



# LESSON PLAN

Schools: Grades 1-2

(ages 6-8)



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Children learn best through participation.  
Keep your lesson fun and interactive!

## Lesson Overview

### Lesson Objectives

- Know what things are hot and not to touch them.
- Recite the correct procedure for cooling minor burns.
- State that matches and lighters are tools for grown-ups, not toys for children, and what to do if they find them.
- Know the sounds (or sights) of smoke alarms; know they should get out/stay out when they go off.
- Identify two ways out of a room, a safe meeting place and proper locations for smoke alarms.
- Describe and demonstrate crawling low under smoke.
- Recite the procedure for reporting an emergency.
- Know to stop, drop and roll if their clothes are on fire.
- Identify equipment used by firefighters.

### Resource List

#### Instructor Materials

- Cool a Burn picture and questions
- Matches and Lighters picture and questions
- Crawl Low Under Smoke picture and questions
- 9-1-1/Local Emergency Number pictures (note: if your community does not have 9-1-1 access, create number pictures of your local emergency number)
- Stop, Drop and Roll picture and questions
- Flame Pattern (cut out in advance of lesson)
- Optional Video: [AboutKidsHealth – When & how to call 911. Teaching children how to call 911 using various phones.](#)
- Optional Video: [NFPA – I Spy Cooking Safety](#)
- Optional Video: [NFPA – I SPY Fire Safety](#)

#### In-lesson Handouts

- Smoke Alarms and Escape Routes worksheet and answer key

#### Take-home Handouts

- Make a Safe Escape! image ordering and answer key
- What Might Make Me Beep? circle the pictures and answer key
- Tools for Firefighters circle the pictures and answer key
- Safety Search circle the pictures and answer key
- Our Home is Fire Safe package

## Resource List

- Optional Video: [NFPA – I Spy Sounds of Fire Safety](#)

### Fire Department Materials

- Toolbox – Departments are asked to provide their own toolbox containing a variety of tools and toys for the matches and lighters activity.
- Smoke alarm or visual smoke alert
- Number cards (if required to display local emergency number)
- Two phones

### Optional Materials

- Stamp and stamp pad
- Blanket or sheet (for pretend smoke)
- Certificates, stickers, ribbons

## Teaching Tips

- Reinforce all classroom rules – they continue to be in effect. For example: students should raise their hand to request to speak; consequences for misbehaviour still apply.
- Avoid lecturing to students; encourage discussion and participation. Children learn best through participation.
- Treat the students as equals and avoid talking down to them. When appropriate, get on their level by sitting on the floor when speaking to them.
- Encourage the students to teach parents, caregivers and other people they live with fire safety information at home.
- Describe the desired behaviour, demonstrate it, then have the students perform it.
- Pace your instruction slowly to allow the class time to process the information.
- Explain why you are teaching a particular behaviour and explain the benefit to the students. The children's attention spans are increasing at this age.
- Positively reinforce correct responses to questions. If you get an incorrect response, positively reinforce the effort of that student then redirect to another student. Do not put a child on the spot.
- Be considerate of developmental differences in this age category and learning styles. For example:
  - Grade 1 students are very visual and have minimal reading skills. Enlarge activity pictures for enhanced effect.
  - Grade 2 students have enhanced reading skills and vocabulary and are familiar with some written activities.
- Repeat **key messages** at the conclusion of your visit. Show the class what you want them to remember and have them practice it.
- Stay on schedule. Ask the students to share their personal stories at the end of the class.

# Agenda

Total lesson time: 60 minutes (90 minutes if including optional topics)

Lesson Topics	Time
Introduction	5 min
Topic 1: Burns, hot things, cooking and kitchen safety	15 min
Topic 2: Smoke alarms and home escape planning	20 min
Topic 3: Reporting emergencies	10 min
Topic 4: Stop, drop and roll	5 min
(Optional) Topic 5: Firefighters are community helpers	10 min
(Optional) Topic 6: Fire hall/truck tour	20 min
Conclusion	5 min

# Lesson Plan

## Introduction

Time: 5 minutes

Select the introduction for your lesson location – **classroom** or **fire hall**

Outline	Time	Resources
<p><b>Classroom Introduction</b></p> <ul style="list-style-type: none"><li>• Introduce yourself to the class.</li><li>• Offer to stamp their hands with a fire safety hand stamp to make them feel welcome and comfortable. Be enthusiastic. Your lesson should be educational and fun!</li><li>• Sit at the students' level and provide an overview of activities to follow.</li></ul> <p><b>SAY!</b> "Today we are going to learn about staying safe from fires and burns, and important ways to practice fire safety at home with the people you live with."</p>	5 min	Stamp and stamp pad


Outline	Time	Resources
<p><b>Fire Hall Introduction</b></p> <ul style="list-style-type: none"> <li>Count the number of students present at the beginning and end of the lesson.</li> <li>Introduce yourself to the class.</li> <li>Offer to stamp their hands with a fire safety hand stamp to make them feel welcome and comfortable. Be enthusiastic. Your lesson should be educational and fun!</li> <li>Provide an overview of fire hall rules and behavioural expectations, such as: <ul style="list-style-type: none"> <li><b>Fire Hall Rules</b> <ul style="list-style-type: none"> <li>Stay together at all times</li> <li>Procedures in case of emergency</li> <li>Restrictions on handling equipment</li> </ul> </li> <li><b>Behavioural Expectations</b> <ul style="list-style-type: none"> <li>Put hand up to answer</li> <li>Be respectful of others</li> <li>Always give your best effort</li> </ul> </li> <li><b>Responsibilities of Adult Supervisors</b> <ul style="list-style-type: none"> <li>Remain in attendance</li> <li>Maintain supervision</li> <li>Help students if needed</li> </ul> </li> </ul> </li> <li>Provide an overview of activities to follow.</li> </ul> <p><b>SAY!</b> “Today we are going to learn some important fire safety information, talk about the tools a firefighter uses and the special clothes a firefighter wears to stay safe. Then we’ll spend some time looking at the fire trucks and the different parts of the fire hall.”</p>	5 min	Stamp and stamp pad

