



LESSON PLAN

Schools: Grades 3-5
(ages 8-11)



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Teaching children what to do in a fire emergency can make the difference between life and death.

Lesson Overview

Lesson Objectives

- Identify common fire safety behaviours and basic fire safety practices.
- Identify the proper locations for smoke alarms.
- Identify two ways out of a room, a meeting place and proper locations for smoke alarms.
- Learn how to report an emergency.
- Learn the definition of the word “hazard,” how to spot home hazards and how to prevent them.
- Identify the components of the fire triangle and describe how they work together to create fire (optional Topic 5).
- Learn about portable fire extinguishers (optional Topic 5).
- Identify equipment used by firefighters (optional Topic 6).

Resource List

Instructor Materials

- Fire Safety Quiz and answer key
- Optional Topic 5 – Fire Triangle Components material; Fire Equation material; Choosing a Portable Fire Extinguisher material
- Optional Video: [AboutKidsHealth – When & how to call 911. Teaching children how to call 911 using various phones.](#)
- Optional Video: [NFPA – Every Second Counts in a Home Fire—Practice Your Escape Plan](#)
- Optional Video: [NFPA – I Spy Cooking Safety](#)
- Optional Video: [NFPA – The Science of Fire](#)

Fire Department Materials

- Smoke alarm or visual smoke alert
- Portable fire extinguishers

In-lesson Handouts

- Home Escape Routes & Smoke Alarm Locations worksheet and answer key
- Smoke Alarm Placement worksheet and answer key
- Find the Emergencies worksheet and answer key
- Hazard Home worksheet and answer key

Take-home Handouts

- What’s the Difference Between a Helper and a Hazard? worksheet and answer key
- Flammable Liquids fill in the blanks and answer key
- Our Home is Fire Safe package

Resource List

Optional Materials

- True/false cards
- Flip chart or whiteboard, pens
- Certificates, stickers, ribbons

Teaching Tips

- Deliver your lesson in a professional, confident and controlled manner.
- Reinforce that classroom rules continue to be in effect. If students are disruptive, stop the lesson. Do not talk over "side talking." Resume the lesson when the room is quiet.
- Encourage participation, ask for students' opinions and welcome discussion. Positively reinforce correct responses to questions. If you get an incorrect response, reinforce the effort of that student then redirect to another. Do not put a student on the spot.
- Respond professionally to any responses or comments received. Be fair, respectful, honest and calm. If you are unsure of an answer, tell the class that you will find out the correct answer and get back to them.
- Follow the lesson plan but support topics with firefighter experiences to enhance learning and increase credibility.
- Explain why you are teaching a behaviour a particular way and what benefit it is to them. Use clear and simple language, supported with technical terms.
- Repeat **key messages** at the conclusion of your visit. Show students what you want them to remember and have them practice it.

Agenda

Total lesson time: 60 minutes (95 minutes if including optional topics)

Lesson Topics	Time
Introduction	5 min
Topic 1: Fire safety review	10 min
Topic 2: Smoke alarms and home escape planning	15 min
Topic 3: Reporting emergencies	10 min
Topic 4: Home hazards	15 min
(Optional) Topic 5: Fire science and portable fire extinguishers	15 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>Classroom Introduction</p> <ul style="list-style-type: none">• Introduce yourself to the class.• To minimize distractions, request that students clear their tabletops.• Using the agenda, provide an overview of activities to follow. <p>SAY! “Today we are going to cover some important fire safety topics. We’ll do a quick review quiz, then discuss smoke alarms, home escape planning, reporting emergencies and identifying home hazards.”</p> <p>[If completing optional Topics 5 and 6] “If we have time, we may learn more about the science of fire and portable fire extinguishers.”</p>	5 min	

Outline	Time	Resources
<p>Fire Hall Introduction</p> <ul style="list-style-type: none"> Count the number of students present at the beginning and end of the lesson. Welcome the class to the fire hall and introduce yourself. Provide an overview of fire hall rules and behavioural expectations, such as: <ul style="list-style-type: none"> Fire Hall Rules <ul style="list-style-type: none"> Stay together at all times Procedures in case of emergency Restrictions on handling equipment Behavioural Expectations <ul style="list-style-type: none"> Put hand up to answer Be respectful of others Always give your best effort Responsibilities of Adult Supervisors <ul style="list-style-type: none"> Remain in attendance Maintain supervision Help students if needed Provide an overview of activities to follow. <p>SAY! “Today we are going to cover some important fire safety topics. We’ll do a quick review quiz, then discuss smoke alarms, home escape planning, reporting emergencies and identifying home hazards.”</p> <p>[If completing optional Topics 5] “If we have time, we may learn more about the science of fire and portable fire extinguishers.”</p>	5 min	

Topic 1: Fire safety review

Time: 10 minutes

Outline	Time	Resources
<p>Fire Safety Quiz</p> <ul style="list-style-type: none"> Explain to the class how important it is that everyone has correct information about fire safety. In order to survive a fire, there is certain information that everyone needs to know. Ask students to share their fire safety knowledge with the class. Once three or four students have provided information, lead into the fire safety quiz. Using the Fire Safety Quiz and answer key, ask the class the following true or false questions. After reading the question, ask them to raise their hand if they think the answer is TRUE. Request that they lower their hands and then ask them to raise their hand if they think the answer is FALSE. Then reveal the correct answer. Consider providing or making your own true/false cards for the class to raise instead. <p>Fire Safety Quiz</p> <ul style="list-style-type: none"> Question #1: Young children should use matches only when older children are with them. (FALSE) Question #2: If your clothes catch on fire, you should run and call for help. (FALSE) Question #3: To escape from a second storey window, you should break the glass and jump out. (FALSE) Question #4: You should plan two ways out of every room. (TRUE) Question #5: It's fine for children to cook without adult supervision if they have a fire extinguisher. (FALSE) Question #6: For minor burns, you should bandage the burn immediately. (FALSE) Question #7: For minor burns, cool the burn under cool running water for 10 to 15 minutes. (TRUE) Question #8: Smoke is often more dangerous than fire and is a good reason to sleep with the door closed in your sleeping area. (TRUE) Question #9: You should crawl low under smoke when escaping a fire. (TRUE) Question #10: Smoke alarms should be tested and cleaned once a month. (TRUE) Question #11: After you escape to your outside meeting place, you should call the fire department. (TRUE) 	<p>8 min</p>	<p>Fire Safety Quiz and answer key True/false cards</p>


