



LESSON PLAN

Schools: Preschool-Kindergarten
(ages 4-6)



CONTENTS

Lesson Overview	1
Agenda.....	3
Lesson Plan	4
Introduction	4
Topic 1: Burns, hot things and kitchen safety	6
Topic 2: Smoke alarms.....	8
Topic 3: Home escape planning	9
Topic 4: Firefighters are community helpers	11
(Optional) Topic 5: Fire hall/truck tour	12
Conclusion	13
Materials and Handouts	14



Lesson plans are intended as a guide. You are encouraged to customize the lesson plans to suit the audience and local needs.

Lesson Overview

Lesson Objectives

- Learn about things that are hot and not to touch them.
- Learn the sounds (or sights) of smoke alarms.
- Describe and demonstrate crawling low under smoke.
- Identify two ways out of a room and an outside meeting place.
- Learn that firefighters are community helpers.
- See equipment used by firefighters.

Note: The procedure to stop, drop and roll is not a learning objective in this lesson plan. This reflects the National Fire Protection Agency (NFPA) guidance provided in their Learn Not to Burn program. Children under the age of six are generally not developmentally able to understand the context for **when** and **why** to engage in stop, drop and roll.

Resource List

Instructor Materials

- HOT or NOT HOT pictures and questions
- Cool a Burn picture and questions
- Crawl Low Under Smoke picture and questions
- Optional Video: [NFPA – The Gear Firefighters Wear](#)
- Optional Video: [NFPA – I Spy Sounds of Fire Safety](#)

Fire Department Materials

- Smoke alarm or visual smoke alert
- Turn-out gear

Take-home Handouts

- What is HOT, What is NOT? circle the pictures and answer key
- Tools for Firefighters circle the pictures and answer key
- Two Ways Out worksheet and answer key
- Our Home is Fire Safe package

Resource List

Optional Materials

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

Teaching Tips

- Use examples relevant to a child's world. For example, a smoke alarm is like your nose and it sniffs for smoke while everyone is asleep.
- 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.
- Use simple and clear words that children can understand. Some suggestions:
 - Apparatus → Fire truck
 - Turn-out coat → Jacket
 - Truck bay → Where we keep the trucks
 - Injury → Hurt
 - Scald → Burn
 - Incident → Emergency
 - Respond → Go to the emergency
 - Nozzle → Where the water comes out
- Encourage participation, children learn by seeing, then doing. Describe the behaviour, demonstrate it, then have the students practice it.
- Take a positive approach, showing what "to do" rather than what "not to do." Young children relate more to what they see, rather than what they hear.
- Keep instructions clear and concise, as children have short attention spans. Emphasize the single action that is most important. For example: "When the smoke alarm sounds, get out!"
- Warn the students before sounding a fire alarm or testing a smoke alarm. Young children sometimes fear loud noises.
- Repeat **key messages** at the conclusion of your visit. Show the students 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: 55 minutes (75 minutes if including optional topic)

Lesson Topics	Time
Introduction	5 min
Topic 1: Burns, hot things and kitchen safety	15 min
Topic 2: Smoke alarms	10 min
Topic 3: Home escape planning	10 min
Topic 4: Firefighters are community helpers	10 min
(Optional) Topic 5: 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.• 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!• Sit at the students' level and provide an overview of activities to follow. <p>SAY! "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	Mats or blankets Stamp and stamp pad

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. 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! 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 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	Mats or blankets Stamp and stamp pad

Topic 1: Burns, hot things and kitchen safety


Time: 15 minutes

Outline	Time	Resources
<p>Hot Things</p> <ul style="list-style-type: none"> Explain that hot things can hurt and that a grown-up must always be present when children are around hot things. <p>Picture Sorting Activity</p> <ul style="list-style-type: none"> Display the pictures provided illustrating things that are HOT and things that are NOT HOT. <ul style="list-style-type: none"> HOT pictures include a birthday cake, stove, clothing iron, candle, frying pan, toaster, electric kettle, fireplace, curling iron and coffee and tea. NOT HOT pictures include an apple, crayons, bicycle and doll. Ask the students to identify which pictures are HOT and which are NOT HOT. <ul style="list-style-type: none"> To enhance discussion, use the question prompts found on the back of the pictures. 	5 min	HOT or NOT HOT pictures and questions
<p>Cooking and Kitchen Safety</p> <ul style="list-style-type: none"> 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 in the kitchen. Ask the students to raise their hand and share something in the kitchen that is HOT and NOT HOT. Demonstrate ways that students can stay safe in the kitchen, including: <ul style="list-style-type: none"> Staying at least 1 metre (3 feet) away from the stove or oven Not running or jumping when adults are cooking in the kitchen Being careful around hot food or hot water 	4 min	
<p>Cool a Burn</p> <ul style="list-style-type: none"> Explain to the class that if they get burned from something hot, they should always tell a grown-up. 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. 	5 min	Cool a Burn picture and questions