# Topic 1: Burns, hot things, cooking and kitchen safety

Time: 15 minutes

Outline	Time	Resources
<p><b>Hot Things, Cooking and Kitchen Safety</b></p> <ul style="list-style-type: none"> <li>• Explain that fire and hot things help cook our food and keep us warm. Explain that there are many hot things in the kitchen or cooking area that can hurt, and a grown-up must always be present when children are around.</li> <li>• Ask the students to raise their hand and share something in the kitchen that is HOT and NOT HOT.</li> <li>• Demonstrate ways that children can stay safe in the kitchen, including:               <ul style="list-style-type: none"> <li>– Staying at least 1 metre (3 feet) away from the stove or oven</li> <li>– No running or jumping when adults are cooking in the kitchen</li> <li>– Being careful around hot food or hot water</li> </ul> </li> </ul>	4 min	
<p><b>Cool a Burn</b></p> <ul style="list-style-type: none"> <li>• Explain to the class that if they get burned from something hot, they should always tell a grown-up.</li> <li>• Explain they should immediately cool the burn by running cool water over the burned area for 10 to 15 minutes. This helps stop the skin from burning more and helps to stop the hurt.</li> </ul> <p><b>Cool a Burn Activity</b></p> <ul style="list-style-type: none"> <li>• Show the class the proper procedure for cooling a burn. If facilities do not permit this, display the <b>Cool a Burn</b> picture that illustrates the procedure.               <ul style="list-style-type: none"> <li>– To enhance discussion, use the prompts on the back of the picture.</li> </ul> </li> </ul>	4 min	Cool a Burn picture and questions
<p><b>Matches and Lighters</b></p> <ul style="list-style-type: none"> <li>• Ask the class if they know the difference between a tool and a toy. Ask for examples of each.</li> <li>• Explain that tools are used for a purpose, like building a house, fixing a car or baking a cake.               <ul style="list-style-type: none"> <li>– Explain that matches and lighters are also tools. Ask the class why it is important to remember that matches and lighters are tools. Explain that if they find matches and lighters they should tell a grown-up, because matches and lighters can make fire and that fire can hurt people.</li> </ul> </li> <li>• Explain that there are different tools for different jobs, and that the proper tool should always be used. Ask the class what tools are OK for them to use. Emphasize that grown-ups are responsible for properly using matches and lighters.</li> </ul>	6 min	Toolbox Matches and Lighters picture and questions




Outline	Time	Resources
<p><b>Toolbox Activity</b></p> <ul style="list-style-type: none"> <li>• Show the class examples of tools and toys from your toolbox, such as a crayon, pen, hammer, screwdriver, stapler, teddy bear and wrench. Include matches and lighters as examples of tools. Brainstorm uses of the various tools, determine whose responsibility it is to use them and identify proper storage procedures for each. Emphasize how important it is for matches and lighters to be kept out of sight and out of reach.</li> <li>• Because matches and lighters are tools for grown-ups to use, ask the class what they should do if they find matches and lighters. Explain that if they find matches or lighters, they should not touch them and should tell a grown-up they know.</li> </ul>		
<p> <b>Topic Close Out</b></p> <p>Say these key messages:</p> <ul style="list-style-type: none"> <li>• Keep away from hot things. Cool a burn by running cool water over it.</li> <li>• Matches and lighters are tools for grown-ups, not toys for children.</li> <li>• If you find matches or lighters, tell a grown-up.</li> </ul>	30 sec	
<p>Lead into the next topic.</p> <p><b>SAY!</b> “Now that we’ve talked about things that are hot and how to cool a burn, we are going to talk about smoke alarms.”</p>	30 sec	

# Topic 2: Smoke alarms and home escape planning

Time: 20 minutes


Outline	Time	Resources
<p><b>Smoke Alarms</b></p> <ul style="list-style-type: none"> <li>• Display a smoke alarm. Identify and explain in very simple terms the function of the various parts of the smoke alarm, such as the “nose,” battery, beeper, lights or shaker. Ask the students to say what sound a smoke alarm makes. Respond positively if they make noise. Confirm that when the smoke alarm sounds “<b>beep, beep, beep!</b>” or it flashes bright lights, it means go outside and stay outside until a grown-up says it’s safe.</li> <li>• Close the alarm. Explain the purpose of the test button and prepare the class for the sound and/or lights of the smoke alarm. Mention that the alarm is very loud and/or bright. The students may want to cover their ears to muffle the sound. Sound the alarm by pushing the test button.</li> <li>• Explain that every home should have working smoke alarms. Explain that there should be a smoke alarm on every level of their home and also where they sleep.</li> </ul>	4 min	Smoke alarm or visual smoke alert
<p><b>Home Escape Planning</b></p> <ul style="list-style-type: none"> <li>• Ask the class if they know how they would get out of their home if their smoke alarm beeps. Explain to the class that because they need to get out quickly, it is important that they create a home escape plan with the people they live with.</li> <li>• Explain their plan should have TWO ways out of each room. Ask the class to point to two ways out of the classroom. Point to doors and windows.</li> <li>• Explain to the class that if they live in an apartment building, they will still need to know two ways out of the building. Their home escape plan will include knowing where stairs and emergency exits are located.</li> <li>• Tell the class after they get outside, they should gather at a meeting place. Ask the class to identify a good meeting place outside their home, such as a tree, a neighbour’s home, a street sign or mailbox. <ul style="list-style-type: none"> <li>– <b>Note:</b> Use places relevant to the community you are presenting in.</li> </ul> </li> <li>• Remind the class that when a smoke alarm beeps, they should get out as quickly as they can and not stop for toys or pets.</li> <li>• Tell the class they should practice their fire escape plan at home with the people they live with at least twice a year.</li> </ul>	5 min	
<p><b>Smoke Alarms and Escape Routes Activity</b></p> <ul style="list-style-type: none"> <li>• Distribute one <b>Smoke Alarms and Escape Routes</b> worksheet to each student and tell the class that you will be filling it out together. <ul style="list-style-type: none"> <li>– Explain that smoke alarms should be installed on every level and in each sleeping area. Give the class a moment to fill in their worksheet.</li> </ul> </li> </ul>	6 min	Smoke Alarms and Escape Routes worksheet and answer key

Outline	Time	Resources
<ul style="list-style-type: none"> <li>- Then, explain that they should identify TWO ways out of each room by drawing arrows from the rooms to the outside of the home. One arrow should identify an exit through a door, the other through a window. Give the class a moment to fill in their worksheet.</li> <li>- Finally, direct the class to draw their meeting place outside of the home. Give the class a moment to fill in their worksheet.</li> </ul> <ul style="list-style-type: none"> <li>• When the class has completed the worksheet, review a few examples together.</li> </ul>		
<p><b>Crawl Low Under Smoke and Check the Door Activities</b></p> <ul style="list-style-type: none"> <li>• Explain that if there is smoke, they must stay low because the dangerous smoky air is up and the safer, cleaner air is close to the ground.</li> <li>• Demonstrate the crawl low under smoke procedure using the <b>Crawl Low Under Smoke</b> picture.</li> <li>• Explain to the class that if their smoke alarm starts sounding, they must crawl low and check the door before opening it because fire and smoke may be on the other side. Instruct them to stay low, reach up and feel the door frame or handle for heat. If the door feels cool, SLOWLY open it a crack. If safe, leave immediately. If the door feels warm or smoke comes from the other side of the door, they should escape through their second exit.</li> <li>• If time permits, ask for a few volunteers to practice crawling low under a blanket, sheet or table of <i>pretend</i> smoke while the smoke alarm is sounding. Make sure the students are on their hands and knees when crawling low under smoke and include checking the door.</li> </ul>	4 min	<p>Crawl Low Under Smoke picture and questions</p> <p>Blanket or sheet (for pretend smoke)</p>
 <p><b>Topic Close Out</b></p> <p>Say these key messages:</p> <ul style="list-style-type: none"> <li>• A smoke alarm in your home helps keep you and the people you live with safe.</li> <li>• When you hear a smoke alarm beep, get outside, stay outside and wait there until a grown-up says it's safe. <ul style="list-style-type: none"> <li>- <b>Note for deaf or hard of hearing students:</b> When you see smoke alarm lights or feel a shaker, get outside, stay outside and wait there until a grown-up says it's safe.</li> </ul> </li> <li>• Identify two ways out of each room. Look for doors and windows.</li> <li>• Crawl low under smoke. Check the door for heat/smoke before making your escape.</li> <li>• Practice a fire drill with the people you live with.</li> </ul>	30 sec	
<p>Lead into the next topic.</p> <p><b>SAY!</b> "We have covered some important things to do to stay safe if there is smoke or fire in your home. Now let's learn what we do to call firefighters, our community helpers, to report fire or smoke inside your home."</p>	30 sec	

