



LESSON PLAN

Schools: Grades 6-7
(ages 11-13)



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Fire safety education has a proven impact on reducing the loss of life and property from fire.

Lesson Overview

Lesson Objectives

- Identify basic fire safety behaviours.
- Identify common home hazards and ways to prevent them.
- Learn how to report an emergency.
- Identify two ways out of a room, an outside meeting place and proper locations for smoke alarms.
- Identify the myths and realities of fire and how fire must be respected.
- Learn about common kitchen safety practices to prevent fires and burns.
- Identify the components of the fire triangle and describe how they work together to create fire (optional Topic 6).
- Learn about portable fire extinguishers (optional Topic 6).
- Identify equipment used by firefighters (optional Topic 7).

Resource List

Lesson Materials

- Fire Safety Review questions and answer key
- 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.
- Optional Topic 6 – Fire Triangle Components material; Fire Equation material; Choosing a Portable Fire Extinguisher material
- Optional Video: [Brampton Fire and Emergency Services – Safe Cooking](#)
- Optional Video: [NFPA – Every Second Counts in a Home Fire—Practice Your Escape Plan](#)

Take-home Handouts

- Sentence Scrambler and answer key
- Our Home is Fire Safe package

Resource List

Fire Department Materials

- Smoke alarm or visual smoke alert
- Carbon monoxide alarm
- Portable fire extinguisher

Optional Materials

- 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 the students. Use clear and simple language, supported with technical terms.
- Explain how the fire safety information the students are learning can help keep others safe. This age group is beginning to take on added responsibilities in their home, such as caring for younger siblings, babysitting or helping take care of grandparents.
- 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: 65 minutes (90 minutes if including optional topic)

Lesson Topics	Time
Introduction	5 min
Topic 1: Fire safety review	10 min
Topic 2: Smoke, carbon monoxide alarms and home escape planning	15 min
Topic 3: Myths about fire	10 min
Topic 4: Realities of fire	15 min
Topic 5: Safety in the kitchen	5 min
(Optional) Topic 6: Fire science and portable fire extinguishers	5 min
(Optional) Topic 7: 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 review important fire safety behaviours to make sure we know what to do to survive a fire. We’re going to look at how we develop our attitudes about fire and examine what fire is really like. During the last part of the lesson, we’ll also go over some safety practices for when you’re in the kitchen.”</p> <p>[If completing optional Topic 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. Introduce yourself to the class. Provide an overview of fire hall 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 review important fire safety behaviours to make sure we know what to do to survive a fire. Then we’re going to look at how we develop our attitudes about fire and examine what fire is really like.”</p>	5 min	

Topic 1: Fire safety review

Time: 10 minutes

Outline	Time	Resources
<p>Fire Safety Review</p> <ul style="list-style-type: none"> Explain to students how important it is that everyone has the correct information about fire safety. To prevent or survive a fire, there are behaviours everyone needs to know. These behaviours need to become second nature. Display the Fire Safety Review questions. Ask the class to brainstorm possible answers. Encourage participation and remind students to raise their hand before answering. <p>Burns and Hot Things</p> <ul style="list-style-type: none"> Question #1: What are some ways to prevent fires and burns in the kitchen? <ul style="list-style-type: none"> Response: Be alert and never leave the kitchen while cooking. Turn pot/pan handles inside. Keep flammable things away from heat sources. Wear short sleeves or roll-up sleeves. Question #2: What are some examples of hot things in a home outside of the kitchen that we should be mindful of? <ul style="list-style-type: none"> Response: Heaters, fireplaces, candles, electrical outlets, clothes dryers, etc. Question #3: What should you do if you have a minor burn? <ul style="list-style-type: none"> Response: 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 pain. Question #4: What should you do if you have a serious burn? <ul style="list-style-type: none"> Response: Seek medical attention. <p>Behaviours</p> <ul style="list-style-type: none"> Question #5: What should you do if your clothes catch on fire? <ul style="list-style-type: none"> Response: 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. Question #6: Why should you stop, drop and roll? <ul style="list-style-type: none"> Response: Fire is made up of fuel, heat and oxygen. Without oxygen the fire cannot continue to burn. Running increases the exposure of flames to oxygen and increases the rate of burning. Rolling takes the oxygen out of the fire. Question #7: If there is smoke while you are escaping, what should you do? <ul style="list-style-type: none"> Response: If there is smoke present, crawl on your hands and knees to get below the smoke. 	<p>8 min</p>	<p>Flip chart or whiteboard, pens Fire Safety Review questions and answer key</p>

