



LESSON PLAN

Adults



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Establishing a “need to know” is critical when teaching adults. Remember to emphasize the positive!

Lesson Overview

Lesson Objectives

- Learn the value of fire safe behaviours and practice them in your home.
- Understand smoke and carbon monoxide alarms save lives.
- Create a home escape plan.
- Prevent and extinguish common types of cooking fires.
- Identify and treat different categories of burns.
- Review types of portable fire extinguishers and how to handle them.

Resource List

Instructor Materials

- Video: [Government of Western Australia Department of Fire and Emergency Services – DFES HOUSE FIRE VR EXPERIENCE](#)
 - Note: The web version of this video allows for virtual reality 360-degree viewing by clicking on the screen. The MP4 file does not provide this ability.
- Location of Smoke Alarms page (within the Our Home is Fire Safe package)
- Fire Survival Timeline Activity material
- Fire Tetrahedron Components material
- Fire Tetrahedron Equation material
- Kitchen Fire Safety (within the Our Home is Fire Safe package)
- First Aid for Burns (within the Our Home is Fire Safe package)
- Stop, Drop and Roll picture

In-lesson Handouts

- Our Home is Fire Safe package
- Get to Know Portable Fire Extinguishers package
- Fire Safety Bingo game

In-lesson Handouts if children are in attendance:

- What Might Make Me Beep? circle the pictures and answer key
- Make a Safe Escape! image ordering and answer key
- Sentence Scrambler and answer key

Resource List

Fire Department Materials

- Fire loss statistics
- Smoke alarm or visual smoke alert
- Carbon monoxide alarm
- Pot and lid
- Kitchen appliances or accessories burned in past fires
- Cooking fire safety photos
- Assorted fire extinguishers

Optional Materials

- Flip chart or whiteboard, pens
- Prizes (stickers, bookmarks, dept. promo items)

Teaching Tips

- Deliver your lesson in a professional, confident and controlled manner.
- Respond professionally to any responses or comments received. If you are unsure of an answer, tell the group that you will find out and get back to them.
- Accommodate a variety of learning styles by using props, demonstrations and problem-solving discussions.
- Emphasize the positive. Discuss what the group CAN DO to prevent fires from occurring and how they can protect themselves. Encourage the group to share their experience and knowledge.
- Use brainstorming exercises and group discussions to introduce alternative thoughts and ideas and challenge pre-set opinions about fire safety issues.
- Support your lesson with firefighter experiences. Use local media articles, success stories and fire and burn statistics to relate the lesson to the group's community and life.
- Maximize the lesson's impact by tapping into internal/external learning motivations. For example, an external motivator for being fire safe may be to keep insurance costs down; an internal motivator may be personal feelings of safety, security and/or protecting family.
- Consider the differences within audience ages, education levels and socio-economic status to create a more meaningful learning experience for all.
- Ensure the lesson considers different living situations and try to relate to the particular living arrangements of your audience (single detached homes vs. apartments vs. care homes, or multi-generational homes).
- Consider using a microphone or portable speaker system to ensure your messages are heard by all group members.
- Tell the class that they can take these learnings and teach the people they live with or their family members.
- Have fun! Consider providing refreshments or door prizes so the group can enjoy the social aspect of the lesson.

Agenda

Total lesson time: 95 minutes (105 minutes if including optional topic)

| Lesson Topics | Time |
|---|--------|
| Introduction | 5 min |
| Topic 1: Attitudes | 10 min |
| Topic 2: Smoke and carbon monoxide alarms | 15 min |
| Topic 3: Home escape planning | 20 min |
| Topic 4: Cooking fire safety | 15 min |
| Topic 5: First aid for burns | 10 min |
| Topic 6: Fire extinguishers | 15 min |
| (Optional) Topic 7: Fire safety bingo | 10 min |
| Conclusion | 5 min |

Lesson Plan

Introduction


Time: 5 minutes

| Outline | Time | Resources |
|--|-------|---|
| <ul style="list-style-type: none">• Introduce yourself to the group.• If appropriate, indicate the location of washrooms and exits and briefly outline evacuation procedures in the event of an emergency.• Depending on the group size, ask them to introduce themselves.• Using the agenda, discuss the activities to follow. Remember to be enthusiastic.• Survey the group for their expectations of the lesson. You may want to document responses on a flip chart or whiteboard to revisit later.• Distribute the Our Home is Fire Safe package and explain that it contains important home fire safety resources that will be referenced throughout the lesson.• Provide a lead-in to the first topic. <p>SAY! "First we are going to discuss how we form positive attitudes around fire safety."</p> | 5 min | Our Home is Fire Safe package Flip chart or whiteboard, pens |

Topic 1: Attitudes

Time: 10 minutes

| Outline | Time | Resources |
|--|--------------|--|
| <p>Current Fire Safety Attitudes Discussion</p> <ul style="list-style-type: none"> Explain that the goal of this lesson is to encourage positive behaviour change by teaching people about fire prevention skills to reduce deaths from structure fires. <p>SAY! “The highest injury to death ratio occurs in the 60-74 age demographic (averaging 0.4 deaths per 1 injury).”</p> <p>“By focusing on this demographic, we can make improvements to the well-being and quality of life of B.C.’s growing population of older adults.”</p> <ul style="list-style-type: none"> Using this stat or other local fire loss statistics sourced in advance, discuss attitudes or opinions about fire loss at a local or provincial level. Discuss possible reasons for a poor fire loss record. Possible reasons may include: <p>Attitude:</p> <ul style="list-style-type: none"> Many people believe that “it” will never happen to them, and even if it does, the fire department will save them. Many people believe that community safety is not their responsibility. <p>Lack of Education:</p> <ul style="list-style-type: none"> Many people don’t understand the reality and seriousness of fire. Fire safe behaviours have not been learned and/or put into daily practice. Many believe they will have sufficient time to escape safely. <p>Film and Television:</p> <ul style="list-style-type: none"> Ask the group if they have seen a movie or TV program with fire in it and if they believe it was a realistic depiction of fire. Explain that although Hollywood’s depiction of fire is not always realistic, it does contribute to the attitudes we form. | <p>3 min</p> | <p>Fire loss statistics</p> <p>Flip chart or whiteboard, pens</p> |
| <p>Video Demonstrating ‘Realities of Fire’</p> <ul style="list-style-type: none"> Play the video: <u>Government of Western Australia Department of Fire and Emergency Services – DFES HOUSE FIRE VR EXPERIENCE.</u> | <p>4 min</p> | <p>Video: <u>Government of Western Australia Department of Fire and Emergency Services – DFES HOUSE FIRE VR EXPERIENCE</u></p> |

| Outline | Time | Resources |
|---|--------|--------------------------------|
| <p>Sharing/Brainstorm Follow Up</p> <ul style="list-style-type: none"> • Challenge assumptions made during the initial discussion. • Note the avoidable hazards in the home, including lack of working smoke alarms and the lithium-ion battery device that was charging on top of flammable materials. | 1 min | Flip chart or whiteboard, pens |
| <p>Benefits of Fire</p> <ul style="list-style-type: none"> • Discuss the benefits of fire. Responses could include: <ul style="list-style-type: none"> – Fire is a useful tool. We cook our food and warm our homes with fire. Using fire as a tool requires awareness and safety. – Cultural and community practices that use fire in the home. Examples of this could include prayer candles, lighting the menorah, Indigenous cultural burning, burning incense or smudging. – While more relevant to the outdoor environment, fire removes forest underbrush, debris and dead trees and opens up the forest to sunlight, while nourishing the soil. | 1 min | |
| <p> Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • You are never too old to learn new fire safety behaviours or change pre-set opinions you might have about fire safety. • Having an awareness of fire and safe practices leads to developing a healthy respect for fire and feeling that it is not something to fear. • Be aware that your perception/biases of how fire spreads may be affected by movies or TV or lack of experience with fire. | 30 sec | |
| <p>Lead into the next topic.</p> <p>SAY! “Now that we’ve learned about forming positive attitudes about fire safety, let’s review smoke and carbon monoxide alarms in more detail.”</p> | 30 sec | |