Outline	Time	Resources
<ul style="list-style-type: none"> BONUS Question: What is your local emergency number? (Answer is either 9-1-1 or regionally specific. Ensure you know the number before the lesson). 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Have working smoke alarms and test them monthly. • Matches and lighters are tools for grown-ups, not toys for children. • If your clothes catch fire, stop where you are, drop to the ground, cover your face with your hands and roll over back and forth until the flames are out. • Crawl low under smoke. Never hide during a fire or if the smoke alarm is sounding. • In a fire emergency, get outside and call 9-1-1 or your local emergency number. Only call during an emergency. • For minor burns, cool the burn under cool running water for 10 to 15 minutes. 	30 sec	
<ul style="list-style-type: none"> • Use this time to ask the class if they have any questions. 	1 min	
<p>Lead into the next topic.</p> <p>SAY! “Now that we have reviewed some basic fire safety information, let’s review and learn more about smoke alarms and home escape planning.”</p>	30 sec	

Topic 2: Smoke alarms and home escape planning

Time: 15 minutes

Outline	Time	Resources
<p>Smoke Alarms</p> <ul style="list-style-type: none"> • Display a smoke alarm. Explain that smoke alarms provide an early warning of smoke and fire. Remind them that when the smoke alarm sounds, it means go outside and stay there until a grown-up says it's safe. • Remind students that every home should have working smoke alarms. Explain that smoke alarms are important because: <ul style="list-style-type: none"> – You may not always smell smoke when you are sleeping. – As fire grows, heat, smoke and toxic gases spread before flames do. – Often, deaths are the result of smoke and toxic gases being inhaled rather than flames. • Explain that smoke alarms need to be installed on every level of the home and in each sleeping area. • Explain that smoke alarms should be tested and cleaned once a month. • 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. • Demonstrate cleaning the smoke alarm. 	<p>3 min</p>	<p>Smoke alarm or visual smoke alert</p>
<p>Home Escape Planning</p> <ul style="list-style-type: none"> • Ask the class if they know how they would get out of their home if their smoke alarm sounded. 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. • Explain to the class that creating and practicing a home escape plan and doing a fire drill are important because fire is fast, hot and dark. Fire and smoke may prevent escape. Practicing a home escape plan and fire drill will help them and the people they live with get out quickly and safely. 	<p>5 min</p>	<p>Flip chart or whiteboard, pens</p>


Outline	Time	Resources
<ul style="list-style-type: none"> • Brainstorm with the class different things that they should include in their home escape plan. Responses should include: <ul style="list-style-type: none"> – Knowing two ways out of each room – Crawling low under smoke – Having a meeting place outside – Reporting the emergency from their outside meeting place – Practicing a fire drill with the people they live with twice a year • Tell the class that their home escape plan should also consider home members who may have disabilities or need extra help getting outside, such as younger children, grandparents, Elders or those with additional needs. Remind the class that when a smoke alarm sounds, they should get out as quickly as they can and not stop for toys or pets. • Explain to the students that if they live in an apartment building, they should still have a home escape plan that includes knowing where all the exit stairs are in the building. If there is a fire, actions to take include: <ul style="list-style-type: none"> – Leaving their apartment and closing the door behind them. – Using the stairs to get out. Do not use the elevator. • Explain to the class that after they are outside, one person should call the fire department from a cell phone or a phone outside the building, such as from a neighbour’s home. After reporting the fire, they should wait for the fire department at their outside meeting place. 		
<p>Smoke Alarms and Escape Routes Activity</p> <ul style="list-style-type: none"> • Distribute the Home Escape Routes & Smoke Alarm Locations worksheet and the Smoke Alarm Placement worksheet to each student and tell the class that you will be filling them out together. <ul style="list-style-type: none"> – First, explain that smoke alarms should be installed in every sleeping area and on each level of their home. Give the class a moment to fill in their worksheet. – Explain that smoke alarms should be installed away from the kitchen and at least 3 metres (10 feet) from cooking appliances. Give the class a moment to fill in their worksheet. – Explain that they should now 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 and the other through a window. Give the class a moment to fill in their worksheet. – Finally, direct the class to draw their meeting place outside of the home. Give the class a moment to fill in their worksheet. • When all the students have completed the worksheet, review a few examples with the class if there is time. 	6 min	Home Escape Routes & Smoke Alarm Locations worksheet and answer key Smoke Alarm Placement worksheet and answer key

Outline	Time	Resources
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • A smoke alarm lets you know there is smoke or fire in your home. • Install smoke alarms in every sleeping area and on every level of the home. • Make sure everyone in your home knows the sounds and sights of a smoke alarm. • Practice a fire drill with the people you live with twice a year. • When you hear smoke alarm sounds, get outside, stay outside and wait at your meeting place until a grown-up says it's safe. <ul style="list-style-type: none"> – Note for deaf or hard of hearing students: When you see smoke alarm lights or feel a shaker, get outside, stay outside and wait at your meeting place until a grown-up says it's safe. • Call the fire department from a cell phone or a phone outside the building. You should only call during an emergency. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! “Now that we’ve learned about smoke alarms and home escape planning, let’s talk about reporting emergencies.”</p>	30 sec	

Topic 3: Reporting emergencies

Time: 10 minutes


Outline	Time	Resources
<p>Reporting Emergencies</p> <ul style="list-style-type: none"> • Explain to the class that reporting emergencies is a very important job. Distribute the Find the Emergencies worksheet to the class and ask them to circle the situations they would report as an emergency. Review the responses with the class using the answer key. • Explain to the class that to report an emergency, it is important to correctly identify one. Brainstorm with the class things that make a situation an emergency. Record responses on a flip chart or whiteboard. <p>It is an emergency when:</p> <ul style="list-style-type: none"> – You see or smell smoke – You or someone else is seriously hurt – You or someone else is in danger – A crime is being committed <ul style="list-style-type: none"> • Ask the class if they know their local emergency phone number to report a fire or other emergency. Have them recite the number out loud. Ensure you have identified the emergency phone number for the community in advance of the lesson. • Discuss the procedure for reporting an emergency. Use the following questions for discussion: <ul style="list-style-type: none"> – Who will you be speaking to? – What type of emergencies do you report? – What will the operator ask you? – What is your address? – What is your phone number? – What additional information may you be asked? • Ask the class where they could safely make an emergency call. Appropriate locations include: <ul style="list-style-type: none"> – Their own home, depending on the emergency type – A friend or neighbour's home – On a cell phone 	<p>9 min</p>	<p>Find the Emergencies worksheet and answer key</p> <p>Flip chart or whiteboard, pens</p>