Outline	Time	Resources
<ul style="list-style-type: none"> • Question #8: Why crawl low under smoke? <ul style="list-style-type: none"> – Response: Crawling low keeps your head near the floor where the air is cleaner and cool and visibility is better. Smoke and toxic gases can cause serious breathing problems, damage eyes and lead to death in a matter of seconds. Smoke and toxic gases rise toward the ceiling. <p>Reporting an emergency</p> <ul style="list-style-type: none"> • Question #9: After you escape from your home, what should you do? <ul style="list-style-type: none"> – Response: All members of the home should gather at a pre-determined meeting place outside. This ensures that everyone is accounted for. One person should then use a cell phone or a neighbour’s phone and call 9-1-1 or the local emergency number. • Question #10: When reporting a fire or emergency, what information should be provided? <ul style="list-style-type: none"> – Response: The type of emergency, your name, your address and the phone number you are calling from. • Bonus question: What is your local emergency number? <ul style="list-style-type: none"> – Response: 9-1-1. Instructor to confirm local emergency number in advance if not 9-1-1. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Be careful and alert around hot things. • Know when to stop, drop and roll. • 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. • In a fire emergency, call 9-1-1 or your local emergency number. Only call during an emergency. 	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’ve reviewed some important fire safety behaviours, let’s learn more about smoke and carbon monoxide alarms and home escape planning.”</p>	30 sec	


Topic 2: Smoke and carbon monoxide alarms and home escape planning

Time: 15 minutes

Outline	Time	Resources
<p>Smoke Alarms</p> <ul style="list-style-type: none"> • Brainstorm with the class the importance of working smoke alarms. Record responses on a flip chart or whiteboard. Responses should 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 fire grows, heat, smoke and toxic gases spread before flames do. – Many deaths are the result of smoke and toxic gases being inhaled rather than flames. • Ask students where smoke alarms should be located. Explain that smoke alarms should be in every sleeping area and on every level of a home. • Explain that smoke alarms should be tested and 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. • 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. <p>Note on smoke alarms for people who are deaf, hard of hearing or people with mobility aids:</p> <ul style="list-style-type: none"> • Explain to the students that there are different kinds of smoke alarms that convert sound into flashing lights or vibrations. These additional features are helpful for people who are deaf or hard of hearing. 	<p>5 min</p>	<p>Flip chart or whiteboard, pens Smoke alarm or visual smoke alert</p>


Outline	Time	Resources
<p>Carbon Monoxide Alarms</p> <ul style="list-style-type: none"> • Explain to the class 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. Explain that if this equipment malfunctions, a CO alarm will let them know if there is an unsafe level of carbon monoxide gas in their home. • Display a CO alarm. Explain that every home that uses these types of fuels or has an attached garage should have a CO alarm in addition to smoke alarms. Explain to the class 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 they are told it's safe by a local official (such as a firefighter). • 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
<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 it is important that they create a home escape plan with the people they live with. • With the class, brainstorm the importance of creating and practicing a home escape plan. Record responses on a flip chart or whiteboard. Responses should include: <ul style="list-style-type: none"> – Fire is fast, hot and dark – Smoke from fire is poisonous – Fire and smoke may prevent escape – Practicing a home escape plan and fire drill will help you and the people you live with get out quickly and safely • Brainstorm with the class different things that they should include in their home escape plan. <ul style="list-style-type: none"> – Know two ways out of each room – Help members of your home that may need help waking up and getting outside, like younger children, grandparents, Elders, those with additional needs or pets – Crawl low under smoke – Have a meeting place outside 	5 min	Flip chart or whiteboard, pens

Outline	Time	Resources
<ul style="list-style-type: none"> - Report the emergency from their outside meeting place - Practice a fire drill with the members of your home twice a year • Explain to the class that after they escape their home and safely reach their outside meeting place, it is important to call the fire department from a cell phone or a phone outside the building. You should only call during an emergency. • 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. <p>Note for people who live in apartments:</p> <ul style="list-style-type: none"> • Explain to students that if they live in an apartment building, they should still have smoke alarms inside each sleeping area and 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 your apartment and closing the door behind you - Pulling the fire alarm on your way out to notify the fire department and your neighbours - Using the stairs to get out; do not use the elevator - Going to your meeting place outside and staying there until firefighters say it's safe to go back in 		