Topic 2: Smoke and carbon monoxide (CO) alarms

Time: 15 minutes

| Outline | Time | Resources |
|---|--------------|---|
| <p>Introduction</p> <ul style="list-style-type: none"> • Brainstorm with the group the importance of working smoke alarms. Record responses on a flip chart or whiteboard. Ensure responses include: <ul style="list-style-type: none"> – Smoke alarms provide an early warning of smoke and fire. – You may not always smell smoke when you are sleeping. Your sense of smell is not as strong when you are sleeping. Smoke and toxic gases also numb your sense of smell and put you deeper into sleep. – As a fire develops, heat, smoke and toxic gases spread before flames do. – Many deaths are the result of smoke and toxic gases rather than flames. – Smoke alarms provide an early warning of a fire, can provide more time to escape safely and reduce the risk of dying in a home fire by 50%. • Emphasize the importance of having working smoke alarms in their home. • Explain when you hear alarm sounds or see alarm lights, you should get outside, stay outside and call your local emergency number. <ul style="list-style-type: none"> – Note: If children are present, consider asking them what sound a smoke alarm makes and respond positively if they answer “beep, beep, beep.” Explain that this sound means to get outside and stay outside. – Before proceeding to the next topic for adults, distribute the What Might Make Me Beep? handout to any children present and ask them to colour and complete the activity. | <p>4 min</p> | <p>Flip chart or whiteboard, pens</p> <p>What Might Make Me Beep? circle the pictures and answer key (handout for any children who are present)</p> |
| <p>Types of Smoke Alarms</p> <ul style="list-style-type: none"> • When purchasing a smoke alarm, ensure it has a recognized Canadian certification mark, such as CSA, cUL, ULC or cETL. • Explain that there are two types of smoke alarms for home use: ionization and photoelectric. Both types of smoke alarms are acceptable and perform effectively, provided they are installed and maintained correctly. <ul style="list-style-type: none"> – Ionization smoke alarms are more responsive to flaming fires and photoelectric smoke alarms are more responsive to smoldering fires. – Photoelectric smoke alarms are the better type of alarm to be installed near the kitchen and bathroom to reduce nuisance alarms. – There are also new multi-criteria smoke alarms that use technology to help reduce cooking nuisance alarms. These multi-criteria alarms can replace photoelectric or ionization alarms. | <p>3 min</p> | <p>Smoke alarm or visual smoke alert</p> |

| Outline | Time | Resources |
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| <ul style="list-style-type: none"> Smoke alarms may be battery-operated or hardwired, meaning they are powered by the home's electrical system. For continued protection in the event of a power failure, it is recommended that every home have a battery-operated smoke alarm. <p>Note on smoke alarms for people who are deaf or hard of hearing:</p> <ul style="list-style-type: none"> Explain that there are also different kinds of smoke alarms that convert sound into flashing lights or vibrations. These additional features are helpful for members of a home who are deaf or hard of hearing. | | |
| <p>Smoke Alarm Locations</p> <ul style="list-style-type: none"> Direct the class to the Location of Smoke Alarms page in the Our Home is Fire Safe package. Explain that smoke alarms should be installed in every sleeping area and on every level of their home. Explain that smoke alarms should be installed away from the kitchen and at least 3 metres (10 feet) from cooking appliances, as normal cooking vapours can trigger nuisance or false alarms. Explain that they should read the manufacturer's instructions carefully and follow them exactly. Larger homes may require additional smoke alarms for adequate protection. | 1 min | Location of Smoke Alarms page (in the Our Home is Fire Safe package) |
| <p>Testing, Maintenance and Replacement</p> <ul style="list-style-type: none"> Smoke alarms should be maintained through regular testing, cleaning and battery replacement. Smoke alarms should be tested and once a month by pushing the test button and listening for the alarm or in accordance with manufacturer's instructions available in the package or online. A rule to live by – once a month, once a year, once a decade: <ul style="list-style-type: none"> Test smoke alarms once a month using the test button. For battery-operated smoke alarms, replace batteries at least once a year. Batteries should also be replaced when the smoke alarm makes a chirping sound. Replace your smoke alarm once a decade (every 10 years). Smoke alarms have a 10-year duration. When installing a new smoke alarm, write the 10-year date when you will need a new one on the back. Demonstrate testing the smoke alarm by pressing the test button. First, prepare the group for the sound and/or lights of the smoke alarm. Before pressing the button note that the alarm is very loud and/or bright. Explain that smoke alarms should be cleaned once a month. To clean a smoke alarm, vacuum the noise vent or wipe it with a dry paper towel, as dust gets trapped inside. Demonstrate cleaning the smoke alarm by wiping it down with a paper towel. | 3 min | Smoke alarm or visual smoke alert |

| Outline | Time | Resources |
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| <p>Note for adults who may need extra assistance:</p> <ul style="list-style-type: none"> • Testing smoke alarms may be difficult for some older adults or those with mobility challenges. As a safe alternative to standing on a chair to push the test button, suggest remaining on the floor and using a broom handle. • Explain that they should ask a person they live with, a family member, friend or maintenance person to assist with battery replacement and cleaning. | | |
| <p>Carbon Monoxide Alarms</p> <ul style="list-style-type: none"> • Explain to the group that carbon monoxide (CO) is an invisible gas with no taste or smell that can make people really sick or lead to death. CO comes from fuels like wood, gasoline, propane or oil. These fuels often help heat homes through fireplaces, furnaces or heaters. Examples of how CO can be created include cars idling in a garage or appliances like clothes dryers and furnaces not being properly vented. CO poisoning symptoms include headaches, drowsiness and nausea, and can be fatal to people and pets. • Display a CO alarm. Explain that every home with at least one fuel-burning appliance or attached garage should have a CO alarm, as well as a smoke alarm. Explain to the group that when the CO alarms sounds, it means the same thing as a smoke alarm: go outside, go to their meeting place, stay outside and call 9-1-1 or their local emergency number. Don't go back inside until an official says it's safe. • Explain that CO alarms should also be installed on each level of a home and tested once a month. • Demonstrate testing the CO alarm. Highlight the difference between the smoke and CO alarm sounds. If not demonstrating either alarm, mention that smoke alarms usually beep three times in a row and repeat, while CO alarms will beep four times in a row and repeat or sound continuously. | 3 min | Carbon monoxide alarm |

| Outline | Time | Resources |
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|  <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Working smoke alarms save lives, cutting the risk of dying in a home fire in half. • Smoke alarms should be installed in every sleeping area and on every level of a home. Smoke alarms should be cleaned and tested monthly. • Install smoke alarms and alert devices that meet the needs of people who are deaf or hard of hearing. • If your home has one or more fuel-burning appliances or an attached garage, you also need carbon monoxide alarms. A CO alarm lets you know there is an unsafe level of poison gas in your home. | 30 sec | |
| <p>Lead into the next topic.</p> <p>SAY! “Now that we’ve reviewed alarms, let’s talk about the fire survival timeline and why it is so important to prepare and practice a home fire escape plan.”</p> | 30 sec | |