Outline	Time	Resources
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Call the fire department from a cell phone or a phone outside the building. You should only call during an emergency. • Tell the operator the type of emergency, your name, address and phone number. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! “Now let’s look at some possible hazards we may find in our homes and talk about what we can do to prevent them from causing fires, emergencies or injuries.”</p>	30 sec	

Topic 4: Home hazards

Time: 15 minutes


Outline		Time	Resources																																	
<p>Hazard Definition</p> <ul style="list-style-type: none"> Explain that fire and hot things in the home help cook our food and keep us warm. Having awareness of fire and safe practices leads to developing a healthy respect for fire, versus seeing it as something to fear. Ask the class to brainstorm what they think the meaning of “hazard” is. Document responses on a flip chart or whiteboard. Once the class has exhausted their suggested definitions, review the correct definition. Explain that a hazard is a problem that can cause a fire or injury. <p>Home Hazards Brainstorm</p> <ul style="list-style-type: none"> Brainstorm possible fire hazards the students may find in their homes and reasons why they are hazardous. Document responses on a flip chart or whiteboard. Responses may include: 		14 min	Flip chart or whiteboard, pens Hazard Home worksheet and answer key																																	
	<table border="1"> <thead> <tr> <th></th> <th>Hazard</th> <th>Why</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Pot handles not turned in</td> <td>Pots can be knocked over, causing burns or fire</td> </tr> <tr> <td>2</td> <td>Not watching what you are cooking</td> <td>Grease/oils can ignite</td> </tr> <tr> <td>3</td> <td>Matches and lighters left on a table</td> <td>Children can reach them</td> </tr> <tr> <td>4</td> <td>Space heaters too close to things that can burn</td> <td>Heat + fuel + oxygen = fire</td> </tr> <tr> <td>5</td> <td>Putting objects in electrical outlets</td> <td>Can cause electrical fire and burn injury</td> </tr> <tr> <td>6</td> <td>Leaving a fire unsupervised, such as candles</td> <td>Fire is fast and can easily get out of control</td> </tr> <tr> <td>7</td> <td>Too many cords in an electrical outlet</td> <td>Can overload circuits resulting in electrical fire</td> </tr> <tr> <td>8</td> <td>Exits blocked</td> <td>In a fire emergency, need to escape QUICKLY</td> </tr> <tr> <td>9</td> <td>No screen on fireplace</td> <td>Sparks from fire can spread</td> </tr> <tr> <td>10</td> <td>Leaving flammable liquids close to fire, sparks or heat sources</td> <td>Flammable liquids can easily catch fire</td> </tr> </tbody> </table>		Hazard	Why	1	Pot handles not turned in	Pots can be knocked over, causing burns or fire	2	Not watching what you are cooking	Grease/oils can ignite	3	Matches and lighters left on a table	Children can reach them	4	Space heaters too close to things that can burn	Heat + fuel + oxygen = fire	5	Putting objects in electrical outlets	Can cause electrical fire and burn injury	6	Leaving a fire unsupervised, such as candles	Fire is fast and can easily get out of control	7	Too many cords in an electrical outlet	Can overload circuits resulting in electrical fire	8	Exits blocked	In a fire emergency, need to escape QUICKLY	9	No screen on fireplace	Sparks from fire can spread	10	Leaving flammable liquids close to fire, sparks or heat sources	Flammable liquids can easily catch fire		
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Outline	Time	Resources
<p>Hazard Home Picture</p> <ul style="list-style-type: none"> Explain to the class that it is important for them to be able to identify hazards in their home. Distribute the Hazard Home worksheet and ask the class to circle as many hazards as they can find. Then review the location of all the hazards using the answer key. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> A hazard is a problem that can cause a fire or injury. Learn to recognize hazards in your home. Keep anything that can catch fire away from cooking areas or open flames. Check electrical cords and do not plug too many things into an electrical outlet. Matches and lighters are tools for grown-ups, not toys for children. 	30 sec	
<p>Lead into the next topic (if teaching fire science or touring the fire hall) or to the lesson conclusion.</p> <p>SAY! "Now that we've learned more about home hazards, let's learn more about the science of fire and portable fire extinguishers."</p>	30 sec	

(Optional) Topic 5: Fire science and portable fire extinguishers


Time: 15 minutes

Outline	Time	Resources
<p>Fire Triangle</p> <ul style="list-style-type: none"> Using the Fire Triangle Components material and the Fire Equation material, explain the components of the fire triangle and how they work together to create fire. Show how removing one or more components of the fire triangle extinguishes the fire. Ask the class for examples of fires, such as gas stove fires, fireplace fires and candles, and discuss how to extinguish each based on the fire triangle. <p>Portable Fire Extinguisher</p> <ul style="list-style-type: none"> Explain that a portable fire extinguisher is a tool that can be used to extinguish fire. It must only be used by people who are trained to use one. Using the Choosing a Portable Fire Extinguisher material, discuss the three basic classes of fire and their corresponding symbols displayed on portable fire extinguishers. Show the class real portable fire extinguishers, relating them to the class of fire they are used for. Tell the students they are not trained to use portable fire extinguishers; however, they do have enough information to tell their parents or caregivers about the importance of having a portable fire extinguisher in their home and getting proper training to use it. Remind them that if there is a fire, their job is to get outside and stay outside. 	<p>14 min</p>	<p>Fire Triangle Components material</p> <p>Fire Equation material</p> <p>Choosing a Portable Fire Extinguisher material</p> <p>Portable fire extinguishers</p>