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 fire in your home. Install smoke alarms in every sleeping area and on every level of the home. • A carbon monoxide alarm lets you know there is an unsafe level of poison gas in your home. Install a CO alarm if your home has one or more fuel-burning appliances or an attached garage. • Make sure everyone in your home knows the sound of the smoke and CO alarms. • Test and clean smoke and CO alarms monthly. • When you hear alarm sounds, get outside and go to your meeting place. Then call the fire department from a cell phone or phone outside the building. <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 there until a grown-up says it's safe. Make sure someone calls the fire department from a cell phone or phone outside the building. • Parents, grandparents, caregivers, Elders or younger siblings may need help to wake up and get out. Make sure that someone in your home will help them. • Have an outside meeting place. • Practice a fire drill with the people you live with at least twice a year. • Call the fire department from a cell phone or a phone outside the building. You should only call during an emergency. 	<p>1 min 30 sec</p>	
<p>Lead into the next topic.</p> <p>SAY! “We have talked about how to prevent fires and how to survive a fire. Now we will look at how unpredictable fire can be and how important it is to respect it.”</p>	<p>30 sec</p>	

Topic 3: Myths about fire


Time: 10 minutes

Outline	Time	Resources
<p>Myths About Fire</p> <ul style="list-style-type: none"> Ask the students to raise their hand if they have seen a movie or TV show with fire in it and to name some examples. Ask students to raise their hand if they believe it showed fire realistically. Explain to the class that what they see in movies or on TV is not always accurate and this can shape our attitudes. Consider bringing your own example from a movie or TV show that features an unrealistic depiction of fire and show it to the class. Explain to students that they will be watching a clip from a movie or TV show that features fire. Ask students to pay close attention to how they think fire is shown unrealistically. 	<p>4 min 30 sec</p>	
<ul style="list-style-type: none"> Brainstorm with the class some of the myths of fire. Relate the brainstorm to the incorrect things they saw in either the examples the students named or the example watched in class. Document the responses on the left side of the flip chart or whiteboard (the realities of fire will be documented on the right side in the next topic). Challenge students' assumptions about what they think they already know. Some myths about fire include: <ul style="list-style-type: none"> No smoke/good visibility No heat No soot Fire makes growling and breathing noises The character shown is alive or has no injuries Big explosions and no one is hurt No panic, people standing by 	<p>4 min 30 sec</p>	<p>Flip chart or whiteboard, pens</p>
<p> Topic Close Out</p> <p>Say this key message:</p> <ul style="list-style-type: none"> Be aware that your perception/biases of how fire spreads may be affected by movies and TV or lack of experience with fire. 	<p>30 sec</p>	
<p>Lead into the next topic.</p> <p>SAY! "To really understand what happens in a fire, we are going to watch a video."</p>	<p>30 sec</p>	