# Topic 3: Reporting emergencies


Time: 10 minutes

Outline	Time	Resources
<p><b>9-1-1/Local Emergency Number</b></p> <ul style="list-style-type: none"> <li>Ask the class if they know their local emergency phone number to report a fire or other emergency. Although many communities have access to the 9-1-1 system, some still do not. Identify the emergency phone number within the community you are presenting.</li> <li>Explain to the class that if they are in a building where there is smoke or fire, or if they hear the smoke alarm sound, they should leave the building immediately and go to their meeting place outside.               <ul style="list-style-type: none"> <li>Explain to deaf or hard of hearing students that when they see smoke alarm lights or feel a shaker, they should leave the building immediately and go to their meeting place outside.</li> </ul> </li> <li>Explain that one person should then call the fire department from a cell phone or a phone outside the building, such as at a neighbour's home. After reporting the fire, they should wait for the fire department at their meeting place outside.</li> </ul>	2 min	
<p><b>9-1-1/Local Emergency Number Activity</b></p> <ul style="list-style-type: none"> <li>Ask for three volunteers from the class. Using the <b>9-1-1/Local Emergency Number</b> pictures, give each student a card, one displaying a 9, the second displaying a 1 and the third displaying a 1. Have some fun re-arranging the students and therefore the sequence of numbers. Ask the class to determine the proper order of the three students so that 9-1-1 is again displayed.</li> <li>If the community does not have access to 9-1-1, complete the activity using the community's local emergency number.</li> </ul>	3 min	9-1-1/Local Emergency Number pictures
<p><b>Reporting Fire and Smoke Activity</b></p> <ul style="list-style-type: none"> <li>Explain to the class that when they reach the emergency operator on the phone, they should provide the following information:               <ul style="list-style-type: none"> <li>The type of emergency</li> <li>Their name</li> <li>Their address</li> <li>Their phone number</li> </ul> </li> <li><b>Note:</b> Children should stay on the phone until the emergency operator says it is OK to hang up.</li> <li>Using two phones as props, ask for a volunteer from the class to report fire and/or smoke. Ask the student to dial their emergency phone number while reciting it out loud to the class. Answer the call while role-playing the emergency operator. Talk the student through the call, ensuring that they clearly state the type of emergency, their name, address and phone number.</li> </ul>	4 min	Two phones

Outline	Time	Resources
<ul style="list-style-type: none"> <li>• Conclude the call by telling the student that it is now OK to hang up.</li> <li>• Repeat the activity with other students if time permits.</li> </ul>		
 <p><b>Topic Close Out</b></p> <p>Say these key messages:</p> <ul style="list-style-type: none"> <li>• In an emergency, call 9-1-1 or your local emergency number.</li> <li>• The number to call your fire department is: (instructor to state the number specific to the community).</li> <li>• Tell the operator the type of emergency, your name, address and phone number.</li> <li>• You should only call during an emergency.</li> </ul>	30 sec	
<p>Lead into the next topic.</p> <p><b>SAY!</b> "Now let's learn what we should do if your clothes catch fire."</p>	30 sec	


# Topic 4: Stop, drop and roll

Time: 5 minutes

Outline	Time	Resources
<p><b>Stop, Drop and Roll</b></p> <ul style="list-style-type: none"> <li>• Discuss fire safety and the dangers of being too close to fire. Brainstorm with the class how their clothes could catch on fire. Include the following:               <ul style="list-style-type: none"> <li>– Standing too close to a stove</li> <li>– Standing too close to candles</li> <li>– Playing near a fireplace</li> </ul> </li> <li>• Explain to the class that they should stay a safe distance away from fire and hot things.</li> <li>• Using the <b>Stop, Drop and Roll</b> picture provided, explain that the stop, drop and roll procedure is used when clothing catches fire. To enhance discussion, use the prompts on the back of the picture. Explain that rolling puts the fire out by taking the air out, and that covering the face with hands prevents burns. Demonstrate stop, drop and roll.               <ul style="list-style-type: none"> <li>– <b>Stop</b> do not run.</li> <li>– <b>Drop</b> to the ground immediately where you are (whether indoors or out) and cover your face with your hands.</li> <li>– <b>Roll</b> over and over to smother the flames.</li> </ul> </li> </ul>	2 min	Stop, Drop and Roll picture and questions
<p><b>Flame Pattern Activity</b></p> <ul style="list-style-type: none"> <li>• Place a red flame cut-out on two or three volunteers. Ask these students to demonstrate stop, drop and roll to put out the flame.</li> </ul>	2 min	Flame Pattern
<p> <b>Topic Close Out</b></p> <p>Say this key message:</p> <ul style="list-style-type: none"> <li>• If your clothes catch fire, stop where you are, drop to the ground, cover your face with your hands and roll back and forth until the flames are out.</li> </ul>	30 sec	
<p>Lead into the next topic (if displaying turn-out gear and touring the fire hall) or to the lesson conclusion.</p> <p><b>SAY!</b> “Firefighters are helpers who want to help you stay safe. Let’s look at some of the special clothes firefighters wear to stay safe in a fire.”</p> <p>Move the group in an orderly fashion to the apparatus bay for the next portion of the lesson.</p>	30 sec	