Outline	Time	Resources
<p>Cool a Burn Activity</p> <ul style="list-style-type: none"> Show the class the proper procedure for cooling a burn. If facilities do not permit this, display the Cool a Burn picture that illustrates the procedure. <ul style="list-style-type: none"> To enhance discussion, use the prompts on the back of the picture. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> Keep away from hot things. Cool a burn by running cool water over it. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! “Now that we’ve talked about things that can burn you, we are going to talk about smoke alarms.”</p>	30 sec	

Topic 2: Smoke alarms


Time: 10 minutes

Outline	Time	Resources
<p>Introducing Smoke Alarms</p> <ul style="list-style-type: none"> Show the class a smoke alarm and ask them what it is and what it does. Explain that the smoke alarm will warn them if there is fire by smelling the smoke and making loud beeps. 	5 min	Smoke alarm or visual smoke alert
<p>Smoke Alarm Activity</p> <ul style="list-style-type: none"> Open the 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. 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. Explain that when the smoke alarm sounds “beep, beep, beep!” or it flashes bright lights, it means to go outside and stay outside until a grown-up says it’s safe. 	4 min	Smoke alarm or visual smoke alert
<p> Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> 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"> 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. A smoke alarm in your home helps keep you and the people you live with safe. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! “Now that we know what a smoke alarm sounds and looks like, let’s learn how to safely get outside when there is a fire or smoke.”</p>	30 sec	

Topic 3: Home escape planning


Time: 10 minutes

Outline	Time	Resources
<p>Home Escape Fire Drill</p> <ul style="list-style-type: none"> • Explain to the class that when they hear a smoke alarm beep, their “job” is to GET OUT of the building they are in and STAY OUT. <ul style="list-style-type: none"> – Explain to deaf or hard of hearing students that when they see smoke alarm lights or feel a shaker, their “job” is to GET OUT of the building they are in and STAY OUT. • Demonstrate two ways out of every room. Ask the class to point to two ways out of the classroom. Point to the door and windows. • Tell the class that after they get outside, they need to go to their safe meeting place and stay there until a grown-up says it’s safe. Point outside the window to show the class where they can meet. Examples include: a tree, a friend or neighbour’s home, a street sign or mailbox. Tell the class that everyone they live with should know where the safe meeting place is. <ul style="list-style-type: none"> – Note: Use places relevant to the community you are presenting in. • Explain to the class they should practice their home fire escape drill with the people they live with at least twice a year. 	5 min	
<p>Crawl Low Under Smoke Activity</p> <ul style="list-style-type: none"> • 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. • Demonstrate the crawl low under smoke procedure. <ul style="list-style-type: none"> – If time permits, have the class practice crawling low under a blanket, sheet or table of <i>pretend</i> smoke while the smoke alarm is sounding, or illustrate the procedure with the Crawl Low Under Smoke picture. Make sure the students are on their hands and knees when crawling low under smoke, not on their bellies. 	4 min	Blanket or sheet (for pretend smoke) Crawl Low Under Smoke picture and questions

Outline	Time	Resources
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • 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"> – 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. • Identify two ways out of each room. Look for doors and windows. • Crawl low under smoke. • Have a meeting place outside. • Practice a fire drill with the people you live with. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! "We have learned some very important things to do to stay safe if there is smoke or fire in your home. 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>	30 sec	


Topic 4: Firefighters are community helpers

Time: 10 minutes

Outline	Time	Resources
<p>Turn-out Gear Demonstration</p> <ul style="list-style-type: none"> 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. 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"> Helmet - is hard and protects the head from injury, similar to a bike helmet. Note: Due to the risk of possible neck injury, never place a turn-out helmet on the head of a young child. Boots - have steel inside to protect the feet. Pants - are strong, easy to get into and protect the legs. Coat - waterproof lining to keep dry, quilt lining like a sweater, special outer cloth to keep fire away, bright tape that glows in the dark. Breathing mask (SCBA) - provides clean air. 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. 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. 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. 	<p>9 min</p>	<p>Blankets or mats Turn-out gear</p>
<p> Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> Firefighters keep you safe from fire. Firefighters wear special equipment. Firefighters are friends, don't be afraid of them. Never hide from a firefighter. 	<p>30 sec</p>	
<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 learn about firefighter equipment and tools."</p>	<p>30 sec</p>	

(Optional) Topic 5: 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 group 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. 	10 min	
<p>Truck Tour</p> <ul style="list-style-type: none"> • Provide the group 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 class for working so hard and for inviting you to their school. Use this time to ask the class if they have any questions. 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. 	5 min	Certificates, stickers, ribbons Take-home handouts Our Home is Fire Safe package Evaluation Form
<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. 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). 	5 min	Certificates, stickers, ribbons Take-home handouts Our Home is Fire Safe package Evaluation Form Lights and sirens

Materials and Handouts

Instructor Materials

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

- HOT or NOT HOT pictures and questions (Topic 1)
- Cool a Burn picture and questions (Topic 1)
- Crawl Low Under Smoke picture and questions (Topic 3)

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 is HOT, What is NOT? circle the pictures and answer key
- Tools for Firefighters circle the pictures and answer key
- Two Ways Out worksheet and answer key
- Our Home is Fire Safe package



HOT or NOT HOT





HOT Picture - Birthday Cake

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

Q: Is this HOT or NOT HOT?

