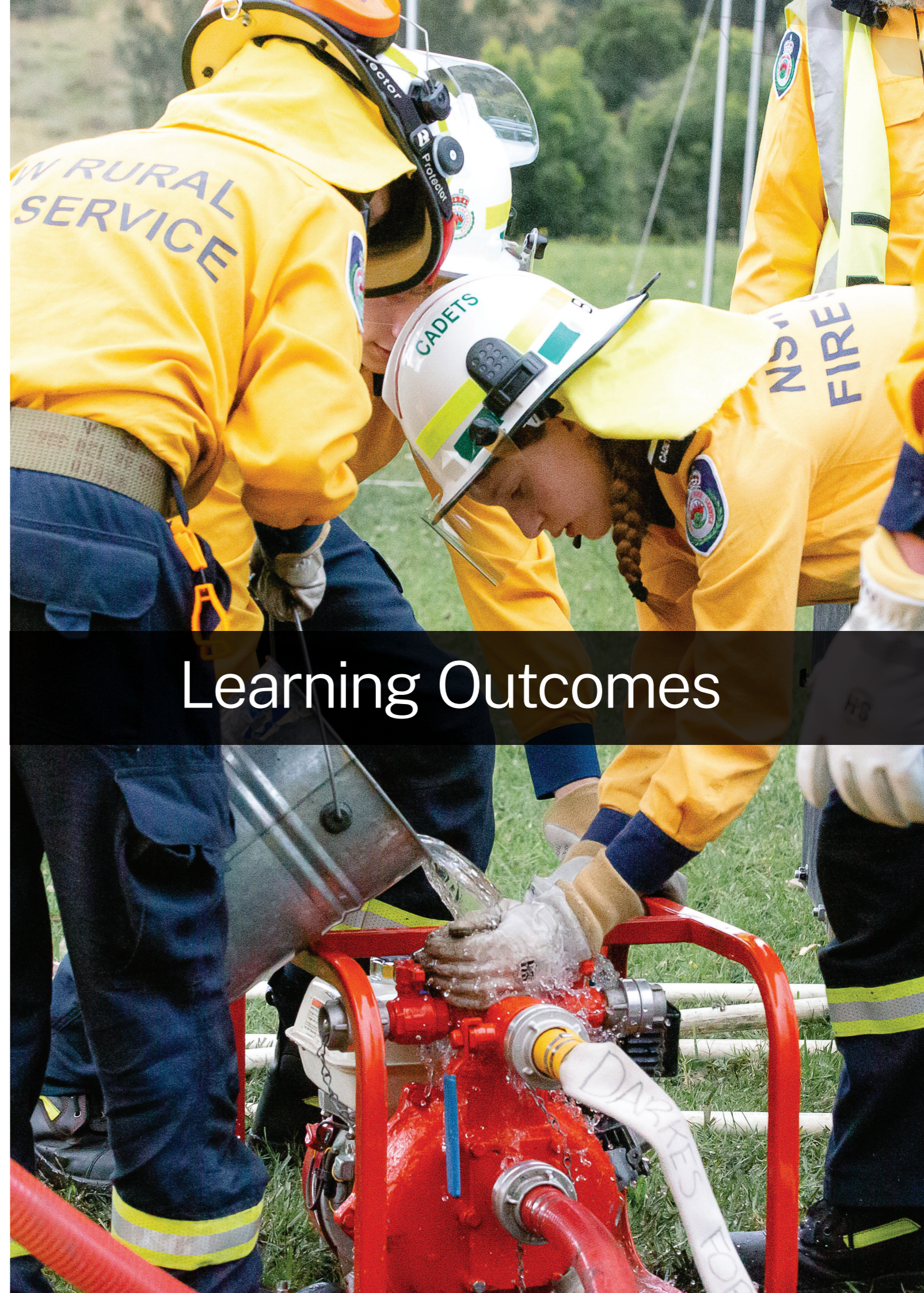
The Program offers a level of camaraderie and sense of community that is unparalleled.

Nominations for the Award can be submitted by peers (within the Program), Supervising Teachers, SSCP Coordinators or SSCP Trainers, or Students can self-nominate. Nomination forms are available on [One NSW RFS](#), the SSCP Checklist or can be obtained from youthparticipation@rfs.nsw.gov.au.

Nominations are accepted all year and typically close on the final day of Term 4.

Nomination forms can be submitted to:

CONFIDENTIAL - COTY
Youth Development Officer
NSW Rural Fire Service
Locked Bag 17
GRANVILLE NSW 2142 or
youthparticipation@rfs.nsw.gov.au



Learning Outcomes

Session 1

Introduction to the NSW RFS

Overview

This session is designed to engage Students in an introduction to the NSW RFS. NSW RFS Members come from a variety of cultural backgrounds, age groups and professions. Members can engage in training ranging from basic firefighting and first aid to breathing apparatus operation, helicopter insertion and fire investigation. Members can also take on a variety of non-firefighting roles including: communications, catering, logistics, planning and aviation support. All roles are critical to help the community prepare for bushfires and other emergencies.