# (Optional) Topic 5: Firefighters are community helpers

Time: 10 minutes

Outline	Time	Resources
<p><b>Turn-out Gear Demonstration</b></p> <ul style="list-style-type: none"> <li>Settle the class on blankets or mats with turn-out gear and SCBA displayed in front of them. Ensure it is clean and free of contaminants.</li> <li>Ask the students to tell you what order they think the turn-out gear should be put on. As they identify the correct piece of gear, put the piece on and explain why the item is important for firefighters to wear. Continue until you are wearing your complete turn-out gear. For example:           <ul style="list-style-type: none"> <li><b>Helmet</b> - is hard and protects the head from injury, similar to a bike helmet. <b>Note:</b> Due to the risk of possible neck injury, never place a turn-out helmet on the head of a young child.</li> <li><b>Boots</b> - have steel inside to protect the feet.</li> <li><b>Pants</b> - are strong, easy to get into and protect the legs.</li> <li><b>Coat</b> - waterproof lining to keep dry, quilt lining like a sweater, special outer cloth to keep fire away, bright tape that glows in the dark.</li> <li><b>Breathing mask (SCBA)</b> - provides clean air.</li> </ul> </li> <li>Turn-out gear and SCBA can be scary for some children. Once the gear and SCBA are on, get down to the students' level and explain why firefighters breathe so loud and use loud voices when they are wearing their gear. Take off the mask, then put it on again to emphasize that you are the same friendly firefighter with or without the mask.</li> <li>Explain what the students can expect if a firefighter were to go into their home to help them. Offer to shake each student's hand before you take the gear off.</li> <li>Tell the class that the equipment can look and sound scary but it helps keep us safe so we can help you. Don't ever hide from a firefighter.</li> </ul>	9 min	Blankets or mats Turn-out gear
 <p><b>Topic Close Out</b></p> <p>Say these key messages:</p> <ul style="list-style-type: none"> <li>Firefighters keep you safe from fire.</li> <li>Firefighters wear special equipment.</li> <li>Firefighters are friends, don't be afraid of them.</li> <li><b>Never</b> hide from a firefighter.</li> </ul>	30 sec	
<p>Lead into the next topic (if touring the fire hall) or to the lesson conclusion.</p> <p><b>SAY!</b> "Everyone has done a great job! Now it's time to learn about firefighter equipment and tools."</p>	30 sec	

# (Optional) Topic 6: Fire hall/truck tour

Time: 20 minutes

Outline	Time	Resources
<p><b>Fire Hall Tour</b></p> <ul style="list-style-type: none"> <li>• In an orderly fashion, walk the group through some key areas of interest in the apparatus bay, such as:               <ul style="list-style-type: none"> <li>– Hose racks</li> <li>– Pole</li> <li>– Hose tower</li> <li>– Workshop</li> <li>– Radio room</li> <li>– Work bench</li> <li>– Training mannequin</li> <li>– Turn-out gear room</li> </ul> </li> <li>• Briefly describe what each area or piece of equipment is used for.</li> <li>• If displaying turn-out gear, ensure it is clean and free of contaminants. Due to the risk of possible neck injury, never place a turn-out helmet on the head of a young child.</li> </ul>	10 min	
<p><b>Truck Tour</b></p> <ul style="list-style-type: none"> <li>• Provide the group with a basic tour of the trucks. Open truck bins to display tools such as SCBA, air packs, axes, medical supplies, ladder and hoses. Use simple language to ensure understanding.</li> <li>• If operational guidelines allow, provide students with an opportunity to sit in a truck. Situate adult supervisors around the truck to ensure safety.</li> </ul>	9 min 30 sec	
<p> <b>Topic Close Out</b></p> <p>Say these key messages:</p> <ul style="list-style-type: none"> <li>• Firefighters work in a building called a fire hall.</li> <li>• Firefighter equipment is important and helps them fight fires as safely as possible.</li> </ul> <p>Equipment can look and sound scary, but it helps keep us safe so we can help you. Don't ever hide from a firefighter.</p>	30 sec	



# Conclusion

Time: 5 minutes

Select the conclusion for your lesson location – **classroom** or **fire hall**

Outline	Time	Resources
<p><b>Classroom Conclusion</b></p> <ul style="list-style-type: none"><li>• Briefly review the topics covered. Thank the class for working so hard and for inviting you to their school.</li><li>• Use this time to ask the class if they have any questions.</li><li>• Tell the class 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 (<a href="http://firesmartbc.ca">firesmartbc.ca</a>).</li><li>• Children always enjoy receiving something special from the fire department. Consider distributing certificates, stickers or ribbons at the end of your lesson as a reward for good work.</li><li>• Leave the appropriate take-home handouts with the teacher, including the <b>Our Home is Fire Safe</b> package.</li><li>• If using Evaluation Form: Emphasize the importance of the teacher’s feedback and ask that they complete the <b>Evaluation Form</b>.</li></ul>	5 min	Certificates, stickers, ribbons Take-home handouts Our Home is Fire Safe package Evaluation Form

Outline	Time	Resources
<p><b>Fire Hall Tour Conclusion</b></p> <ul style="list-style-type: none"> <li>Gather the class near the apparatus bay door. Briefly review the topics covered. Thank the class for working so hard and for coming to the fire hall.</li> <li>Use this time to ask the class if they have any questions.</li> <li>Tell the class 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 (<a href="http://firesmartbc.ca">firesmartbc.ca</a>).</li> <li>Children always enjoy receiving something special from the fire department. Consider distributing certificates, stickers or ribbons at the end of your lesson as a reward for good work.</li> <li>Count the number of students at the end of the lesson to ensure everyone is accounted for.</li> <li>Leave the appropriate take-home handouts with the teacher, including the <b>Our Home is Fire Safe</b> package.</li> <li>If using Evaluation Form: Emphasize the importance of the teacher's feedback and ask that they complete the <b>Evaluation Form</b>.</li> </ul> <p><b>Lights and Sirens</b></p> <ul style="list-style-type: none"> <li>With the consent of the teacher and the class, conclude the lesson with the lights and sirens. Give instruction for lights and sirens (protect ears, stay clear of trucks, traffic considerations upon exiting hall).</li> </ul>	<p>5 min</p>	<p>Certificates, stickers, ribbons</p> <p>Take-home handouts</p> <p>Our Home is Fire Safe package</p> <p>Evaluation Form</p> <p>Lights and sirens</p>

# Materials and Handouts

## Instructor Materials

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

- Cool a Burn picture and questions (Topic 1)
- Matches and Lighters picture and questions (Topic 1)
- Crawl Low Under Smoke picture and questions (Topic 2)
- 9-1-1/local emergency number pictures (Topic 3)
- Stop, Drop and Roll picture and questions (Topic 4)
- Flame Pattern (Topic 4)

## In-lesson Handouts

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

- Smoke Alarms and Escape Routes worksheet and answer key (Topic 2)

## Take-home Handouts

To be provided to the classroom teacher after the lesson. Handouts can be assigned as homework or completed after the lesson.

- Make a Safe Escape! image ordering and answer key
- What Might Make Me Beep? circle the pictures and answer key
- Tools for Firefighters circle the pictures and answer key
- Safety Search circle the pictures and answer key
- Our Home is Fire Safe package



# Cool a Burn





# Cool a Burn

*Here are some questions to ask the children. Encourage them to tell you the correct answers.*

---

**Q: What can you do so you do not get burned?**

A: Stay away from things that are hot or can get hot.

**Q: Do burns hurt?**

A: Yes, burns hurt!