Topic 4: Realities of fire

Time: 15 minutes


Outline	Time	Resources																
<p>Realities of Fire</p> <ul style="list-style-type: none"> Explain to the students that they will now be watching a video that illustrates what fire is really like and emphasizes the importance of reacting quickly in a fire emergency. Ask the students to pay close attention to the characteristics of fire (smoke, speed, heat) shown in the video. Tell the students their observations will be recorded on a flip chart or whiteboard. Play the video: <u>Government of Western Australia Department of Fire and Emergency Services – DFES HOUSE FIRE VR EXPERIENCE.</u> 	5 min	Video: <u>Government of Western Australia Department of Fire and Emergency Services – DFES HOUSE FIRE VR EXPERIENCE</u>																
<ul style="list-style-type: none"> At the conclusion of the video, ask the students to identify what they saw in the video. These are the realities of fire. Write responses on the right side of the flip chart or whiteboard. Key points about the realities of fire include: <table border="1" data-bbox="204 900 979 1400"> <thead> <tr> <th data-bbox="204 900 592 953">Myths</th> <th data-bbox="592 900 979 953">Realities</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 953 592 989"> <ul style="list-style-type: none"> No smoke/good visibility </td> <td data-bbox="592 953 979 989"> <ul style="list-style-type: none"> Smoke is black and toxic </td> </tr> <tr> <td data-bbox="204 989 592 1024"> <ul style="list-style-type: none"> No heat </td> <td data-bbox="592 989 979 1024"> <ul style="list-style-type: none"> Poor visibility </td> </tr> <tr> <td data-bbox="204 1024 592 1060"> <ul style="list-style-type: none"> No soot </td> <td data-bbox="592 1024 979 1060"> <ul style="list-style-type: none"> Fire is fast </td> </tr> <tr> <td data-bbox="204 1060 592 1142"> <ul style="list-style-type: none"> Fire makes growling and breathing noises </td> <td data-bbox="592 1060 979 1142"> <ul style="list-style-type: none"> Little time to escape </td> </tr> <tr> <td data-bbox="204 1142 592 1224"> <ul style="list-style-type: none"> The character shown is alive or has no injuries </td> <td data-bbox="592 1142 979 1224"> <ul style="list-style-type: none"> Fire is hot (more than 800°C, or 1500°F) </td> </tr> <tr> <td data-bbox="204 1224 592 1306"> <ul style="list-style-type: none"> Big explosions and no one is hurt </td> <td data-bbox="592 1224 979 1306"> <ul style="list-style-type: none"> A working smoke alarm can provide early warning before smoke can be smelled </td> </tr> <tr> <td data-bbox="204 1306 592 1400"> <ul style="list-style-type: none"> No panic, people standing by </td> <td data-bbox="592 1306 979 1400"> <ul style="list-style-type: none"> Fire makes crackling sound </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Discuss the differences between the Myths and Realities videos. <ul style="list-style-type: none"> Hollywood fires are not real Fire is fast, dark and hot Every home needs working smoke alarms and a home escape plan When the smoke alarm sounds, leave immediately Survival depends on your fast action 	Myths	Realities	<ul style="list-style-type: none"> No smoke/good visibility 	<ul style="list-style-type: none"> Smoke is black and toxic 	<ul style="list-style-type: none"> No heat 	<ul style="list-style-type: none"> Poor visibility 	<ul style="list-style-type: none"> No soot 	<ul style="list-style-type: none"> Fire is fast 	<ul style="list-style-type: none"> Fire makes growling and breathing noises 	<ul style="list-style-type: none"> Little time to escape 	<ul style="list-style-type: none"> The character shown is alive or has no injuries 	<ul style="list-style-type: none"> Fire is hot (more than 800°C, or 1500°F) 	<ul style="list-style-type: none"> Big explosions and no one is hurt 	<ul style="list-style-type: none"> A working smoke alarm can provide early warning before smoke can be smelled 	<ul style="list-style-type: none"> No panic, people standing by 	<ul style="list-style-type: none"> Fire makes crackling sound 	8 min 30 sec	Flip chart or whiteboard, pens
Myths	Realities																	
<ul style="list-style-type: none"> No smoke/good visibility 	<ul style="list-style-type: none"> Smoke is black and toxic 																	
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Outline	Time	Resources
<ul style="list-style-type: none"> • Discuss the benefits of fire. <ul style="list-style-type: none"> – Fire can be a very useful tool. We cook our food and warm our homes with fire. Using fire as a tool requires awareness and safety. – In many homes, cultural and community practices include using fire. Examples of this could include Indigenous burning practices, prayer candles, lighting the menorah or burning incense. – Having an awareness of fire and safe practices leads to developing a healthy respect for fire and knowing how to be safe around it. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Home fires can happen anywhere or anytime. • In seconds, a small flame can grow into a dangerous fire. Within minutes, an entire home can be filled with black smoke and large flames. • A smoke alarm lets you know when there is fire in your home. Install smoke alarms in every sleeping area and on every level of the home. 	1 min	
<p>Lead into the next topic.</p> <p>SAY! “Now that we have talked about what fire is really like, let’s talk about safety in the kitchen and using fire responsibly.”</p>	30 sec	