Outline	Time	Resources
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Oxygen, heat and fuel make up the fire triangle. • Fire extinguishers put out fire by taking away one or more elements of the fire triangle. • Firefighting should be left to professional firefighters. Portable fire extinguishers are for trained adults. Children should never use portable fire extinguishers. • Remember, if there is a fire your job is to get outside, stay outside and wait at your meeting place until a grown-up says it's safe. 	30 sec	
<p>Lead into the next topic (if touring the fire hall) or to the lesson conclusion.</p> <p>SAY! “Everyone has done a great job! Now it’s time to go into the apparatus bay and learn about firefighter gear, equipment and tools.”</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 6: Fire hall/truck tour

Time: 20 minutes

Outline	Time	Resources
<p>Fire Hall Tour</p> <ul style="list-style-type: none"> • In an orderly fashion, walk the class through some key areas of interest in the apparatus bay, such as: <ul style="list-style-type: none"> – Hose racks – Pole – Hose tower – Workshop – Radio room – Work bench – Training mannequin – Turn-out gear room • Briefly describe what each area or piece of equipment is used for. • 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. 	10 min	
<p>Truck Tour</p> <ul style="list-style-type: none"> • Provide the class with a basic tour of the trucks. Open truck bins to display tools such as SCBA, air packs, axes, medical supplies, ladders and hoses. Use simple language to ensure understanding. • If operational guidelines allow, provide the class with an opportunity to sit in a truck. Situate adult supervisors around the truck to ensure safety. 	9 min 30 sec	
<p> Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Firefighters work in a building called a fire hall. • Firefighter equipment is important and helps them fight fires as safely as possible. 	30 sec	

Conclusion

Time: 5 minutes

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

Outline	Time	Resources
<p>Classroom Conclusion</p> <ul style="list-style-type: none"> • Conclude the lesson by emphasizing how important it is for students to take an active role in identifying and alerting their parents or caregivers to hazards in their home. Preventing fires before they start is everyone’s responsibility. • Use this time to ask the class if they have any questions. • 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 (firesmartbc.ca). • 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. • Leave the appropriate take-home handouts with the teacher, including the Our Home is Fire Safe package. • If using Evaluation Form: Emphasize the importance of the teacher’s feedback and ask that they complete the Evaluation Form. 	<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>

Outline	Time	Resources
<p>Fire Hall Tour Conclusion</p> <ul style="list-style-type: none"> • 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. • Use this time to ask the class if they have any questions. • 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 (firesmartbc.ca). • 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. • Count the number of students at the end of the lesson to ensure everyone is accounted for. • Leave the appropriate take-home handouts with the teacher, including the Our Home is Fire Safe package. • If using Evaluation Form: Emphasize the importance of the teacher's feedback and ask that they complete the Evaluation Form. <p>Lights and Sirens</p> <ul style="list-style-type: none"> • 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). 	<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.

- Fire Safety Quiz and answer key (Topic 1)
- Fire Triangle Components material (optional Topic 5)
- Fire Equation material (optional Topic 5)
- Choosing a Portable Fire Extinguisher material (optional Topic 5)

In-lesson Handouts

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

- Home Escape Routes & Smoke Alarm Locations worksheet and answer key (Topic 2)
- Smoke Alarm Placement worksheet and answer key (Topic 2)
- Find the Emergencies worksheet and answer key (Topic 3)
- Hazard Home worksheet and answer key (Topic 4)

Take-home Handouts

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

- What's the Difference Between a Helper and a Hazard? worksheet and answer key
- Flammable Liquids fill in the blanks and answer key
- Our Home is Fire Safe package



Fire Safety Quiz

Circle the correct answer.

1. **Young children should use matches only when older children are with them.** T or F

2. **If your clothes catch on fire, you should run and call for help.** T or F

3. **To escape from a second storey window, you should break the glass and jump out.** T or F

4. **You should plan two ways out of every room.** T or F

5. **It's fine for children to cook without adult supervision if they have a fire extinguisher.** T or F

6. **For minor burns, you should bandage the burn immediately.** T or F

7. **For minor burns, cool the burn under cool running water for 10 to 15 minutes.** T or F

8. **Smoke is often more dangerous than fire and is a good reason to sleep with the door closed in your sleeping area.** T or F

9. **You should crawl low under smoke when escaping a fire.** T or F

10. **Smoke alarms should be tested and cleaned once a month.** T or F

11. **After you escape to your outside meeting place, you should call the fire department.** T or F