**Q: What should you do if you get burned?**

A: Cool the burned area by running cool water over it. Never use ice, butter or creams that can make the burn worse.

A: Always tell a grown-up!

**Q: How long should you cool a burn?**

A: At least 10-15 minutes.



# Matches and Lighters





# Matches and Lighters

*Here are some questions to ask the children. Encourage them to tell you the correct answers.*

---

**Q: Are matches and lighters TOOLS or TOYS?**

A: Matches and lighters are TOOLS for adults.

**Q: Should children play with TOOLS like matches and lighters?**

A: Never! They are TOOLS for adults.

**Q: What should you do if you see matches and lighters?**

A: Immediately TELL a grown-up.

**Q: Where should matches and lighters be kept?**

A: Out of sight and out of reach of children.

**Q: If you see matches or lighters in your home, what should you do?**

A: Ask a grown-up to put them up high, out of sight and out of reach.

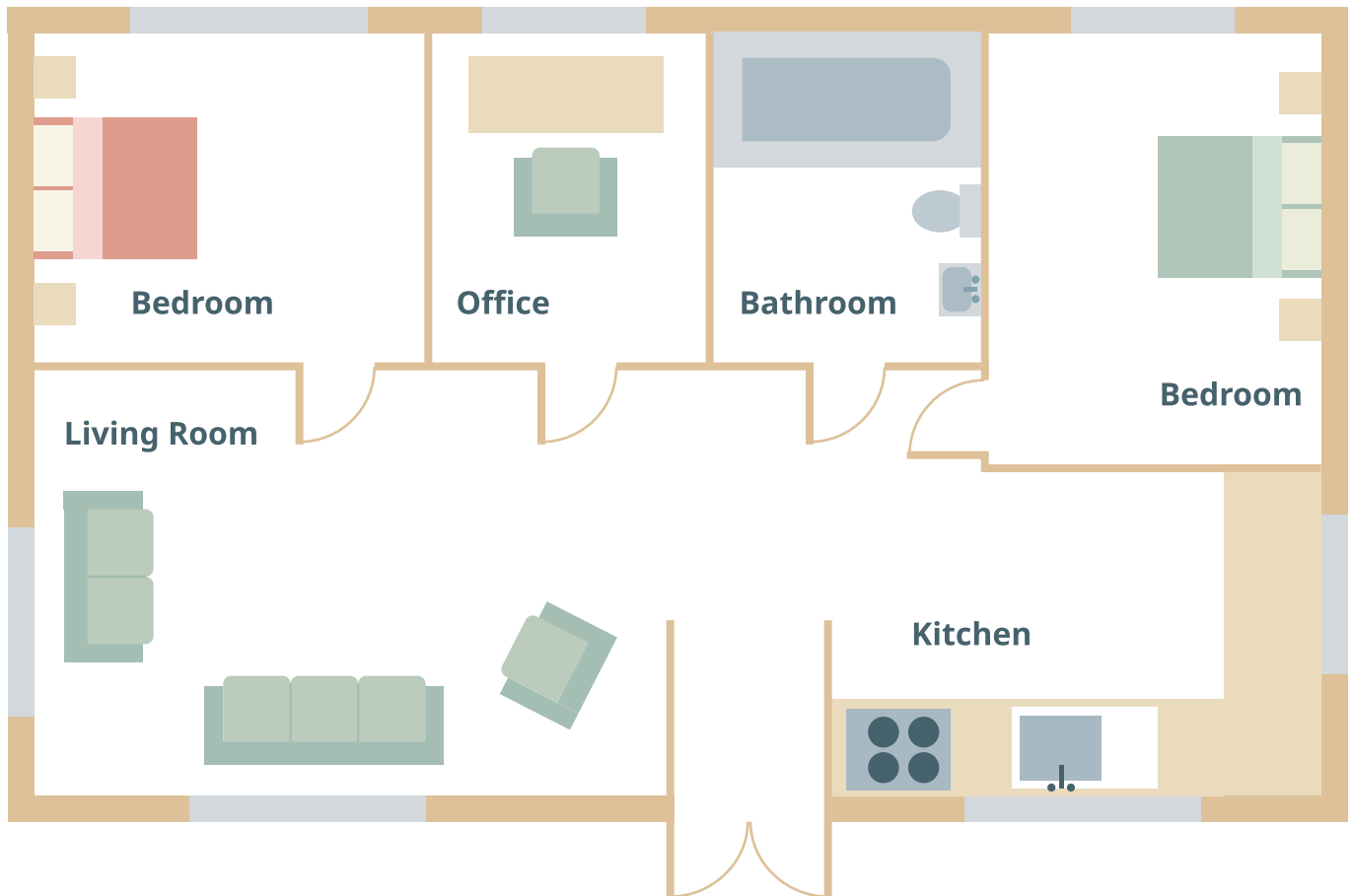


# Smoke Alarms and Escape Routes

*Help the people living in this home stay safe.*

*Draw in the smoke alarms and show two exits from each room.*

*Remember to draw a meeting place outside the home!*



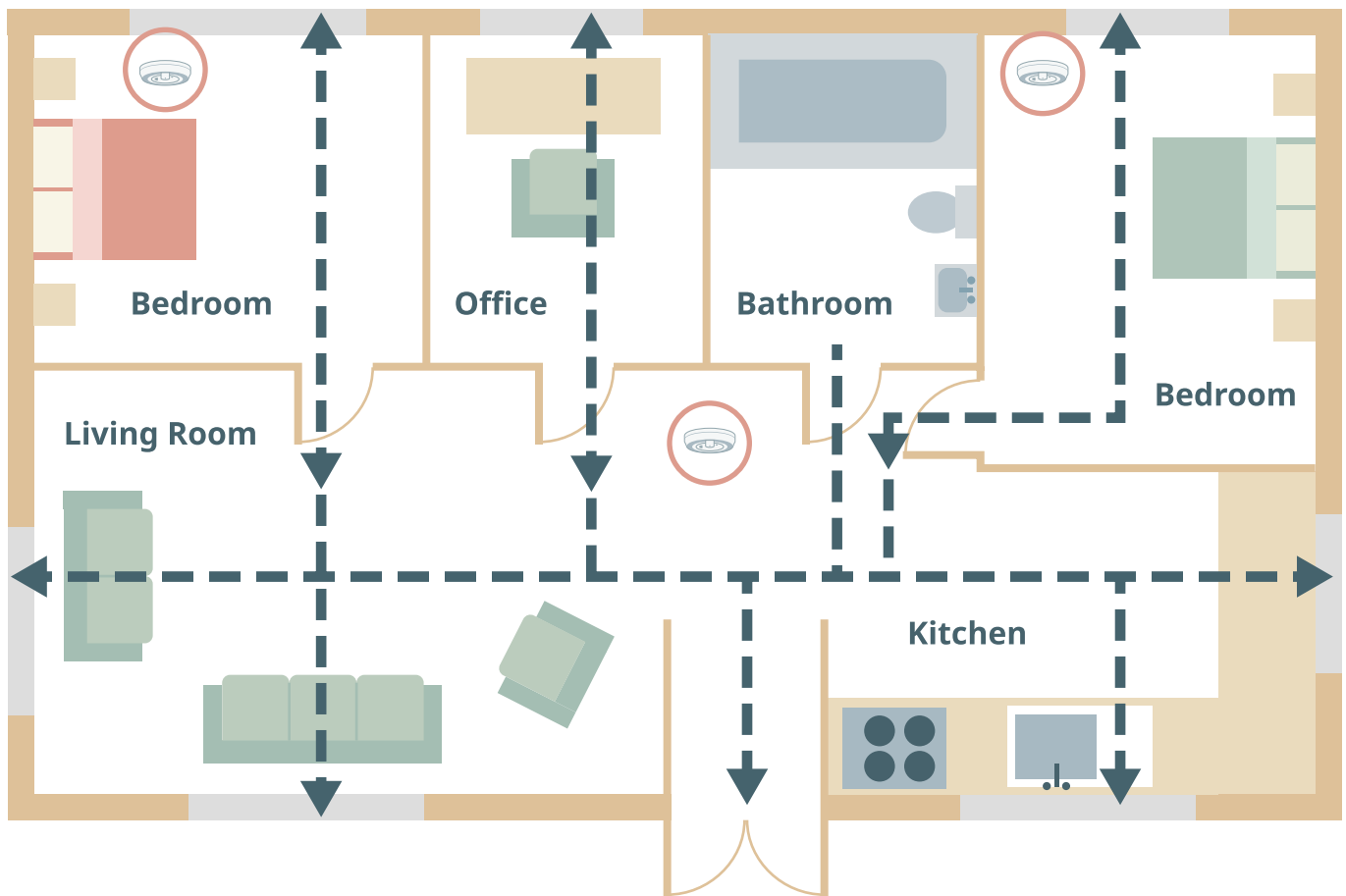
## Outside Meeting Place





# Smoke Alarms and Escape Routes

ANSWER KEY