Topic 5: Safety in the kitchen


Time: 5 minutes

Outline	Time	Resources
<p>Safety Practices in the Kitchen</p> <ul style="list-style-type: none">• Ask the class to raise their hand if they make food at home for themselves or for the people they live with. If they respond positively, praise their efforts of helping in the kitchen. <p>SAY! “Making food is fun, but it’s important to know how to be safe. This means making safe choices in the kitchen where we often work with equipment that uses fire or heat, which can cause fires or burns. Let’s talk about what you can do to stay safe in the kitchen and when to get help from an adult.”</p> <ul style="list-style-type: none">• Ask the class to brainstorm possible answers for ways to prevent fires/burns in the kitchen. Record responses on a flip chart or whiteboard. Responses should include:<ul style="list-style-type: none">– Get help from an adult when using a stove.– Never leave cooking items unattended. Always stay in the cooking area if boiling, frying, broiling or grilling food and turn the burners off if you need to leave. Stay in your home if baking, roasting or simmering and check the food regularly.– Keep cooking areas clean from clutter. Clear areas near appliances (like stoves, ovens and toasters) to prevent anything from catching fire.– Use potholders or oven mitts when handling hot pots, pans or baking trays. Don’t use dish towels or shirt sleeves.– Turn pot and pan handles toward the back of the stove so you won’t knock them over by accident. Hot liquids or steam can cause severe, painful burns.– Use only microwave-safe dishes in the microwave, never tinfoil or metal. If you’re not sure if something is safe for use in the microwave, ask an adult first.	4 min	Flip chart or whiteboard, pens

Outline	Time	Resources
 <p>Topic Close Out</p> <p>Say these key messages:</p> <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). • Only use electrical cooking equipment (including microwaves) safely and as intended. • Make sure your home has a fire extinguisher located within 12 metres (40 feet) from the area of use and that an adult knows how to use it. 	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 common practices in the kitchen to stay safe while cooking, let’s learn more about the science of fire and portable fire extinguishers.”</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 science and portable fire extinguishers

Time: 5 minutes

Outline	Time	Resources
<p>The 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 campfires, fireplace fires and candles, and discuss how to extinguish each based on the fire triangle. 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 that they are not trained in the use of 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. 	4 min	Fire Triangle Components material Fire Equation material Choosing a Portable Fire Extinguisher material Portable fire extinguishers
 <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 of the elements of the fire triangle. Firefighting should be left to professional firefighters. Portable fire extinguishers are for trained adults, not children. 	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 in the classroom, so now it’s time to go into the apparatus bay and learn about firefighting 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 7: 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 firefighters do their job safely. 	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"> Briefly review the topics covered. Thank the students for working so hard and for inviting you to their school. Use this time to ask the group 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). Students 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). • Students 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 Review questions and answer key (Topic 1)
- Fire Triangle Components material (optional Topic 6)
- Fire Equation material (optional Topic 6)
- Choosing a Portable Fire Extinguisher material (optional Topic 6)

Take-home Handouts

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

- Sentence Scrambler and answer key
- Our Home is Fire Safe package



Fire Safety Review

Questions

BURNS AND HOT THINGS

1. What are some ways to prevent fires and burns in the kitchen?
2. What are some examples of hot things in a home outside of the kitchen that we should be mindful of?
3. What should you do if you have a minor burn?
4. What should you do if you have a serious burn?

BEHAVIOURS

5. What should you do if your clothes catch on fire?
6. Why should you stop, drop and roll?
7. If there is smoke while you are escaping, what should you do?
8. Why crawl low under smoke?

REPORTING AN EMERGENCY

9. After you escape from your home, what should you do?
10. When reporting a fire or emergency, what information should be provided?

Bonus Question: What is your local emergency number?



Fire Safety Review

ANSWER KEY

BURNS AND HOT THINGS

Q1: What are some ways to prevent fires and burns in the kitchen?

A: Be alert and never leave the kitchen while cooking. Turn pot/pan handles inside. Keep flammable things away from heat sources. Wear short sleeves or roll-up sleeves.

Q2: What are some examples of hot things in a home outside of the kitchen that we should be mindful of?

A: Heaters, fireplaces, candles, electrical outlets, clothes dryers, etc.

Q3: What should you do if you have a minor burn?

A: 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 pain.

Q4: What should you do if you have a serious burn?

A: Seek medical attention.



Fire Safety Review

ANSWER KEY

BEHAVIOURS

Q5: What should you do if your clothes catch on fire?

A: 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.

Q6: Why should you stop, drop and roll?

A: Fire is made up of fuel, heat and oxygen. Without oxygen the fire cannot continue to burn. Running increases the exposure of flames to oxygen and increases the rate of burning. Rolling takes the oxygen out of the fire.

Q7: If there is smoke while you are escaping, what should you do?

A: If there is smoke present, crawl on your hands and knees to get below the smoke.

Q8: Why crawl low under smoke?

A: Crawling low keeps your head near the floor where the air is cleaner and cool and visibility is better. Smoke and toxic gases can cause serious breathing problems, damage eyes and lead to death in a matter of seconds. Smoke and toxic gases rise toward the ceiling.