Session outline

- Acknowledgement of Country
- Introduction to the NSW RFS
- Housekeeping
- Basic safety and risk mitigation
- Effective leadership

Learning outcomes

At the end of this session, Students should be able to:

- Identify behaviour expectations and the designated housekeeping rules appropriate to the Program.
- Identify their prior knowledge of the NSW RFS, its values and its aims.
- Identify areas of the NSW RFS that Students want to learn more about.
- Identify the roles of volunteers within the NSW RFS.
- Identify and describe the uses and importance of PPE/PPC used by firefighters.
- Describe the key attributes of an effective team and an effective leader.
- Identify the roles of Crew Leader and Crew members of their respective Students crews.

Reference materials

- Member Induction
- Bush Firefighter
- Crew Leader
- SSCP Code of Conduct

Suggested activities

- Brainstorm prior knowledge of students and construct a mind map of current knowledge about the NSW RFS.
- Timed challenge to don and doff PPE/PPC.
- Complete a variety of team building challenges to build camaraderie and leadership amongst Student crews (e.g. tower using Student's shoes).

Session 2

Fire behaviour and equipment familiarisation

Overview

Understanding fire behaviour and fire weather is critical to successfully mitigate a bushfire. During this session, Students will learn about fire behaviour and weather and various firefighting equipment. Students will also have the opportunity to explore local Indigenous fire and land management practices.

Session outline

- Fire behaviour
- Fire weather
- Hazards when firefighting
- Indigenous fire management
- Equipment familiarisation

Learning outcomes

At the end of this session, Students should be able to:

- Identify and describe the factors that affect fire behaviour (e.g. weather and fuel moisture content).
- Identify and describe different fuel types and the factors that affect its fire behaviour (e.g. grass and forest).
- Identify the elements of the fire triangle and methods to combat each.
- Describe local Indigenous fire management practices and the importance of knowing the history of the land.
- Identify and describe commonly used equipment on firefighting appliances.
- Check the serviceable condition of hand tools and demonstrate the safe operation of hand tools.
- Demonstrate the correct method of climbing on and off fire tankers.
- Identify the dangers on and around fire appliances.

Reference materials

- Bush Firefighter
- Advanced Firefighter

Suggested activities

- Using the McArthur Forest Fire Danger Index and Grassland Fire Danger Index Meters to understand the expected fire behaviour for various weather scenarios.
- Construct a hand tool line around trees or bush tracks in the School setting.
- Explore the cultural burning PowerPoint presentation.
- Invite a local Aboriginal Elder or Aboriginal land practitioner to share their knowledge of the landscape and fire management practices.

Session 3

Pumping and hydraulics

Overview

There are a range of techniques used by NSW RFS Members to combat fires. Water is commonly used as a tool to combat fires and can be sourced from a variety of different locations. This session allows for Students to consider the water resources available for firefighting and its effective use of water for firefighting operations. Students will also explore the use of pumps to assist with the effective movement of water.

Session outline

- Knapsack
- Nozzles and hoses
- Portable appliance pumps
- Hand signals

Learning outcomes

At the end of this session, Students should be able to:

- Demonstrate the correct method of bowling and rolling hoses.
- Demonstrate the correct method of coupling and uncoupling hose fittings.
- Demonstrate the application of a hose stream on a simulated fire.
- Describe and demonstrate the economical use of water using various nozzles.
- Demonstrate the use of portable pumps and suction hoses.
- Demonstrate the effective hand signals used between branch and pump operators.
- Apply knowledge of firefighting equipment to practical scenarios.

Reference materials

- Bush Firefighter
- Advanced Firefighter

Suggested activities

- Bowling and rolling hose relay.
- Using hand signals only to communicate water on/off and make up.
- Using a portable pump to move static water and put out a simulated fire.

Session 4

Emergency services in the local community

Overview

Australian emergency service organisations each have a role in the coordination and mitigation of various emergency situations. The NSW RFS provide fire and emergency services to approximately 95% of NSW. This session will allow Students to explore a variety of local emergency service agencies, to better understand how agencies interact to protect the community.

Session outline

- Fire and Rescue NSW
- NSW Police Force
- NSW Ambulance
- NSW State Emergency Service (NSW SES)
- Other community services and volunteer organisations

Learning outcomes

At the end of this session, Students should be able to

- Explain the differing roles of emergency service agencies in emergency situations.
- Explain the role of other community services and volunteer organisations in their community (e.g. Marine Rescue, Volunteer Rescue Association and Australian Red Cross).
- Describe the roles and responsibilities of each emergency service agencies at emergencies (e.g. motor vehicles accidents, bush fires, search & rescue, floods and storm damage).