Topic 3: Home escape planning


Time: 20 minutes

| Outline | Time | Resources |
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| <p>Fire Survival Timeline</p> <ul style="list-style-type: none"> • Begin by reading the group the following scenario: <ul style="list-style-type: none"> – It is 2 a.m. and a fire breaks out in your home. The fire has been burning for less than a minute when the smoke alarm sounds. • Distribute or display the Fire Survival Timeline Activity material or draw it on a flip chart or whiteboard. • Review the actions for escape and ask the group how long each action will take them to complete. Record the group’s responses on the flip chart or whiteboard. • Using your department’s “best case scenario” or “average response time,” fill in the fire department response side of the fire survival timeline. Explain that the fire department response time does not begin until after the participant response time ends. • Total the times required for the group response and fire department response. Add the two times together to create the grand total. Knowing what they now know about fire, ask the group what the condition of the home and the chances of survival would be at this time. • Emphasize that the first three minutes are critical and how working smoke alarms and a rehearsed home fire escape plan increase the chances of survival. Emphasize that the sooner occupants leave their home and call the fire department, the more quickly the fire department can respond and perform rescue and fire suppression efforts. | <p>5 min</p> | <p>Fire Survival Timeline Activity material</p> <p>Flip chart or whiteboard, pens</p> |
| <p>Create a Home Escape Plan</p> <ul style="list-style-type: none"> • Explain that home fire escape plans are important and should be practiced by all members of a home. Together, fire and smoke are fast, hot and dark; you need to get outside quickly as heat and toxic gases may prevent escape. Note that the faster occupants can exit the home, the sooner the fire department can be notified and respond. • Brainstorm with the group different things they should include in their home fire escape plan and what to do if there is a fire. Responses should include: <ul style="list-style-type: none"> – Make sure everyone in your home knows the sound of the smoke and CO alarms – Know two ways out of each room – Know where all the exit stairs are if you live in an apartment building | <p>5 min</p> | <p>Flip chart or whiteboard, pens</p> <p>Make a Safe Escape! image ordering and answer key (handout for any children who are present)</p> |

| Outline | Time | Resources |
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| <ul style="list-style-type: none"> – Help members of a home that may need help waking up or getting outside, like younger children, grandparents, Elders, those with additional needs or pets – Have a meeting place outside • Explain to the group that after they are outside, they should call emergency services on a cell phone or a neighbour’s phone. • Explain to the group they should practice the home fire escape plan twice a year. They can make a home fire drill realistic by sounding the smoke alarm, practicing crawling low, identifying two ways out of the home and gathering at the outside meeting place. • Explain that all children should be taught the steps to follow when escaping from the home. Involve children in creating and practicing the home fire escape plan. <ul style="list-style-type: none"> – Note: If children are present, ask them to point to two ways out of the room. Respond positively if they point to the door or windows. Ask them for examples of a meeting place outside. Examples could include a tree, a light post or a neighbour’s home. – Before proceeding to the next topic for adults, distribute the Make a Safe Escape! handout to any children present and ask them to complete the activity. • Mention it is important to think about two ways out and escape routes at other locations you frequently visit, such as at work, a grocery store or a vacation home. | | |
| <p>Home Escape Behaviours</p> <ul style="list-style-type: none"> • Explain to the group some additional fire safety considerations they should take while following their home fire escape plan. Note that: <ul style="list-style-type: none"> – When the smoke alarm sounds, immediately start your escape plan. Tell everyone in your home to leave. Do not gather possessions. If you cannot locate your pet, you must evacuate. – Check doors before opening them. Stay low behind the door, reach up and feel the door, the doorknob and the space between the door and the frame for heat. If the door feels cool, open it with caution! Put your shoulder against the door and open it a crack. If safe, leave the building immediately. If the door feels warm or if there is smoke or flames on the other side of the door, shut the door and use an alternate escape route. – Always crawl low under smoke. Smoke contains toxic gases and heat rises toward the ceiling. This means the cleanest and coolest air is closest to the floor. Crawling low under smoke may be difficult for some older adults or those with mobility challenges, so emphasize the importance of being as low as possible to avoid smoke and toxic gases. Demonstrate the crawl or walk low procedure. – If trapped, close all doors between you and the fire. Demonstrate using blankets or cloths to fill the cracks around the door to keep the smoke out. If there is a phone in the room, call your local emergency number. If it is safe to open a window and there is no smoke, open it and yell for help. | 3 min | |

| Outline | Time | Resources |
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| <p>Note for people who live in apartments:</p> <ul style="list-style-type: none"> • Explain to the group that if they live in an apartment building and there is a fire, actions to take include: <ul style="list-style-type: none"> – Leave your apartment and close the door behind you. – Pull the fire alarm to notify the fire department and neighbours. – Use the stairs to get out; do not use the elevator. Follow your building’s fire safety plan and emergency procedures. – Go to your meeting place outside and stay there until firefighters say it’s safe to go back in. | | |
| <p>Reporting Emergencies</p> <ul style="list-style-type: none"> • Remind the group that after they are outside, they need to call 9-1-1 or their local emergency number on a cell phone or a neighbour’s phone. • Ask the group if they know their local emergency phone number to report a fire or other emergency. Consider asking younger group members to volunteer to recite it. Then display it on a slide, flipchart or whiteboard. Ensure you have identified the emergency phone number for the community in advance of the lesson. • Explain to the group that when reporting an emergency, they should always provide the following information: <ul style="list-style-type: none"> – The type of emergency – Their name – Their address – The phone number they are calling from • Explain to the group that they should state their location information clearly. Providing an address is always best, but home numbers visible from outside, building names, road/street names, highway markers or First Nations names can all be helpful. • Explain that if they have a choice between using a landline phone or a cell phone to call 9-1-1, a landline is always better because it provides call-takers with your exact address/location. | 3 min | |
| <p>Additional Home Escape Planning Considerations</p> <ul style="list-style-type: none"> • Discuss with the group any additional considerations they might need to make to ensure their home fire escape plan will work for everyone in their home. Reference the checklist that is included in the Our Home is Fire Safe package. Responses could include: <ul style="list-style-type: none"> – Be sure windows and doors are easy for any member of the home to unlock and open. – Ensure you have a safe way to reach the ground if you must escape from an upper story window of a multi-level home, such as using an escape ladder. | 3 min | Our Home is Fire Safe package |

| Outline | Time | Resources |
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| <ul style="list-style-type: none"> - Consider members of the home who may need extra help waking up and escaping, such as infants and young children, or older adults with mobility difficulties or mobility aids (e.g., walkers, wheelchairs, canes). This can include yourself! A plan should be made to provide that assistance. - For homes with children, keep doors closed while they are sleeping, use baby monitors and ensure parents or caregivers have a method of reaching the child's room from the outside. - For older adults, people with mobility difficulties and people with disabilities, things like phones, flashlights, whistles, eyeglasses, special medications, slippers, robes, walkers, wheelchairs and canes should be kept near their bedside for easy accessibility. There are also subscription medical alert systems that contact emergency services at the push of a button worn around the neck or wrist. - There are circumstances where home escape is not possible, such as when all exits are blocked or an individual has mobility challenges preventing escape. It may be necessary to shelter in place away from the fire. Close doors and use towels or blankets to prevent smoke from entering the room. Immediately call your emergency services number and make it clear there is a fire, you are unable to escape and where you are within the home. Sheltering in place should be a last resort; plan to know two ways out of every room. - If you live in an apartment, your building may have an "area of refuge," which is a safe space designed to shelter during an emergency. Include this area in your home escape plan. | | |


| Outline | Time | Resources |
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|  <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Make a home fire escape plan with the people you live with and practice a home fire drill at least twice a year. • Plan your home escape around your own abilities. • Identify two ways out of each room (doors/windows). Keep pathways free from clutter. • Children, Elders, grandparents or members of the home with mobility difficulties may need help to wake up and get out. Make sure that someone in your home will help them. • In an emergency, call 9-1-1 or your local emergency number. • Fire safety for apartments/high-rises: <ul style="list-style-type: none"> – Know the fire safety features and emergency procedure in your apartment building's fire safety plan. – Leave the building using the nearest stairway; do not use the elevator. • Call the fire department when you are safe and away from the building. | 30 sec | |
| <p>Lead into the next topic.</p> <p>SAY! "Now that we've talked about the importance of smoke alarms and home fire escape planning, let's talk about kitchen and cooking fire safety."</p> | 30 sec | |