**Outside Meeting Place**  
Examples: tree, mailbox, neighbour's house



# Crawl Low Under Smoke





# Crawl Low Under Smoke

*Here are some questions to ask the children. Encourage them to tell you the correct answers.*

---

**Q: What should you do if there is smoke in the room?**

A: Crawl low under the smoke.

**Q: Why should you crawl low under smoke?**

A: The dangerous smoky air is up, and the safer, cleaner air is close to the ground.







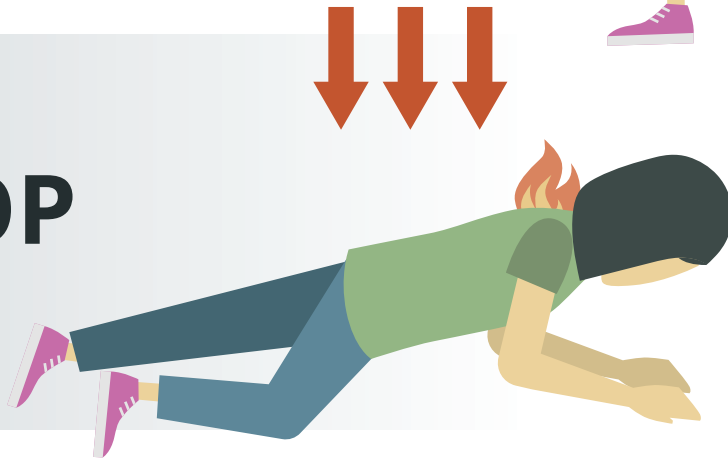


# Stop, Drop and Roll

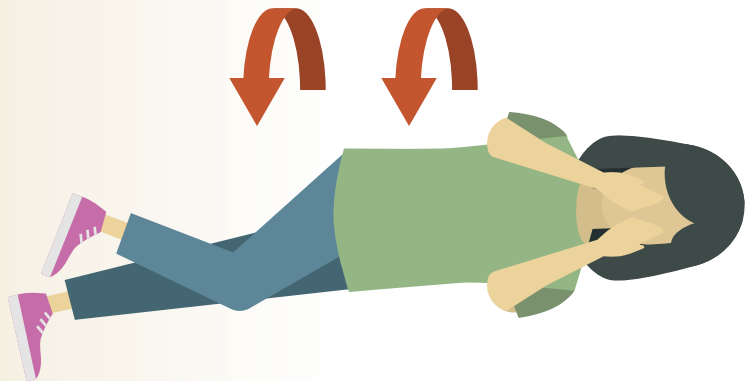
**1. STOP**



**2. DROP**



**3. ROLL**





# Stop, Drop and Roll

*Here are some questions to ask the children. Encourage them to tell you the correct answers.*

---

**Q: What should you do if your clothes catch on fire?**

A: STOP, do not run. DROP immediately to the ground where you are (whether indoors or out). Cover your face with your hands and ROLL over and over.

**Q: Why perform Stop, Drop and Roll?**

A: Running makes the flames bigger. Covering your face with your hands prevents burns. Rolling over and over smothers the flames by taking the air out of the fire.

**Q: How can you avoid catching your clothes on fire?**

A: Always stay away from hot things that could catch your clothes on fire.

A: Always have an adult present when you are around fire.