Reference materials

- Bush Firefighter

Suggested activities

- Guest speakers from other emergency service agencies to explain their role in emergency situations.
- Students to explore agency vehicles.

The NSW Rural Fire Service is one of a number of emergency service agencies that work together to deal with emergency situations within the community.

Session 5

Communication and navigation

Overview

Effective communication is fundamental to safe and efficient incident management. Effective communication includes the common use of voice procedures, agreed protocols for use of channels and compatibility with other emergency services. This session will allow for students to explore the communication strategies used by NSW RFS Members at incidents.

Session outline

- GRN Radio Network
- PMR Radio Network
- UHF Radio Network
- Communication SOPs
- Navigation

Learning outcomes

At the end of this session, Students should be able to:

- Describe different radio networks used by NSW RFS Members.
- Identify the various controls on a radio handset.
- Transmit and receive radio communications in accordance with Communications Standard Operating Procedures (SOPs)
- Explain importance of communications during an emergency incident.
- Identify the features of the local environment using maps.
- Use navigation tools and techniques to identify points of interest and triangulate on a map.

Reference materials

- Bush Firefighter
- Advanced Firefighter
- Communication SOPs

Suggested activities

- Using radio handsets to complete a Lego building challenge.
- Use radio handsets to communicate information at an incident call.
- Visit the NSW RFS State Operations Centre (SOC) or local Fire Control Centre (FCC).
- Students to explore an Operational Command Vehicle and transmit radio messages through it.
- Using a local area map, Students are to complete triangulation tasks for a simulated fire.

Session 6

Casualty assistance

Overview

The prevention of accidents depends on the effective management of error. This session introduces Students to some of the concepts of accident prevention and to give them a set of tools to help prevent accidents. This session should be lead by first aid qualified SSCP Trainers, or the Supervising Teacher can assist with the delivery of this aspect. NSW Ambulance or St John Ambulance could also be invited to coordinate this session.

Session outline

- First aid equipment
- Accident prevention
- Injury management

Learning outcomes

At the end of this session, Students should be able to:

- Explain the role of a casualty assistant.
- Identify the contents of a first aid kit.
- Describe what personal hygiene precautions to follow when treating a casualty.
- Explain why it is necessary to assess the scene before providing assistance to a casualty.
- Identify the three types of burns and how to treat them.
- Describe the methods for controlling severe bleeding.
- Check for signs and symptoms of fractures.
- Describe the methods for treating bites and stings.
- Demonstrate the correct method for bandaging various injuries.
- Describe the symptoms of shock.
- Demonstrate placing a casualty in the recovery position.
- Explain the importance of being adequately hydrated while attending incidents.

Reference materials

- Bush Firefighter
- First Aid Application

Suggested activities

- Applying first aid skills to firefighting scenarios.
- Invite NSW Ambulance or St John Ambulance to coordinate this session.
- Appropriately provide first aid to a variety of common scenarios (e.g. broken leg, sprained ankle, bleeding).

Session 7

Firefighting operations

Overview

The NSW RFS responds to a range of incidents across the state, ranging from grass fires to flood rescues. Effective incident management (operating under the Incident Control System) is a fundamental requirement for any operational incident activity. Information from NSW RFS Members in the field is passed through a chain of command where information may be given to the Commissioner or the Minister.

Fireground Standard Operating Procedures are fundamental to safe and efficient fire management. Standard Operating Procedures ensure that all Members of the Service operate from a common base of safety, efficiency and effectiveness when dealing with such incidents.

Session outline

- Hazard reductions (HR)
- Structure fires
- Bush fires
- Grass fires
- Motor vehicle accidents (MVA)

Learning outcomes

At the end of this session, Students should be able to

- Explain the difference between offensive and defensive firefighting.
- Identify the hazards in and around a building.
- Describe the role of controlled burns and hazard reductions (HR).
- Prepare a property for, and conduct, property protection.
- Demonstrate the correct approach to a motor vehicle accident.
- Identify the hazards in and around a vehicle.
- Demonstrate the treatment of casualty during an incident.
- Radio incident details and requirements for additional resources to Fire Comm.
- Identify the need to keep all unauthorised persons away from the incident scene.
- Make-up all equipment in the correct manner.

Reference materials

- Bush Firefighter
- Village Firefighter

Suggested activities

- Using firefighting equipment, respond to a range of simulated scenarios faced by local NSW RFS firefighters.
- Conduct property protection on a building structure at the School (e.g. garden shed, basketball court).
- Respond to a MVA of a NSW RFS appliance and treat a casualty with first aid (e.g. personnel carrier).