Topic 4: Cooking fire safety

Time: 15 minutes

| Outline | Time | Resources |
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| <p>General Cooking Fire Safety Tips</p> <ul style="list-style-type: none"> • Explain that cooking-related fires are a leading cause of home fires in British Columbia. • Most kitchen fires are preventable. Using kitchen props such as a cooking pot, lid and oven mitt, ask for volunteers to demonstrate their knowledge of fire safety in the kitchen. Behaviours could include: <ul style="list-style-type: none"> – Not leaving the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. – Keeping combustibles such as curtains, dish towels, plastic containers and potholders away from hot surfaces. – Avoiding loose fitting sleeves that may contact burners and catch fire. – Preventing burns and stovetop fires by turning pot handles toward the back of the stove when cooking. – Avoiding storing items that may burn on or above the stove. – Maintaining a clear cooking zone, keeping children and pets a safe distance from the cooking area. – Keeping appliance surfaces free of spills and grease that may catch fire. – Turning burners and the oven off when not in use. – Unplugging electrical appliances when not in use. – Avoiding open flame cooking or cooking with grease in enclosed areas. • Keep track of behaviours demonstrated by the volunteers. Demonstrate any behaviours not shown by the volunteers. • Note: If children are present, before proceeding to the next topic for adults, distribute the Sentence Scrambler handout and ask them to complete the activity. | <p>6 min</p> | <p>Pot and lid</p> <p>Kitchen appliances or accessories burned in past fires</p> <p>Cooking fire safety photos</p> <p>Sentence Scrambler and answer key (handout for any children who are present)</p> |
| <p>Common Kitchen Fires</p> <ul style="list-style-type: none"> • Ask the group to brainstorm specific types of fires that may occur in the kitchen. List all responses on a flip chart or whiteboard. Make sure the following types of fires are listed: <ul style="list-style-type: none"> – Grease fires – Oven fires – Microwave fires – Appliance fires | <p>7 min</p> | <p>Flip chart or whiteboard, pens</p> <p>Fire Tetrahedron Components material</p> <p>Fire Tetrahedron Equation material</p> |

| Outline | | Time | Resources | | | | | | | | | | | | | | | |
|--|--|---|---|------------|---------------|---------------------|---|---|-------------------|--|---|------------------------|---|---|------------------------|--|--|--|
| <ul style="list-style-type: none"> - Clothing fires - Electrical fires • Using the Fire Tetrahedron Components material and the Fire Tetrahedron Equation material, explain the components of the fire tetrahedron, how they work together to create fire and how removing one or more components extinguishes the fire. • Discuss prevention and extinguishing techniques for each fire type using the Kitchen Fire Safety page within the Our Home is Fire Safe package. | | | Kitchen Fire Safety page (in the Our Home is Fire Safe package) | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>Preventing</th> <th>Extinguishing</th> </tr> </thead> <tbody> <tr> <td>Grease Fires</td> <td> <ul style="list-style-type: none"> • Keep cooking surfaces free of spills and grease that may catch fire. • Do not let oil/grease overheat. • Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. </td> <td> <ul style="list-style-type: none"> • Turn the heat source off. • Smother the fire by sliding a lid or cookie sheet over the pot/pan. • Never pour water on a grease fire as it will cause the flames to spread. </td> </tr> <tr> <td>Oven Fires</td> <td> <ul style="list-style-type: none"> • Clean your oven regularly to keep it free of grease and food build-up. • Stay in your home if baking, roasting or simmering and check the food regularly. </td> <td> <ul style="list-style-type: none"> • Keep the oven door closed and turn the heat source off. </td> </tr> <tr> <td>Microwave Fires</td> <td> <ul style="list-style-type: none"> • Clean your microwave regularly to keep it free of grease and food build-up. </td> <td> <ul style="list-style-type: none"> • Keep the microwave door closed, turn the microwave off and unplug the unit. </td> </tr> <tr> <td>Appliance Fires</td> <td> <ul style="list-style-type: none"> • Clean appliance surfaces to keep them free of spills and grease that may catch fire. • Don't overload electrical outlets. • Examine electrical cords and discard any that are damaged. • Turn off and unplug electrical appliances when not in use. • Keep combustible materials away from heat sources. </td> <td> <ul style="list-style-type: none"> • Unplug the appliance. • Use an appropriate fire extinguisher. </td> </tr> </tbody> </table> | | | Preventing | Extinguishing | Grease Fires | <ul style="list-style-type: none"> • Keep cooking surfaces free of spills and grease that may catch fire. • Do not let oil/grease overheat. • Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. | <ul style="list-style-type: none"> • Turn the heat source off. • Smother the fire by sliding a lid or cookie sheet over the pot/pan. • Never pour water on a grease fire as it will cause the flames to spread. | Oven Fires | <ul style="list-style-type: none"> • Clean your oven regularly to keep it free of grease and food build-up. • Stay in your home if baking, roasting or simmering and check the food regularly. | <ul style="list-style-type: none"> • Keep the oven door closed and turn the heat source off. | Microwave Fires | <ul style="list-style-type: none"> • Clean your microwave regularly to keep it free of grease and food build-up. | <ul style="list-style-type: none"> • Keep the microwave door closed, turn the microwave off and unplug the unit. | Appliance Fires | <ul style="list-style-type: none"> • Clean appliance surfaces to keep them free of spills and grease that may catch fire. • Don't overload electrical outlets. • Examine electrical cords and discard any that are damaged. • Turn off and unplug electrical appliances when not in use. • Keep combustible materials away from heat sources. | <ul style="list-style-type: none"> • Unplug the appliance. • Use an appropriate fire extinguisher. | |
| | Preventing | Extinguishing | | | | | | | | | | | | | | | | |
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| Outline | | | Time | Resources |
|---|--|--|--------|-----------|
| | Preventing | Extinguishing | | |
| Clothing Fires | <ul style="list-style-type: none"> Avoid loose sleeves that may contact elements and catch fire. Turn pot handles in. Stay alert while cooking. Do not store items on or above the stove to prevent your clothing from contacting hot burners. | <ul style="list-style-type: none"> Stop, drop and roll. Cover your face with your hands. | | |
| Electrical Fires | <ul style="list-style-type: none"> Don't overload electrical outlets. Have an electrician repair any damaged or faulty wiring and plugs. Discard any damaged electrical cords. | <ul style="list-style-type: none"> Turn the power off. Use an appropriate fire extinguisher. | | |
| <ul style="list-style-type: none"> Note regarding portable fire extinguishers: The first course of action when confronted with a fire is to ensure everyone has exited the building and someone has called the fire department. Only small, contained fires should be extinguished. Ensure a safe exit route is available before attempting to put the fire out. Explain that when using portable fire extinguishers on stove fires, the extinguisher spray can knock over pots and pans, potentially causing the fire to spread. Explain to the group that you will cover portable fire extinguishers in more detail later in the lesson. | | | 1 min | |
|  | Topic Close Out Say these key messages: <ul style="list-style-type: none"> Stay alert while cooking and do not leave cooking items unattended. Keep things that can catch fire away from heat/appliances. Maintain a clear cooking zone (no children or pets). Always keep a lid nearby. Never pour water on a grease fire. Use electrical cooking equipment (including microwaves) safely and as intended. Have a fire extinguisher located no more than 12 metres (40 feet) from the kitchen and ensure it is maintained and the correct class. | | 30 sec | |
| Lead into the next topic. SAY! "Because of potential injury from cooking-related fires, it is important to understand the seriousness of burn injuries and know how to treat them." | | | 30 sec | |