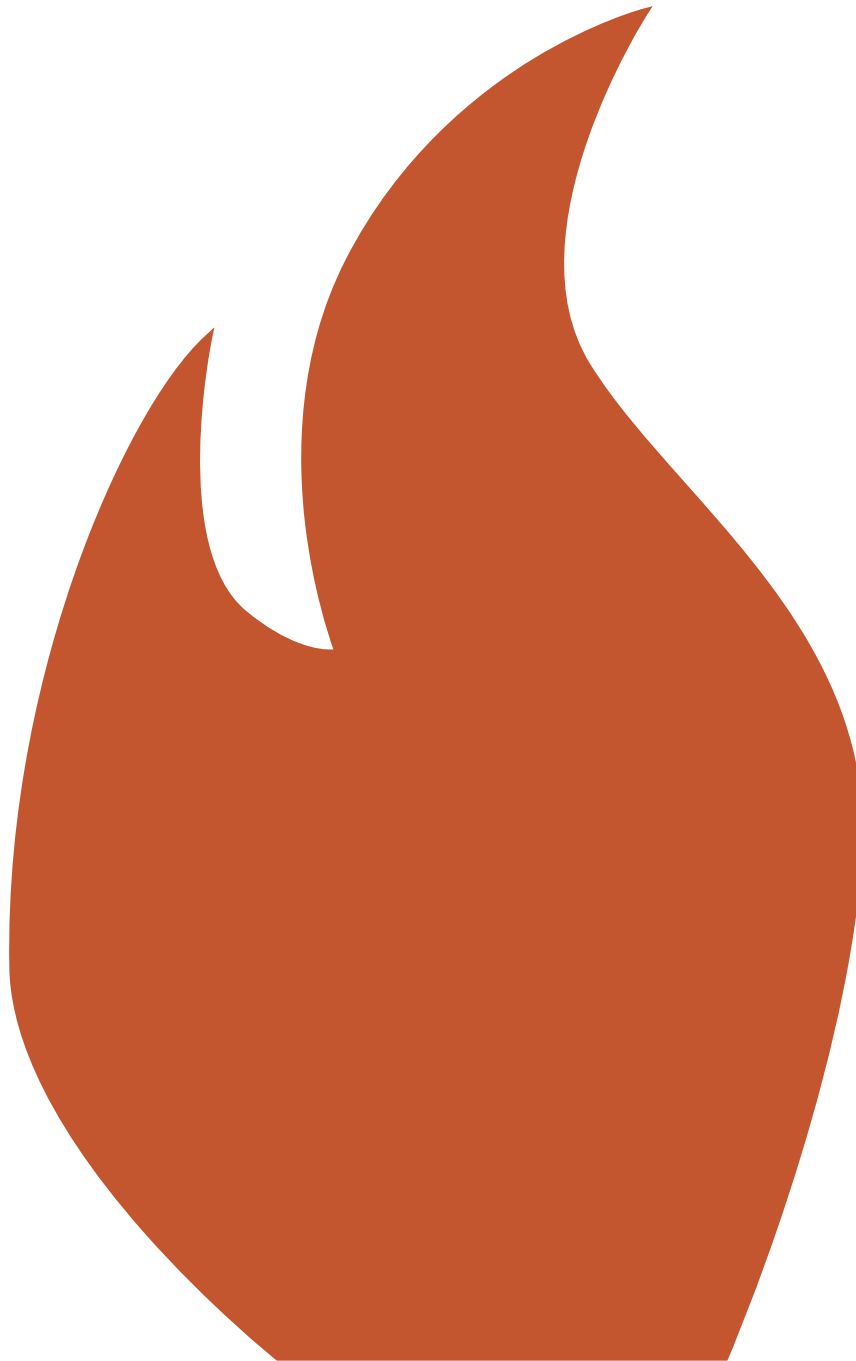




# Flame Pattern

*Using the flame pattern below, cut out the flame shape from either paper or red felt. Ask the children to place the flame on their clothing, then perform STOP, DROP and ROLL to put out the flame.*

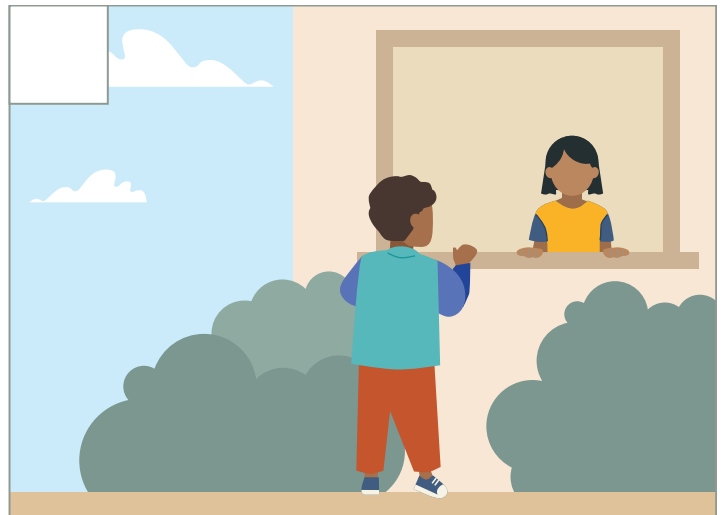
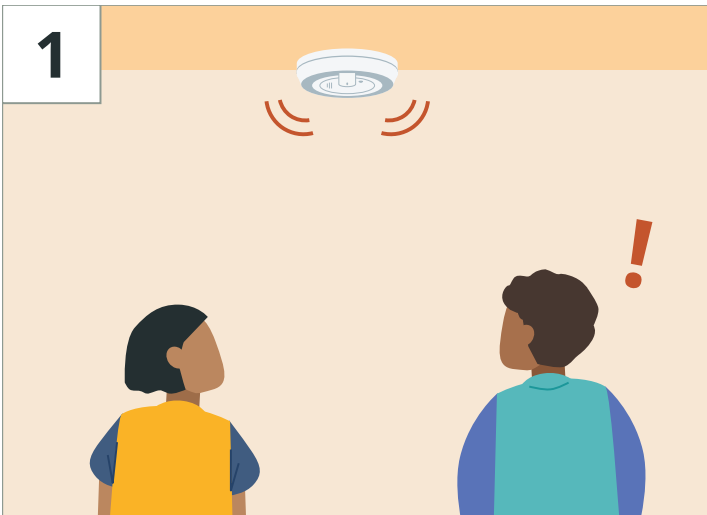
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# Make a Safe Escape!

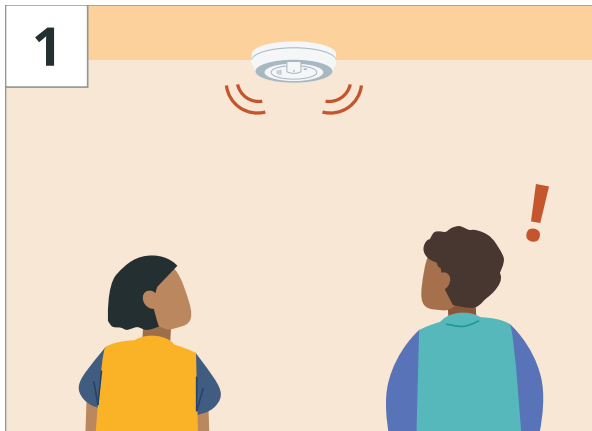
Number the pictures in the correct order starting with the smoke alarm sounding.



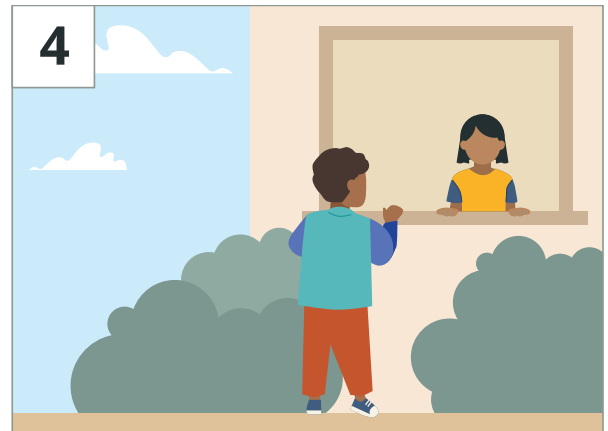


# Make a Safe Escape!

## 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.

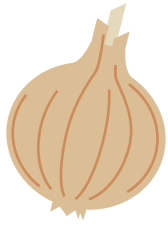


2 The children crawl low to their bedroom door to feel if it is hot.



# What Might Make Me Beep?

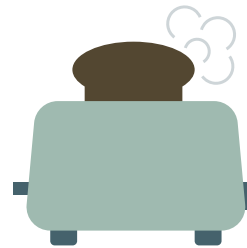
Circle the five correct answers below.