Session 8

Bush fire awareness and preparation

Overview

Students will learn how to prepare their homes to prevent fire and learn about the use of fire equipment in and around their properties. Students will learn valuable skills to prepare themselves and others in the community for potential fires.

Session outline

- Bush fire awareness and preparation
- Fire safety in and around the home

Learning outcomes

At the end of this session, Students should be able to:

- Identify areas of bush fire risk in the local community.
- Describe actions that should be taken to prepare a property for a potential bush fire.
- Identify and explain the Fire Danger Rating levels.
- Identify and explain the actions that should be taken when a fire starts in the home or the local area.
- Identify hazards that could start fires.
- Identify fire safety equipment in the home.

Reference materials

- Bush Fire Survival Plan
- Introduction to Community Engagement
- Bush Firefighter
- Village Firefighter
- Community Engagement Resources

Suggested activities

- Using a local area map to identify the areas of greater bush fire risk.
- Use Lego bricks or pipe-cleaners to map out potential escape routes from the school or other properties in the local area. Discuss the risks of taking each route depending on the varying fire conditions.
- Students to review the Schools bush fire survival plan and provide suggestions to the School for possible improvements.

Session 9

Practical scenarios and revision

Overview

Practical scenarios are a great way to let the Students practise their techniques and improve their skills and knowledge, while experiencing the types of scenarios our Members face.

Learning outcomes

At the end of this session, Students should be able to

- Demonstrate various practical techniques and procedures during scenario type exercises.
- Discuss with Students the basis of any final theory and/or practical assessments and their Graduation.

Session outline

- Application of skills
- Revision of Program conclusion

Reference materials

- Bush Firefighter
- Village Firefighter
- Advanced Firefighter

Suggested activities

- Attend an evolving incident which requires Students to draw on knowledge and skills learnt from across the Program.
- Respond to a MVA with a casualty inside the vehicle, the car fire moves into nearby bushland, sparking a bush fire.
- Hose bowling and rolling relay.

Session 10

Program evaluation and Graduation

Overview

The future of the NSW RFS is dependent on the continual flow of enthusiastic and competent young members into its Brigades. Recognising the efforts of Students through a Graduation Ceremony and/or by nominating them for the Cadet of the Year Award can encourage Students to consider joining an emergency service agency.

The final session can also be used to conduct an evaluation of the Program through a theory or practical assessment of the Students. It should be noted that these are not a required part of the Program.

Session outline

- Future volunteering opportunities
- Student Graduation
- Cadet of the Year Award nomination

Learning outcomes

- Nominate a Student for the Cadet of the Year Award.
- Describe future volunteering opportunities with the District and link them with their closest Brigade.
- Identify other areas and organisations where Students could volunteer their time.

To receive a Certificate of Attendance:

- Students must have adhered to the SSCP Code of Conduct throughout the Program.
- Students must have attended 80% of training sessions and activities over the period of ten weeks.
- The SSCP Coordinator must have submitted an [Event Notification and Briefing Form](#) to their relevant District Office, Events and youthparticipation@rfs.nsw.gov.au.

A Graduation event is a great way to recognise the achievements of the Students.





The future of the NSW Rural Fire Service is dependent on the continual flow of enthusiastic and competent Junior Members into Cadet Brigades, operational Brigades and support Brigades.

Secondary School Cadet Program – Program Structure

10-WEEK	3-DAY	SESSION OVERVIEW	LOCATION/EQUIPMENT
1	1	Introduction to the NSW RFS	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required - Invite local Aboriginal Elder for a Welcome to Country
2	1	Fire behaviour and equipment familiarisation	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required
3	1	Pumping and hydraulics	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required
4	2	Emergency services in the local community	<ul style="list-style-type: none"> - School or NSW RFS venue - Invite local emergency service agencies
5	2	Communications and navigation	<ul style="list-style-type: none"> - School or NSW RFS venue - Arrange visit to State Operations Centre or local Fire Control Centre
6	2	Casualty assistance	<ul style="list-style-type: none"> - School or NSW RFS venue - Invite NSW Ambulance or St John Ambulance
7	3	Firefighting operations	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required
8	3	Bush fire awareness and preparation	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required
9	3	Practical scenarios and revision	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required
10	3	Program evaluation and Graduation*	<ul style="list-style-type: none"> - School or NSW RFS venue - Appliance required - Invite local Aboriginal Elder for a Welcome to Country

*separate Graduation event if required



RFS

Postal address

NSW Rural Fire Service
Locked Bag 17
GRANVILLE NSW 2142

State address

NSW Rural Fire Service
4 Murray Rose Avenue,
Sydney Olympic Park NSW 2127

T 02 8741 5555

F 02 8741 5550

rfs.nsw.gov.au

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 facebook.com/nswrfs

 @NSWRFS