Topic 5: First aid for burns

Time: 10 minutes

| Outline | Time | Resources |
|---|--------------|---|
| <p>Burn Categories and Treatment</p> <ul style="list-style-type: none"> Using the First Aid for Burns page within the Our Home is Fire Safe package, discuss the different classifications of burn injuries. Make sure to cover the three common classifications: thermal burns, partial-thickness burns and full-thickness burns. If available, use local examples of burn incidents involving the audience demographics. Newspaper articles can also be helpful in enhancing the discussion if appropriate. Before sharing any burn type images with the group, verbalize a trigger warning. <p>SAY! "These photos contain graphic images of varying types of burns, which I am showing to demonstrate that they can occur."</p> <ul style="list-style-type: none"> Explain to the group that what is done to a burn in the first few minutes after it occurs can make a difference in the severity of the injury. Discuss how to effectively treat burn injuries based on the degree of burn described in the table. Explain to the group that if a burn is severe, they should immediately call 9-1-1 or their local emergency number for help. Note that clothing that is stuck to a burn should never be removed, as it could cause further skin damage. Blisters on skin should never be popped, as that can increase the chance of infection. Explain that if your clothes catch on fire, you should stop, drop and roll. If there are younger group members, display the Stop, Drop and Roll picture and consider having one volunteer demonstrate: <ul style="list-style-type: none"> Stop where you are, don't run Drop to the ground; cover your face with your hands Roll over and over until the fire is out Explain that adults with mobility difficulties should consider how they will get up after they stop, drop and roll. If they are unable to recover themselves, they should call for help or call emergency services. Medical alert systems that contact emergency services should be worn if necessary. | <p>9 min</p> | <p>First Aid for Burns page (in the Our Home is Fire Safe package)</p> <p>Stop, Drop and Roll picture</p> |


| Outline | Time | Resources |
|---|--------|-----------|
| <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Treat a burn right away. Cool a minor burn by running cool water over it. • Call 9-1-1, your local emergency number or a doctor for help if the burn is severe. | 30 sec | |
| <p>Lead into the next topic.</p> <p>SAY! “Now that we’ve talked about treating different types of burns, let’s discuss selecting, using and maintaining portable fire extinguishers.”</p> | 30 sec | |

Topic 6: Fire extinguishers

Time: 15 minutes

| Outline | Time | Resources |
|---|--------------|--|
| <p>Introduction to Fire Extinguishers</p> <ul style="list-style-type: none"> Distribute the Get to Know Portable Fire Extinguishers package. Explain to the class that you will reference the materials throughout this topic. Explain that a portable fire extinguisher can be an effective tool in saving lives and property. Although it is better to fight a fire through prevention and early detection, with training and practice, adults can learn how to extinguish small fires. Note that being able to extinguish a small, contained fire such as in a cooking pan, wastebasket or campfire may prevent injury and minimize property damage. Explain that everyone should have at least one fire extinguisher in their home or kitchen, no more than 12 metres (40 feet) from the area of use. | 1 min 30 sec | Get to Know Portable Fire Extinguishers package |
| <p>When to Fight a Fire</p> <ul style="list-style-type: none"> Using the Should You Fight a Fire? page, discuss the decision-making process around whether or not to fight a fire. Explain that prior to making a decision about whether or not to extinguish a fire people should ensure: <ul style="list-style-type: none"> Everyone has left the building. Someone is calling the fire department. People should consider fighting a fire only if the following conditions exist: <ul style="list-style-type: none"> The fire is confined to a small area and not spreading A clear escape route exists between themselves and the fire There is an appropriate, working fire extinguisher available They know how to properly use the extinguisher Remind the group that it is dangerous to fight a fire under any other circumstances. Emphasize that if they are ever unsure, uncomfortable or unable to extinguish a small fire themselves they should immediately leave the area, close the door of the room on the way out, get outside, stay there and call 9-1-1 or their local emergency number. | 3 min | Should You Fight a Fire? page (in the Get to Know Portable Fire Extinguishers package) |
| <p>Selecting an Appropriate Fire Extinguisher</p> <ul style="list-style-type: none"> Using the Choosing a Portable Fire Extinguisher page and Types of Portable Fire Extinguishers page, explain that there are three common classes of fire, which require different kinds of extinguishers. | 3 min | Choosing a Portable Fire Extinguisher page (in the Get to Know Portable Fire |


| Outline | Time | Resources | | | | | | | | |
|--|------------------------------------|--|---------|-----------|------------------|--------------|----------------|-----------------|--|--|
| <ul style="list-style-type: none"> - Class A: Ordinary combustibles such as wood, paper, plastic or cloth. This class needs a water or dry chemical type of extinguisher. - Class B: Flammable or combustible liquids. This class needs a carbon dioxide or dry chemical type of extinguisher. - Class C: Energized electrical equipment. This class needs a carbon dioxide or dry chemical type of extinguisher. <table border="1" data-bbox="204 468 987 699"> <thead> <tr> <th data-bbox="204 468 597 548">Type of Portable Fire Extinguisher</th> <th data-bbox="597 468 987 548">Classes of Fire</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 548 597 598">• Water</td> <td data-bbox="597 548 987 598">• Class A</td> </tr> <tr> <td data-bbox="204 598 597 648">• Carbon Dioxide</td> <td data-bbox="597 598 987 648">• Class B, C</td> </tr> <tr> <td data-bbox="204 648 597 699">• Dry Chemical</td> <td data-bbox="597 648 987 699">• Class A, B, C</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Explain that you should choose the fire extinguisher appropriate for the class of fire being fought. | Type of Portable Fire Extinguisher | Classes of Fire | • Water | • Class A | • Carbon Dioxide | • Class B, C | • Dry Chemical | • Class A, B, C | | <p>Extinguishers package)</p> <p>Types of Portable Fire Extinguishers page (in the Get to Know Portable Fire Extinguishers package)</p> <p>Assorted fire extinguishers</p> |
| Type of Portable Fire Extinguisher | Classes of Fire | | | | | | | | | |
| • Water | • Class A | | | | | | | | | |
| • Carbon Dioxide | • Class B, C | | | | | | | | | |
| • Dry Chemical | • Class A, B, C | | | | | | | | | |
| <p>Fire Extinguisher Installation, Inspection and Maintenance</p> <ul style="list-style-type: none"> • Using the Installation, Inspection & Maintenance page, explain to the group that: <ul style="list-style-type: none"> - Portable fire extinguishers should be installed in plain view near an escape route and away from stoves and heating equipment. - Read the operator’s manual for installation, inspection and maintenance instructions. - Rechargeable models must be serviced annually by a certified service technician and after every use. Disposable extinguishers must be replaced after use. | 2 min | <p>Installation, Inspection & Maintenance page (in the Get to Know Portable Fire Extinguishers package)</p> | | | | | | | | |
| <p>Handling a Portable Fire Extinguisher</p> <ul style="list-style-type: none"> • Using the Fire Extinguisher Operation page, explain to the group the acronym “PASS”: <ul style="list-style-type: none"> - Pull the pin - Aim at the base of the fire - Squeeze the lever - Sweep from side to side • Using the Fire Extinguishing Reminders page, explain to the group that they should: <ul style="list-style-type: none"> - Test the extinguisher prior to approaching the fire. - Keep low and approach with wind at your back, if outside. - Stay away from the fire, keeping a distance of at least 2 metres (6.5 feet). - Extinguish the fire using PASS. - Back away and watch out for re-ignition. | 4 min | <p>Fire Extinguisher Operation page (in the Get to Know Portable Fire Extinguishers package)</p> <p>Fire Extinguishing Reminders page (in the Get to Know Portable Fire Extinguishers package)</p> | | | | | | | | |