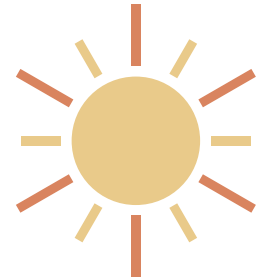
Smell of an onion



House on fire



Smoke from burnt toast



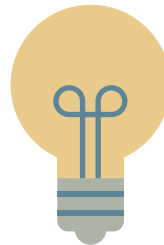
Sunshine



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



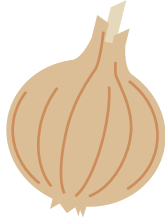
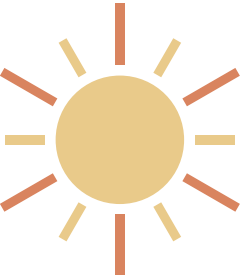


Smell of flowers



# What Might Make Me Beep?

ANSWER KEY

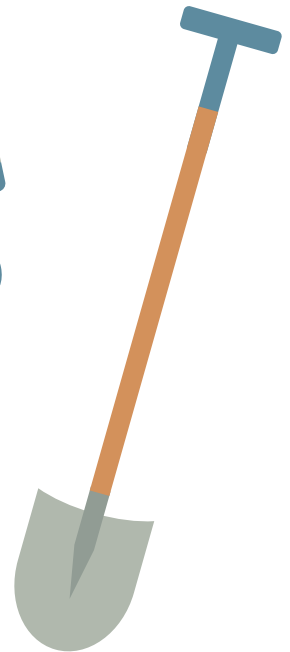
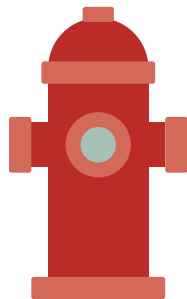
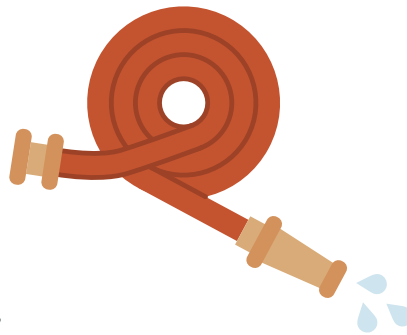
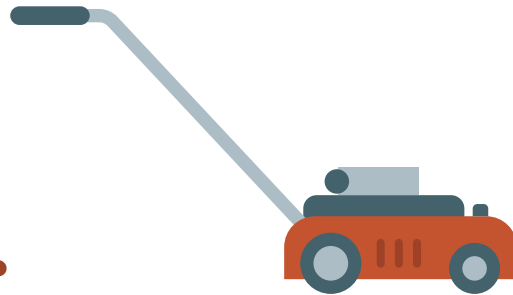
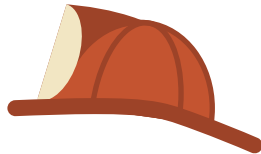
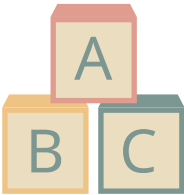
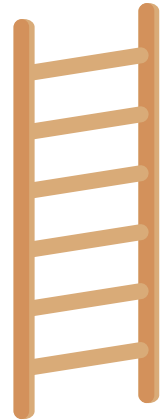
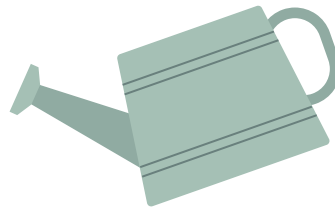


			
Smell of an onion	House on fire	Smoke from burnt toast	Sunshine
			
Matches and lighters	Sound of an alarm	Light from a lightbulb	Bowl of soup
			
Couch on fire	Sound of a drum	Fire in pot/pan	Smell of flowers



# Tools for Firefighters

Circle the tools firefighters use.





# Tools for Firefighters

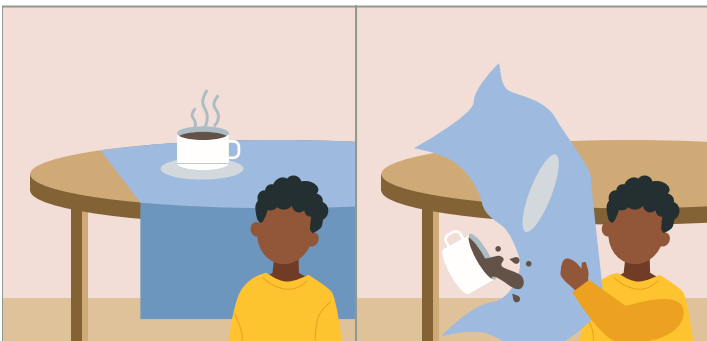
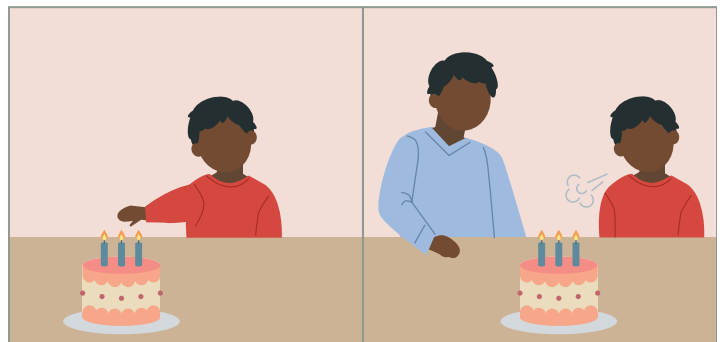
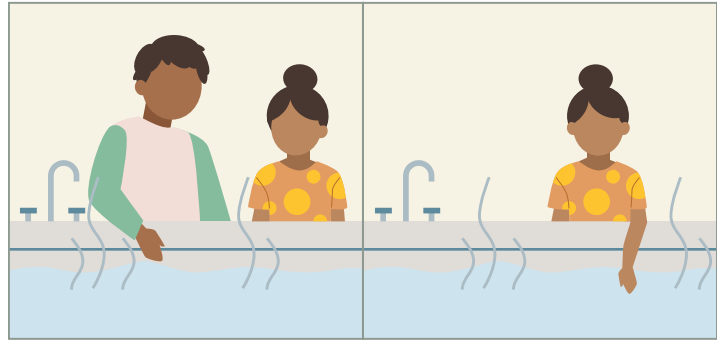
ANSWER KEY





# Safety Search

Circle the SAFE picture in each pair.







# Safety Search

ANSWER KEY