BONUS: What is your local emergency number? _____



Fire Safety Quiz

ANSWER KEY

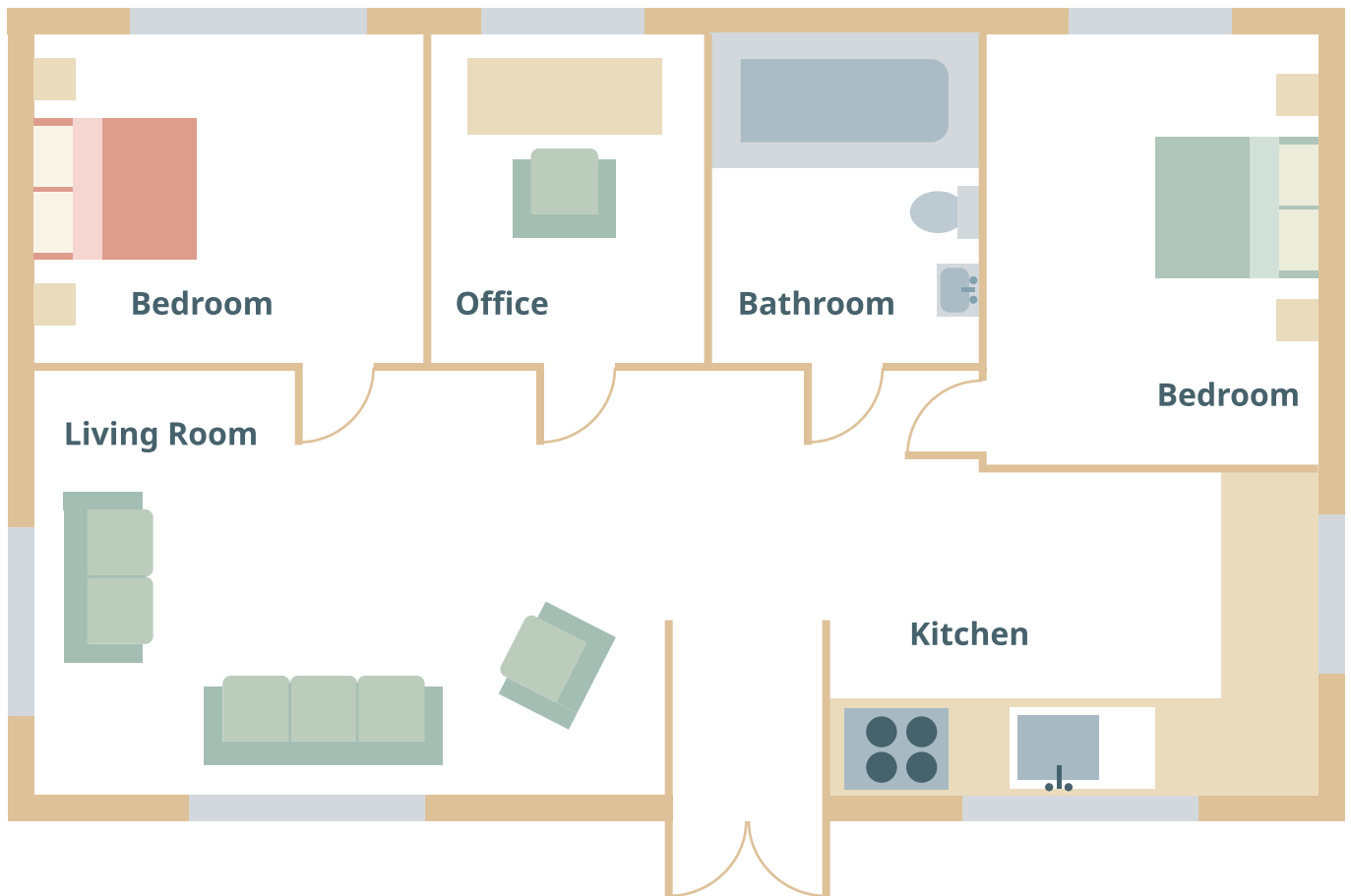
1. Young children should use matches only when older children are with them. T or F
2. If your clothes catch on fire, you should run and call for help. T or F
3. To escape from a second storey window, you should break the glass and jump out. T or F
4. You should plan two ways out of every room. T or F
5. It's fine for children to cook without adult supervision if they have a fire extinguisher. T or F
6. For minor burns, you should bandage the burn immediately. T or F
7. For minor burns, cool the burn under cool running water for 10 to 15 minutes. T or F
8. Smoke is often more dangerous than fire and is a good reason to sleep with the door closed in your sleeping area. T or F
9. You should crawl low under smoke when escaping a fire. T or F
10. Smoke alarms should be tested and cleaned once a month. T or F
11. After you escape to your outside meeting place, you should call the fire department. T or F

BONUS: What is your local emergency number? 9-1-1 or _____



Home Escape Routes & Smoke Alarm Locations

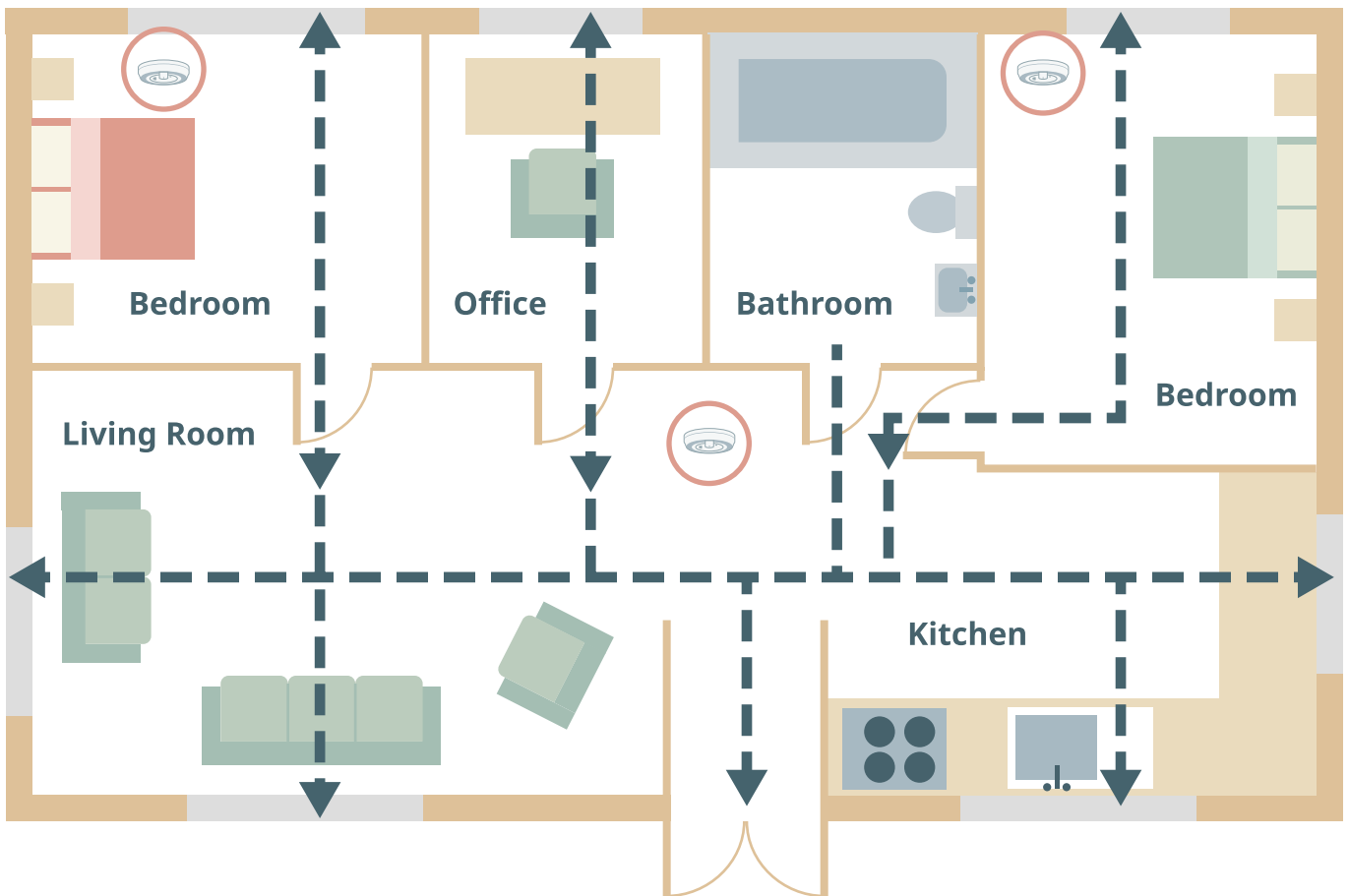
Draw where all the smoke alarms should be. Draw two routes out of every room.