| Outline | Time | Resources |
|---|--------|-----------|
| <ul style="list-style-type: none"> – Leave the building, close the door and wait for the fire department to arrive for further assessment. (Remember: Someone should call the fire department before you extinguish a fire.) – Never re-enter the building without the fire department’s approval. – Escape if a fire does not extinguish after using one fire extinguisher. Leave the area and if possible, close the door. Get outside and call your local emergency number. – Never intentionally set a fire for the purposes of portable fire extinguisher practice. – Contact your local fire department if you require additional portable fire extinguisher training in a safe environment. <ul style="list-style-type: none"> • Note: If children are present, emphasize to both adults and children that children should never use a fire extinguisher and their first course of action should be to get outside to their meeting place and stay there. | | |
|  <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Every home should have at least one fire extinguisher, and most importantly, one in the kitchen, no more than 12 metres (40 feet) from the area of use. Every home should also have at least one adult who is trained to use a fire extinguisher properly. • Placing a fire extinguisher right next to the oven/stove is not recommended as smoke and flames could block access to the extinguisher. • Before using a portable fire extinguisher, ensure it is the correct type for the material that is burning. • Do not fight a fire if you do not know what material is burning or what type of fire extinguisher to use. • Inspect your fire extinguishers once a month and have them serviced annually by a certified professional. • Check to see if your fire extinguisher is under any Canadian federal recalls or safety alerts. • When using a portable fire extinguisher, remember “PASS”: Pull, Aim, Squeeze and Sweep. • If you are unable to extinguish the fire, begin your escape and call your local emergency number. | 1 min | |
| <p>Lead into the next topic (if playing fire safety bingo) or to the lesson conclusion.</p> <p>SAY! “Now that we’ve learned some important lessons about fire safety, we are going to play a game to see how fire safe your home currently is.”</p> | 30 sec | |

(Optional) Topic 7: Fire safety bingo

Time: 10 minutes

| Outline | Time | Resources |
|--|---------------------|-------------------------------|
| <ul style="list-style-type: none"> • Distribute copies of the Fire Safety Bingo game. Ensure that you print enough copies for the class prior to the lesson. Evenly distribute the four different versions of the grid, which mix up the order of the questions/responses. Consider bringing prizes for the winner(s) of the game. • Explain to the class that you will be playing a game called “Fire Safety Bingo” and note the following rules: <ul style="list-style-type: none"> – You will ask the class a fire safety question. Tell them to circle, strikethrough or highlight the corresponding fire safety statement on their bingo card if it applies to them. – Only circle, strikethrough or highlight boxes in the order that they are called. Remember to be honest! – Once you have five boxes in a row (vertically, horizontally or diagonally), shout BINGO! – The middle box is a free space. • Read the fire safety questions below in random order until someone wins the game. Make sure to check their answers. If the game ends early, continue to run through the entire questions list with the class to reinforce the fire safety lessons. If there is no winner, award a prize to whomever has the most checked boxes. <p>Questions:</p> <ul style="list-style-type: none"> – Does your home have a smoke alarm? – Have you tested your smoke alarm this month? – Do you have a home escape plan? – Do you know two ways out of every room in your home? – Are all exits in your home clear of toys, furniture and clutter? – From the street, can you see your house or apartment building numbers during the day and night? – Does your home have at least one portable fire extinguisher? – Do you know your local emergency number? – Does someone in your home know how to put out grease fires? – Is there at least 1 metre (3 feet) of space between all the heating equipment in your home and things that can burn? – Is your kitchen a pet-free-zone when you are cooking? – Is your stove top free of grease and clutter? | <p>9 min 30 sec</p> | <p>Fire Safety Bingo game</p> |

| Outline | Time | Resources |
|---|--------|-----------|
| <ul style="list-style-type: none"> - Are all your home appliances, such as microwaves, refrigerators and washer/dryers, plugged directly into wall outlets and not extension cords? - Are there any overloaded electrical outlets or power bars in your home? - Is there space between any lights and furniture, sheets, curtains or any other flammable things in your home? - Do you clean out your clothes dryer's lint filter before every use? - Are flammable liquids, such as beauty products and rubbing alcohol, stored in a cabinet away from heat sources in your home? - Are gasoline, propane and paint thinner stored outside of your home? - Are matches and lighters stored somewhere safe in your home, where they cannot be accessed by children? - Do you avoid covering or leaving charging electronics, such as smartphones and laptops, on bed sheets or papers? - Do you store lithium-ion battery devices, such as tablets, e-bikes or rechargeable e-cigarettes, at room temperature, away from sunlight and away from flammable materials? - If you have a fireplace, does it have a screen? - Do you keep lit candles at least a foot away from flammable materials? - Do you know how to treat a minor burn and when to seek medical attention? | | |
|  <p>Topic Close Out Say this key message:</p> <ul style="list-style-type: none"> • These are just some of the fire safety best practices to implement in your home. To help remember, you can reference the checklist in the Our Home is Fire Safe package for more information. | 30 sec | |

Conclusion

Time: 5 minutes

| Outline | Time | Resources |
|---|-------|-----------------|
| <ul style="list-style-type: none">• Thank the group and reinforce the importance of the fire safety information they learned. Encourage them to put it into practice immediately to protect themselves and their loved ones from fire.• Answer any remaining questions the group may have.• Provide your contact information for future questions or concerns.• Tell the group that although they learned about fire safety at home, there is more to learn about outdoor fires. For more information and resources on wildfires and how to keep the outside of their homes fire safe, they can visit the FireSmart BC website (firesmartbc.ca).• If using Evaluation Form: Emphasize the importance of the group's feedback and ask that they complete the Evaluation Form. | 5 min | Evaluation Form |

Materials and Handouts

Lesson Materials

To be used during the lesson in support of the topics listed below.

- Location of Smoke Alarms page (within the Our Home is Fire Safe package) (Topic 2)
- Fire Survival Timeline Activity material (Topic 3)
- Fire Tetrahedron Components material (Topic 4)
- Fire Tetrahedron Equation material (Topic 4)
- Kitchen Fire Safety (within the Our Home is Fire Safe package) (Topic 4)
- First Aid for Burns (within the Our Home is Fire Safe package) (Topic 5)
- Stop, Drop and Roll picture (Topic 5)

In-lesson Handouts

To be distributed during the lesson in support of the topics listed below.

- Our Home is Fire Safe package (Introduction)
- What Might Make Me Beep? circle the pictures and answer key (Topic 2)
- Make a Safe Escape! image ordering and answer key (Topic 3)
- Sentence Scrambler and answer key (Topic 4)
- Get to Know Portable Fire Extinguishers package (Topic 6)
- Fire Safety Bingo game (Topic 7)



Fire Survival Timeline Activity

Participant Response

| Activity | Time |
|---|--------|
| Fire is burning/smoke alarm sounds | 2 mins |
| Wake up all people in the home | |
| Get all the people inside the home outside to the predetermined meeting place | |
| Use a cellphone or wake up a neighbour to call the fire department | |
| Call the fire department and provide required information | |