Fire Safety Review

ANSWER KEY

REPORTING AN EMERGENCY

Q9: After you escape from your home, what should you do?

A: All members of the home should gather at a pre-determined meeting place outside. This ensures that everyone is accounted for. One person should then use a cell phone or a neighbour's phone and call 9-1-1 or the local emergency number.

Q10: When reporting a fire or emergency, what information should be provided?

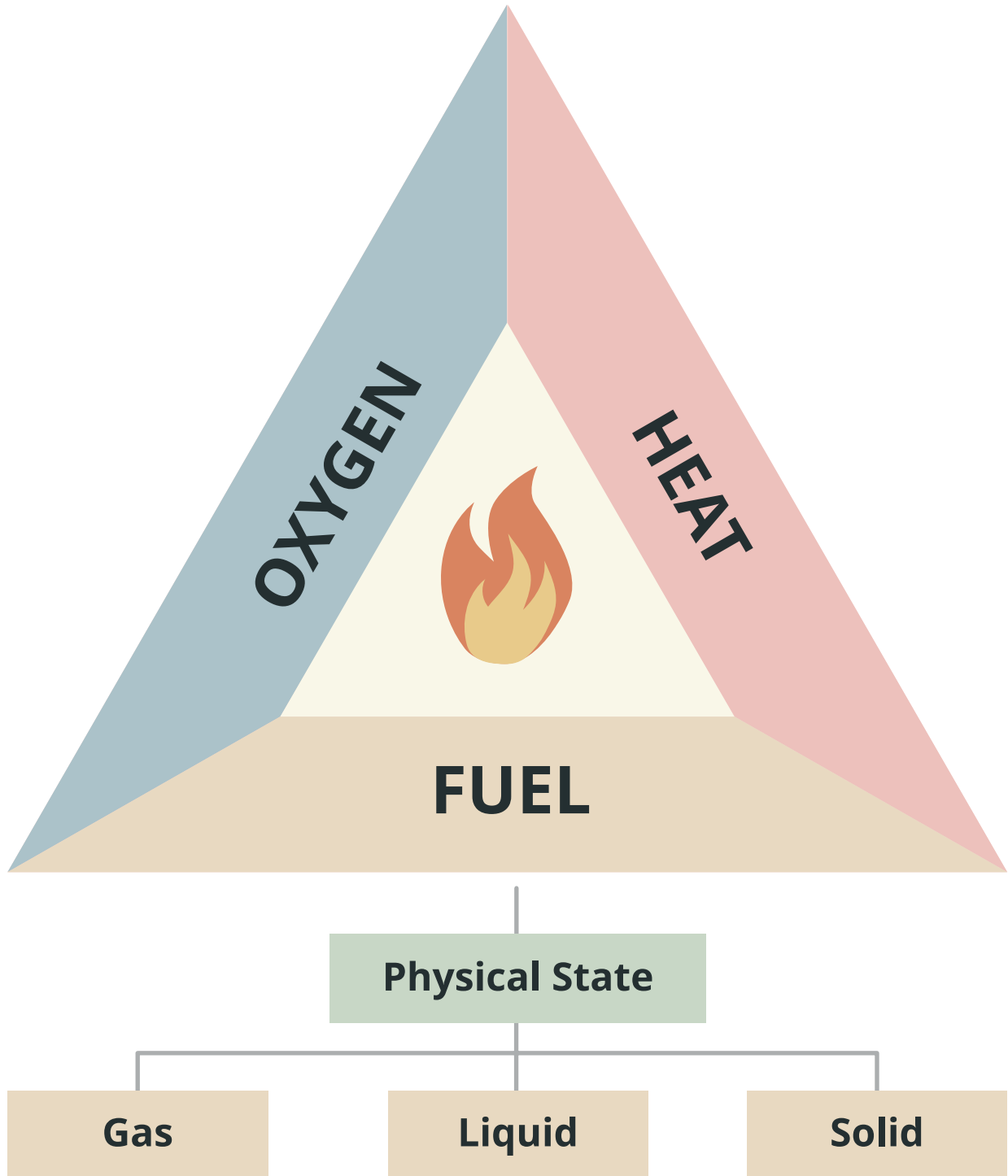
A: The type of emergency, your name, your address and the phone number you are calling from.

Bonus Question: What is your local emergency number?

A: 9-1-1 or _____



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.





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.