Home Escape Routes & Smoke Alarm Locations

ANSWER KEY

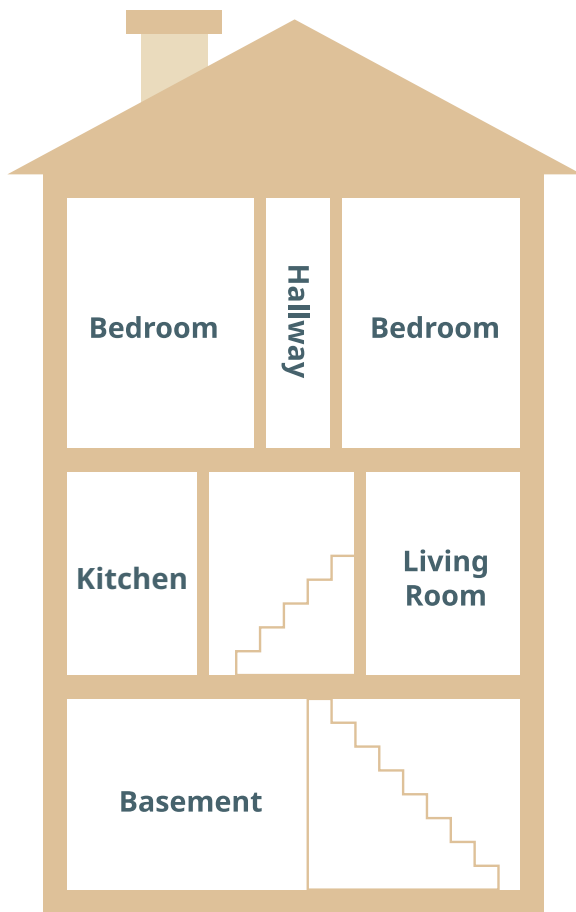




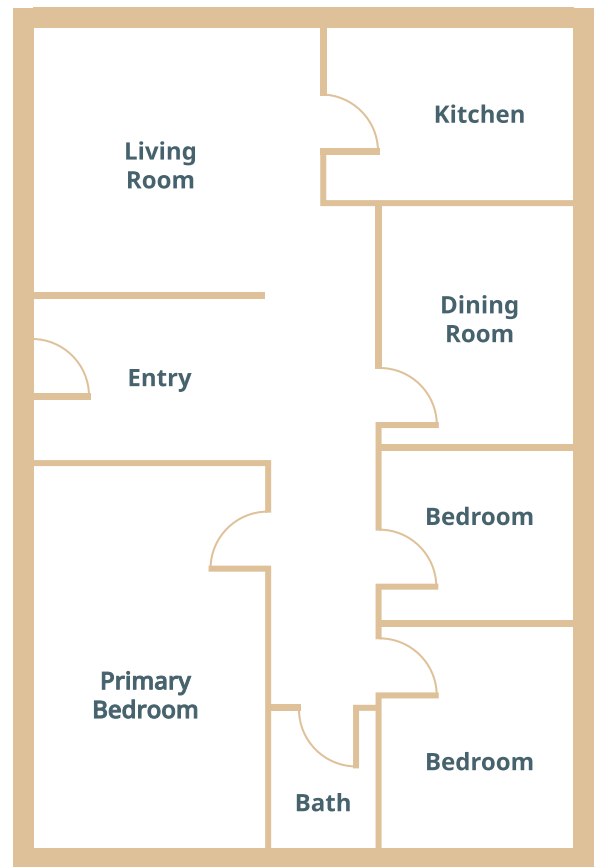
Smoke Alarm Placement

Where should smoke alarms be located?

Multi-Level Home



Single-Level Home





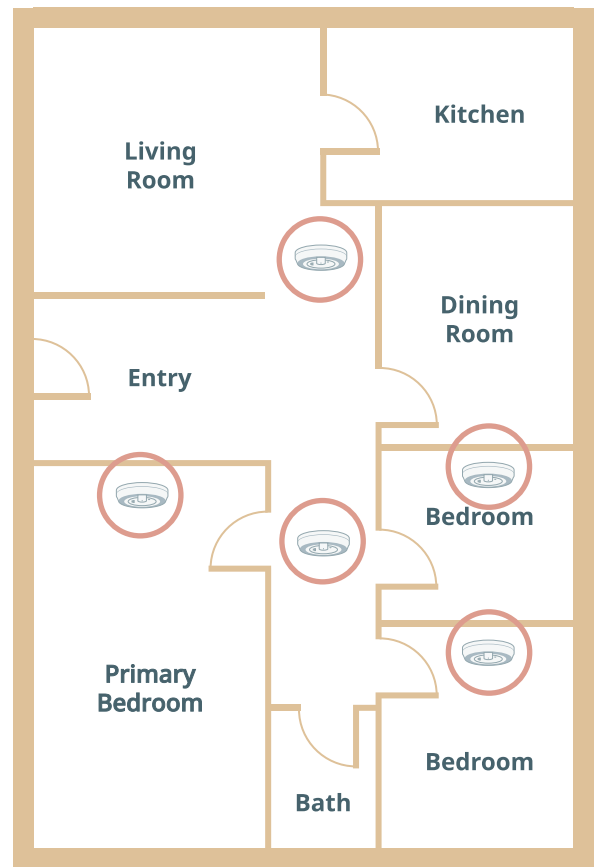
Smoke Alarm Placement

ANSWER KEY

Multi-Level Home



Single-Level Home

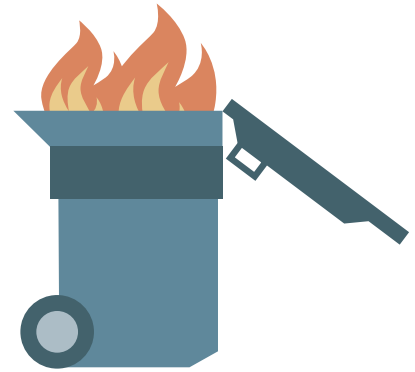


Smoke alarms should be placed on each level of the home and outside all sleeping areas. For maximum protection, smoke alarms should also be placed in the bedrooms.