Total Participant Response Time: _____

Fire Department Response

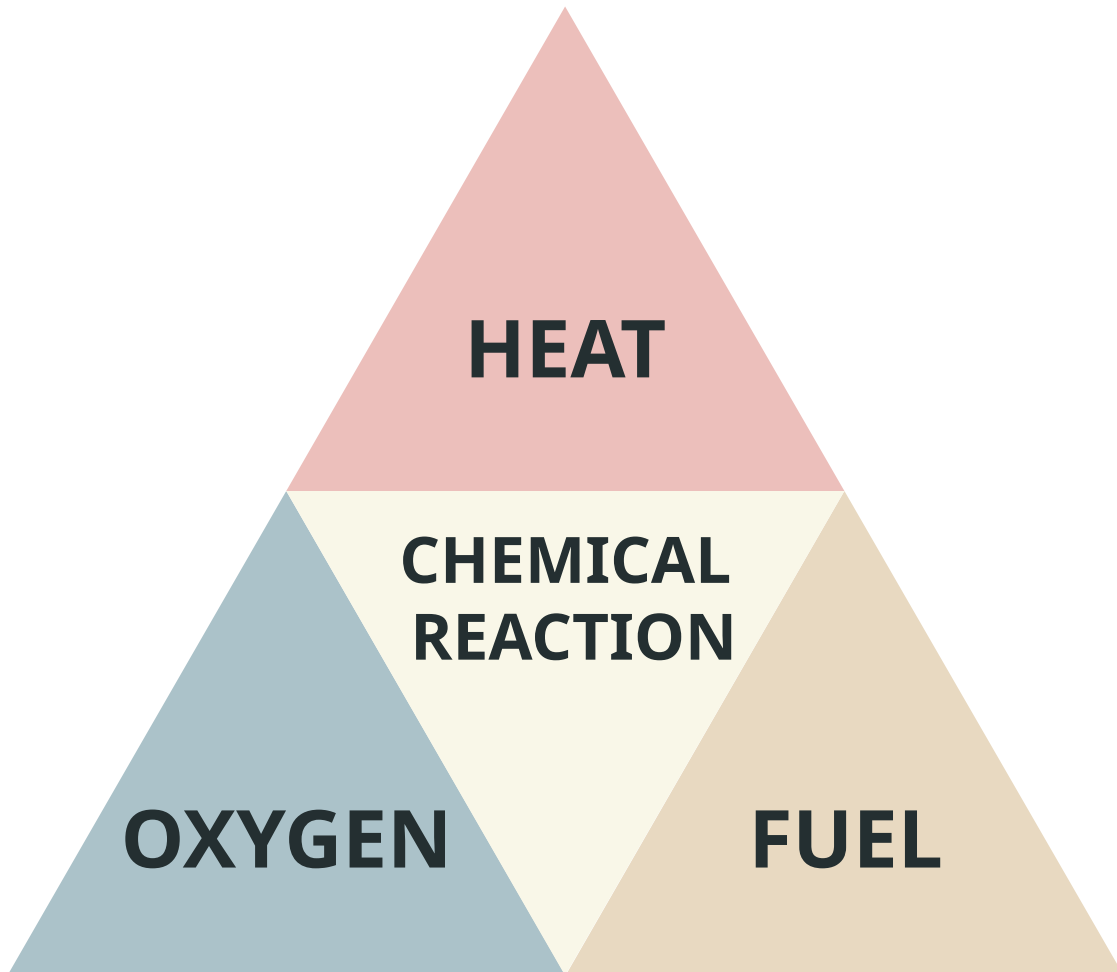
| Activity | Time |
|---|------|
| Fire department receives call Firefighters begin the response and enter their trucks | |
| Drive from the fire hall to the scene of the fire | |
| Arrive on scene and assess | |
| Initial rescue and/or extinguish fire | |

Total Fire Department Response Time: _____

Grand Total Time: _____



Fire Tetrahedron Components





Fire Tetrahedron Equation



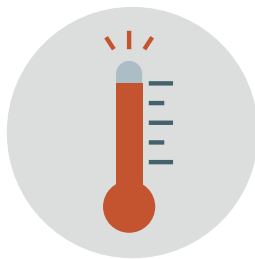
Fire

=



Fuel

+



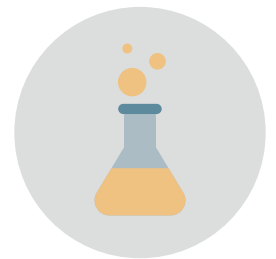
Heat

+



Oxygen

+



**Chemical
Reaction**

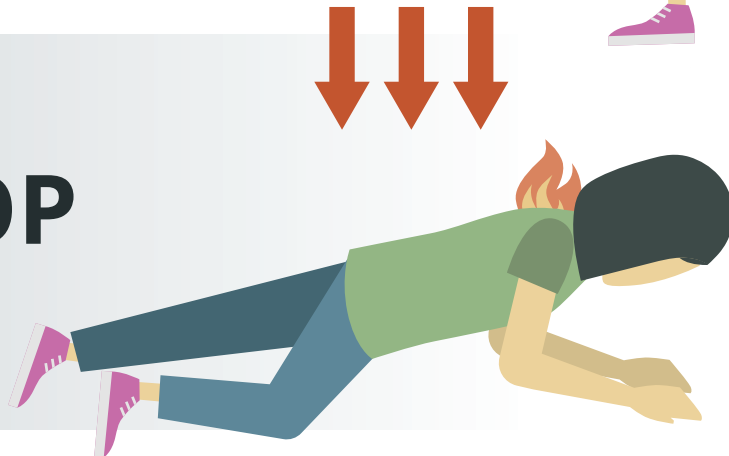


Stop, Drop and Roll

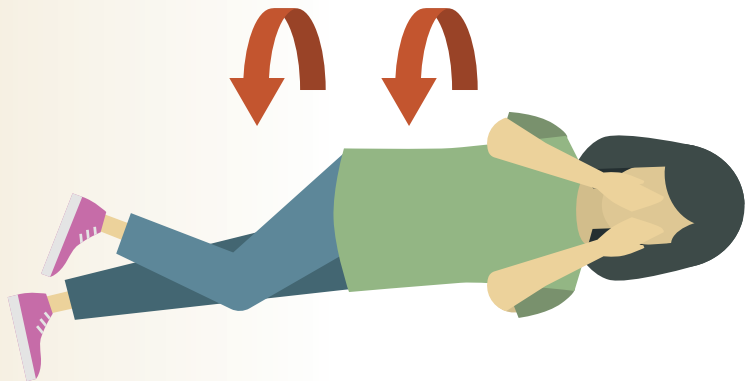
1. STOP



2. DROP



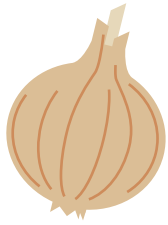
3. ROLL





What Might Make Me Beep?

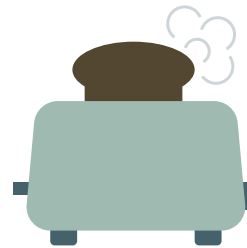
Circle the five correct answers below.



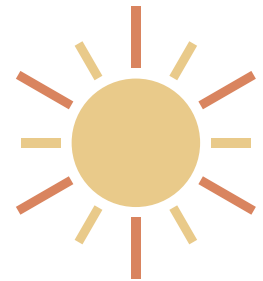
Smell of an onion



House on fire



Smoke from burnt toast



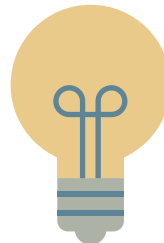
Sunshine



Matches and lighters



Sound of an alarm



Light from a lightbulb



Bowl of soup



Couch on fire



Sound of a drum



Fire in pot/pan



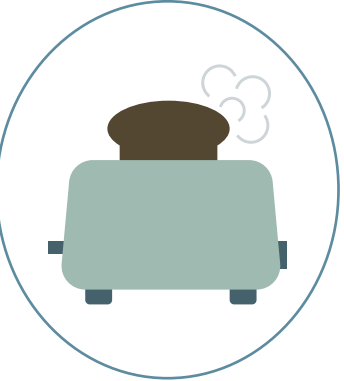


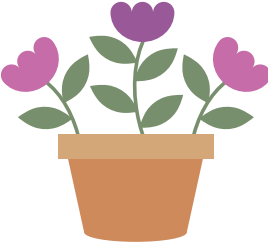
Smell of flowers



What Might Make Me Beep?