Find the Emergencies

Circle the emergency situations below.





Find the Emergencies

ANSWER KEY

Emergencies

1. Burglary
2. House fire
3. Swallowed poison
4. Car accident
5. Uncontrolled fire in garbage can
6. Broken bones

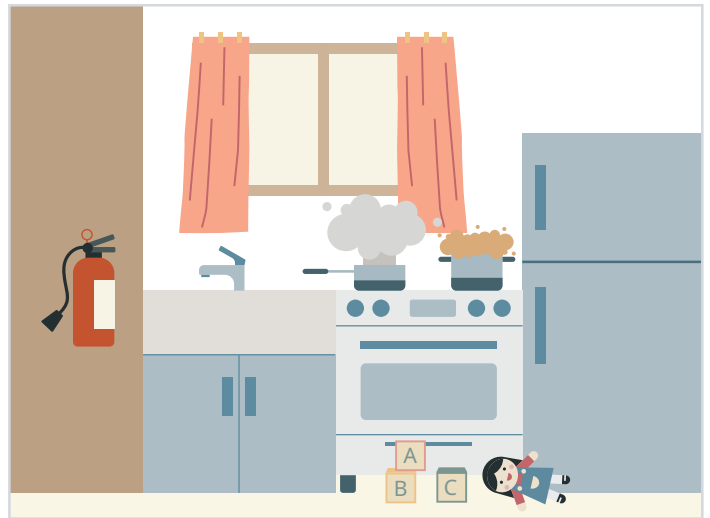
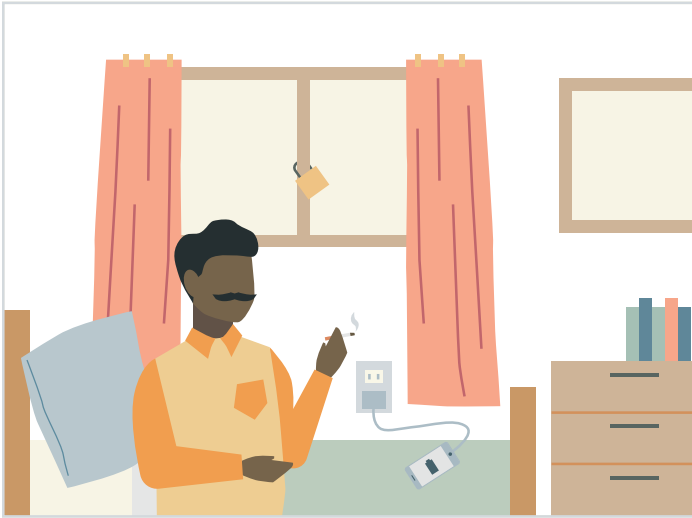
Non-emergencies:

1. Scraped knee
2. Campfire



Hazard Home

Circle the fire hazards in the pictures of a home below. Can you find 16 hazards?





Hazard Home

ANSWER KEY

Bedroom

1. Plugged in smartphone/tablet charging on bed
2. Window is locked
3. Smoking indoors
4. No smoke alarm

Office

1. Flammable liquids not properly stored
2. Overloaded electrical circuits
3. Matches and lighters accessible to children
4. Excessive clutter that is combustible

Living Room

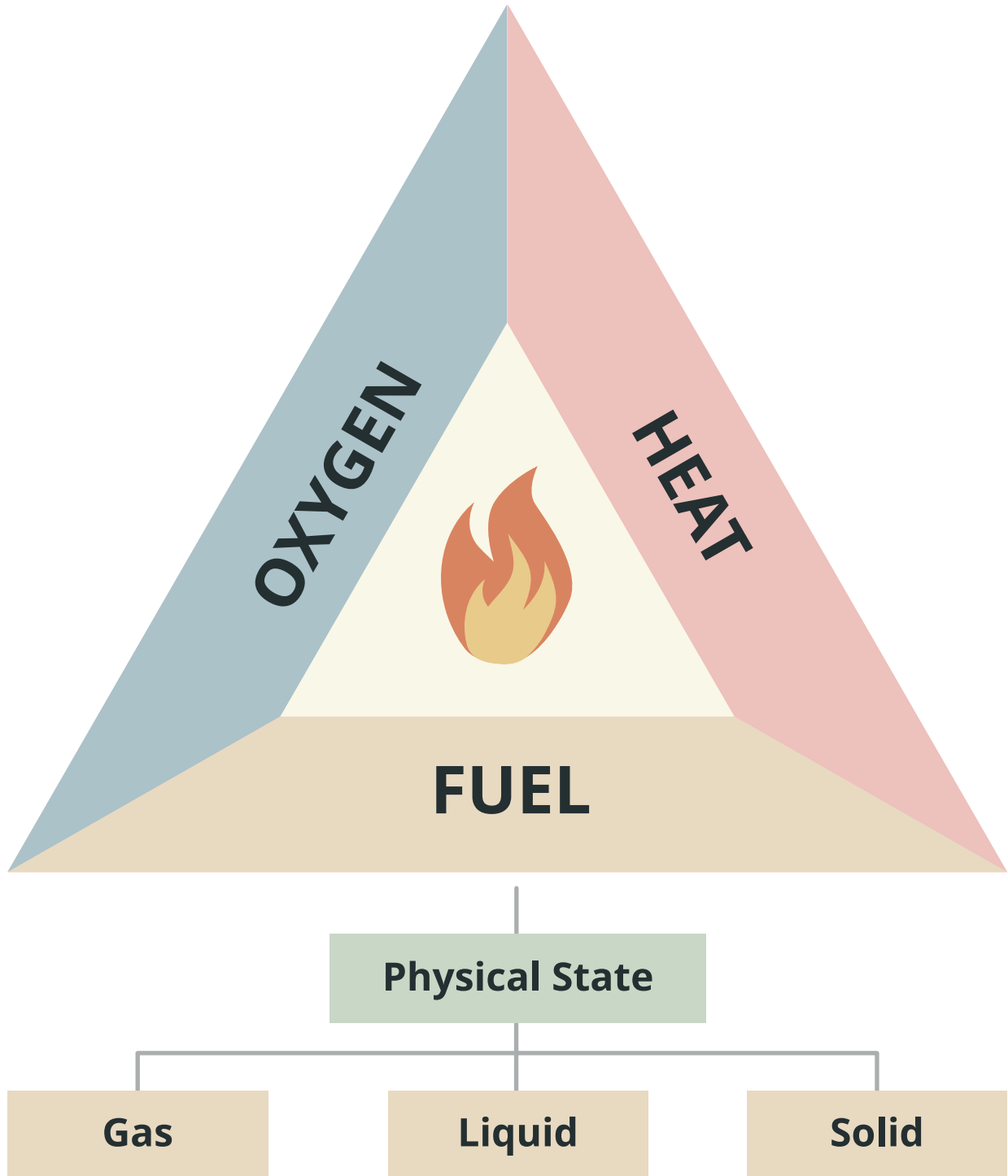
1. Space heater too close to combustible (chair)
2. No fireplace screen
3. Iron left plugged in, face down and unattended
4. Lit candles left unattended and near a combustible (curtains)

Kitchen

1. Pot handles not turned in
2. Cooking left unattended
3. Toys are in cooking area
4. Fire extinguisher does not have a service tag



Fire Triangle Components





Fire Equation



Fire

=



Fuel

+



Heat

+



Oxygen



Choosing a Portable Fire Extinguisher

3 Basic Classes of Fire

Class A:



Ordinary combustibles, such as wood, cloth, paper, rubber and many plastics.



Class B:



Flammable liquids, such as gasoline, cooking oil, grease, tar, oil-based paint, lacquer and flammable gas.



Class C:



Energized electrical equipment, including wiring, fuse boxes, circuit breakers, machinery and appliances.





What's the Difference Between a Helper and a Hazard?

*Many helpful things can be harmful if they aren't used correctly.
Complete this sheet with the fire safety facts you know.*



When would...	Be Helpful	Be a Hazard
Matches		
Trash Fire		
Security Gate on a Window		
Fire Escape		
Birthday Candles		
Space Heater		
Electrical Cord		
Handle on a Pot		
Old Newspapers		
Gasoline		
Kitchen Stove		
Electric Plug		



What's the Difference Between a Helper and a Hazard?

ANSWER KEY



When would...	Be Helpful	Be a Hazard
Matches	<i>When adults need to light birthday candles.</i>	<i>When children play with them.</i>
Trash Fire	<i>Never! Trash fires are a hazard and should be reported.</i>	<i>Trash fires are always a hazard and should be reported.</i>
Security Gate on a Window	<i>When leaving your home unattended for a vacation.</i>	<i>During a fire, as they block your home escape path.</i>
Fire Escape	<i>When you live in a condo building and need to escape.</i>	<i>When locked or blocked during your home escape.</i>
Birthday Candles	<i>When on a birthday cake.</i>	<i>When touched while lit.</i>
Space Heater	<i>When you are awake and are feeling cold.</i>	<i>When left on while unattended.</i>
Electrical Cord	<i>When plugged into appliances.</i>	<i>When damaged.</i>
Handle on a Pot	<i>When used to serve food.</i>	<i>When turned outward while cooking.</i>
Old Newspapers	<i>When used for reading.</i>	<i>When left near a flame.</i>
Gasoline	<i>When fueling a lawn mower.</i>	<i>When not stored properly or near a flame.</i>
Kitchen Stove	<i>When an adult is cooking food.</i>	<i>When left on while unattended.</i>
Electric Plug	<i>When used to power one thing at a time.</i>	<i>When an extension bar is overloaded.</i>

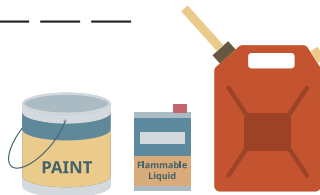


Flammable Liquids

Flammable liquids give off vapours and fumes that can easily explode or burn. Use the pictures to help you fill in the blanks and complete the missing words in each safety message.

1. Flammable liquids should be kept in metal _____ and not in glass or plastic _____.

___ n ___ a ___ n ___



2. _____ has only one purpose - to fuel an engine - and should only be stored outside the house.

___ s ___ l i ___



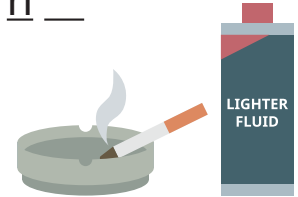
3. The _____ from flammable liquids explode near fire or heat.

___ a ___ _ _ r ___



4. Smoking near flammable liquids can cause _____.

___ p ___ o ___ _ _ n ___



5. _____ vapours are extremely dangerous.

___ a ___ l ___ o ___ _ s h
r ___ m ___ _ _ r



6. Always read the labels before using _____ liquids.

___ l ___ m ___ _ b ___



7. _____ should not be added to a charcoal fire after it is started.

___ _ e ___



8. Store flammable liquid containers in the proper _____.

___ _ b ___ n ___ _ _





Flammable Liquids

ANSWER KEY

1. Flammable liquids should be kept in metal _____ and not in glass or plastic _____ .

c o n t a i n e r s



2. _____ has only one purpose - to fuel an engine - and should only be stored outside the house.

g a s o l i n e



3. The _____ from flammable liquids explode near fire or heat.

v a p o r s



4. Smoking near flammable liquids can cause _____ .

e x p l o s i o n s



5. _____ vapours are extremely dangerous.

n a i l p o l i s h r e m o v e r



6. Always read the labels before using _____ liquids.

f l a m m a b l e



7. _____ should not be added to a charcoal fire after it is started.

f u e l



8. Store flammable liquid containers in the proper _____ .

c a b i n e t s