ANSWER KEY

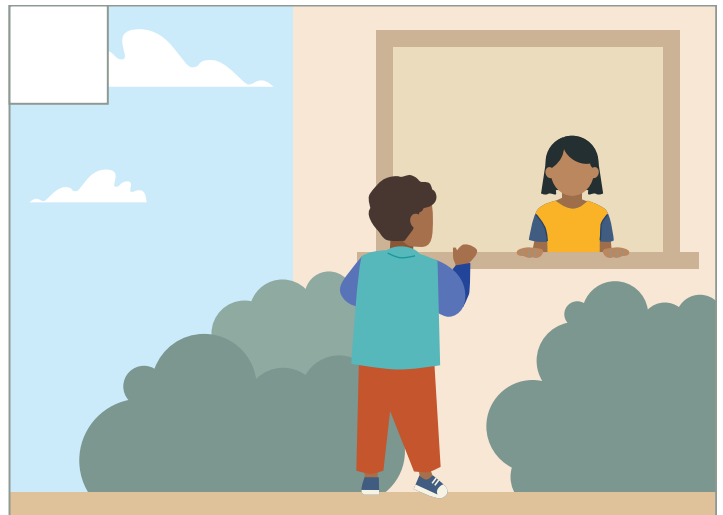
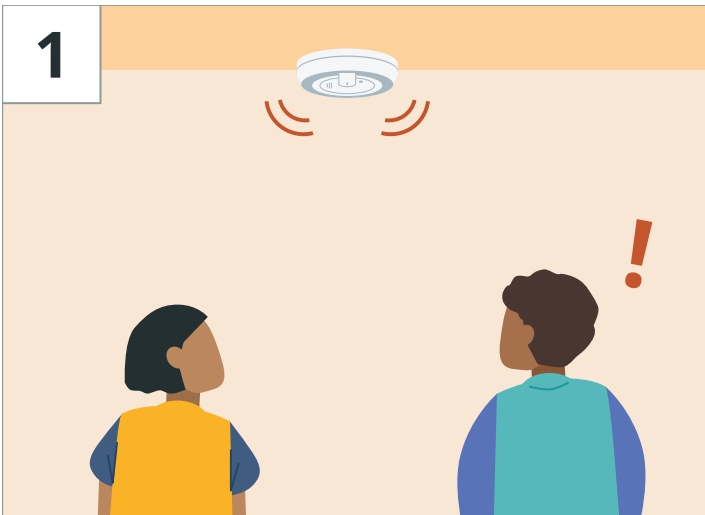


| | | | |
|--|---|--|---|
|  |  |  |  |
| Smell of an onion | House on fire | Smoke from burnt toast | Sunshine |
|  |  |  |  |
| Matches and lighters | Sound of an alarm | Light from a lightbulb | Bowl of soup |
|  |  |  |  |
| Couch on fire | Sound of a drum | Fire in pot/pan | Smell of flowers |



Make a Safe Escape!

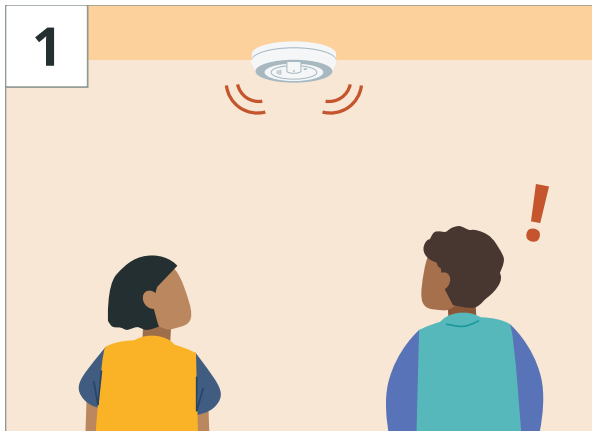
Number the pictures in the correct order starting with the smoke alarm sounding.



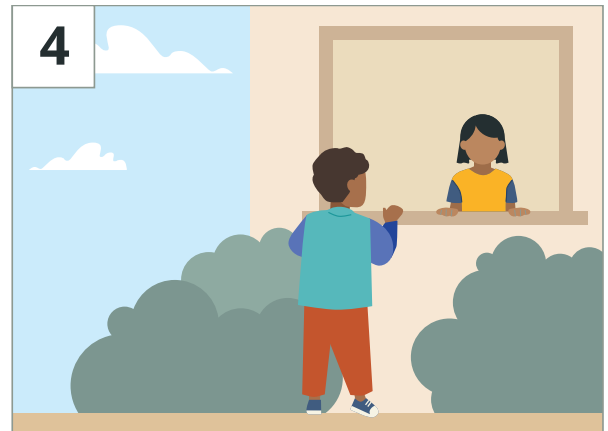


Make a Safe Escape!

ANSWER KEY



1 A smoke alarm sounds. The children must escape their home.



4 The children escape through the window, which is their second escape route.



3 The children slowly crack the door open. Their first escape route is smoky. They close the door.



6 The fire department is called using a cell phone or a trusted neighbour's phone.



5 Everyone in the home goes to the tree, which is their outside meeting place.



2 The children crawl low to their bedroom door to feel if it is hot.



Sentence Scrambler

Unscramble each sentence to find a fire safety message.

Don't forget to capitalize and punctuate your unscrambled sentences.

1. stove toward pot keep the back of the handles turned

2. put fires on a grease lid

3. extension outlets and overload don't electrical cords

4. store containers liquids and other flammable gasoline in metal

5. a major at water home cause scalds of is hot

6. openings fireplace fitting tight keep screens or glass doors in front of

7. everyone drills fire practice so that ways two out room of every knows

8. portable never leave a heater on when home you leave your

9. clothing if roll your stop catches drop on fire and

10. burns put water cool on



Sentence Scrambler

ANSWER KEY

1. Keep pot handles turned toward the back of the stove.
2. Put a lid on grease fires.
3. Don't overload extension cords and electrical outlets.
4. Store gasoline and other flammable liquids in metal containers.
5. A major cause of scalds at home is hot water.
6. Keep tight fitting screens or glass doors in front of fireplace openings.
7. Practice fire drills so that everyone knows two ways out of every room.
8. Never leave a portable heater on when you leave your home.
9. If your clothing catches on fire stop, drop and roll.
10. Put cool water on burns.



Fire Safety Bingo

Have you completed the fire safety best practices below? Or do they need action? Circle, strikethrough or highlight the statements that apply to you in the order that the instructor calls them. Once you have 5 in a row (vertically, horizontally or diagonally), shout BINGO!

| | | | | |
|---|---|---|--|--|
| My home has smoke alarms | Home smoke alarm tested this month | I have a home escape plan | I know two ways out of every room in my home | Home exits clear of toys and clutter |
| House or apartment building numbers visible from the street during day/night | Lithium-ion battery devices stored away from flammable materials | My home has a portable fire extinguisher | Know my local emergency number | Know how to put out grease fires |
| 1 metre of space between heating equipment and flammable things in home | My kitchen is a pet-free zone when cooking | FREE | Stove top is grease and clutter free | Home appliances plugged into wall outlets , not extension cords |
| No overloaded electrical outlets or power bars in home | Space between lights and flammable things in home | Clothes dryer's lint filter cleaned before every use | Flammable liquids stored away from heat sources in home | Gasoline, propane and paint thinner stored outside my home |
| Matches and lighters stored away from children in home | Never charge electronics on bed sheets or paper | Home fireplace has a screen | Lit candles kept away from flammable materials | Know first aid treatment for minor burns |



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| Gasoline, propane and paint thinner stored outside my home | Space between lights and flammable things in home | I know two ways out of every room in my home | House or apartment building numbers visible from the street during day/night | No overloaded electrical outlets or power bars in home |
| My home has a portable fire extinguisher | 1 metre of space between heating equipment and flammable things in home | Home fireplace has a screen | My kitchen is a pet-free zone when cooking | I have a home escape plan |



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| Know how to put out grease fires | Never charge electronics on bed sheets or paper | No overloaded electrical outlets or power bars in home | Lit candles kept away from flammable materials | My home has smoke alarms |