A: The candles on the cake are very hot!

Q: What could happen if you touch a candle?

A: You could get burned!

Q: What is your job when you get a cake with candles on it?

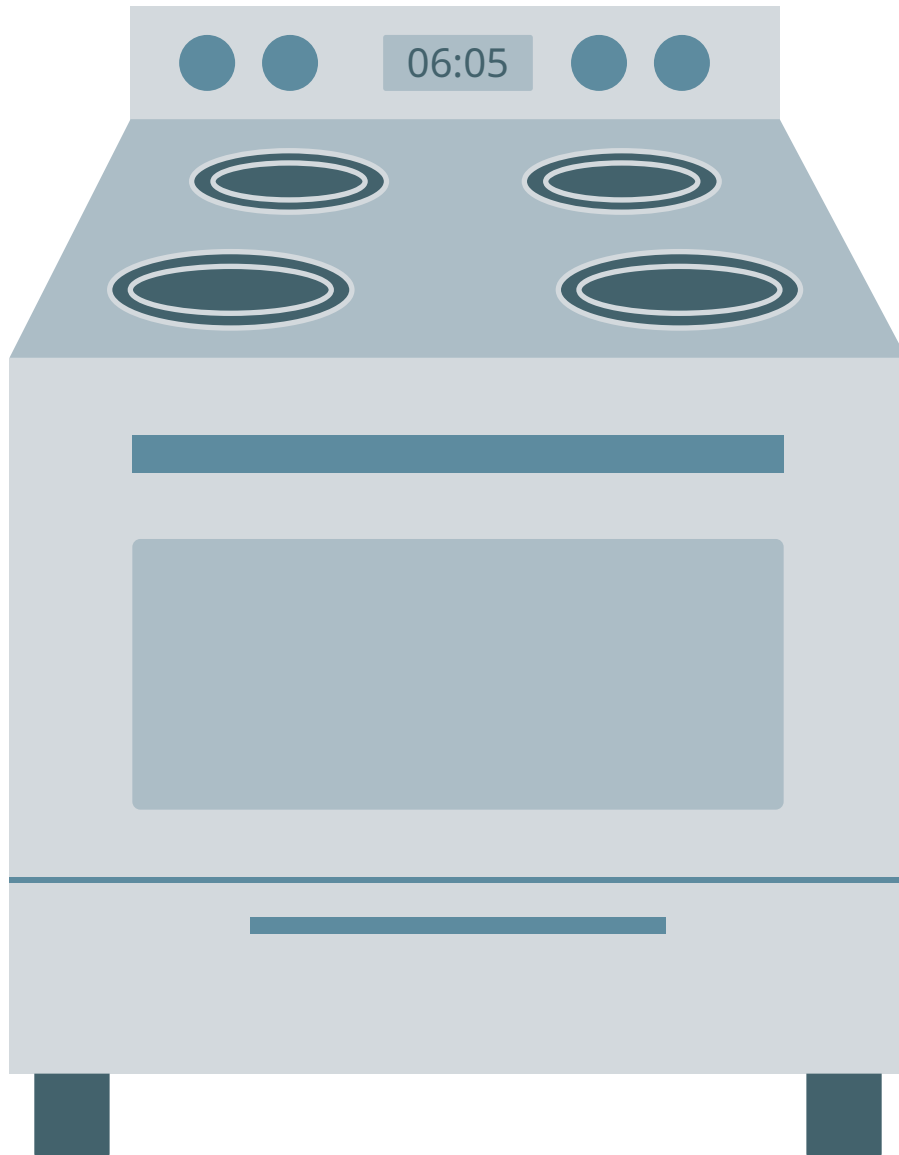
A: A child's job is to blow out the candles. It is important that they do not get too close! Ask the class to show you how they would blow out the candles. Children with long hair should tie it back when blowing out candles on their birthday cake.

Q: Whose job is it to light the candles?

A: A grown-up should always light the candles on the cake.



HOT or NOT HOT





HOT Picture - Stove

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

Q: Is this HOT or NOT HOT?

A: A stove can get very hot!

Q: Where in your home would you see a stove?

A: In the kitchen.

Q: Should children ever touch the stove?

A: No. A stove is for grown-ups to use to cook food.

Q: How do you know if the stove is on or off?

A: There are different kinds of stoves. Some stoves have flames when they are on. Others look the same when they are on or off. So children must never touch the stove!

Q: What could happen if you touch a hot stove?

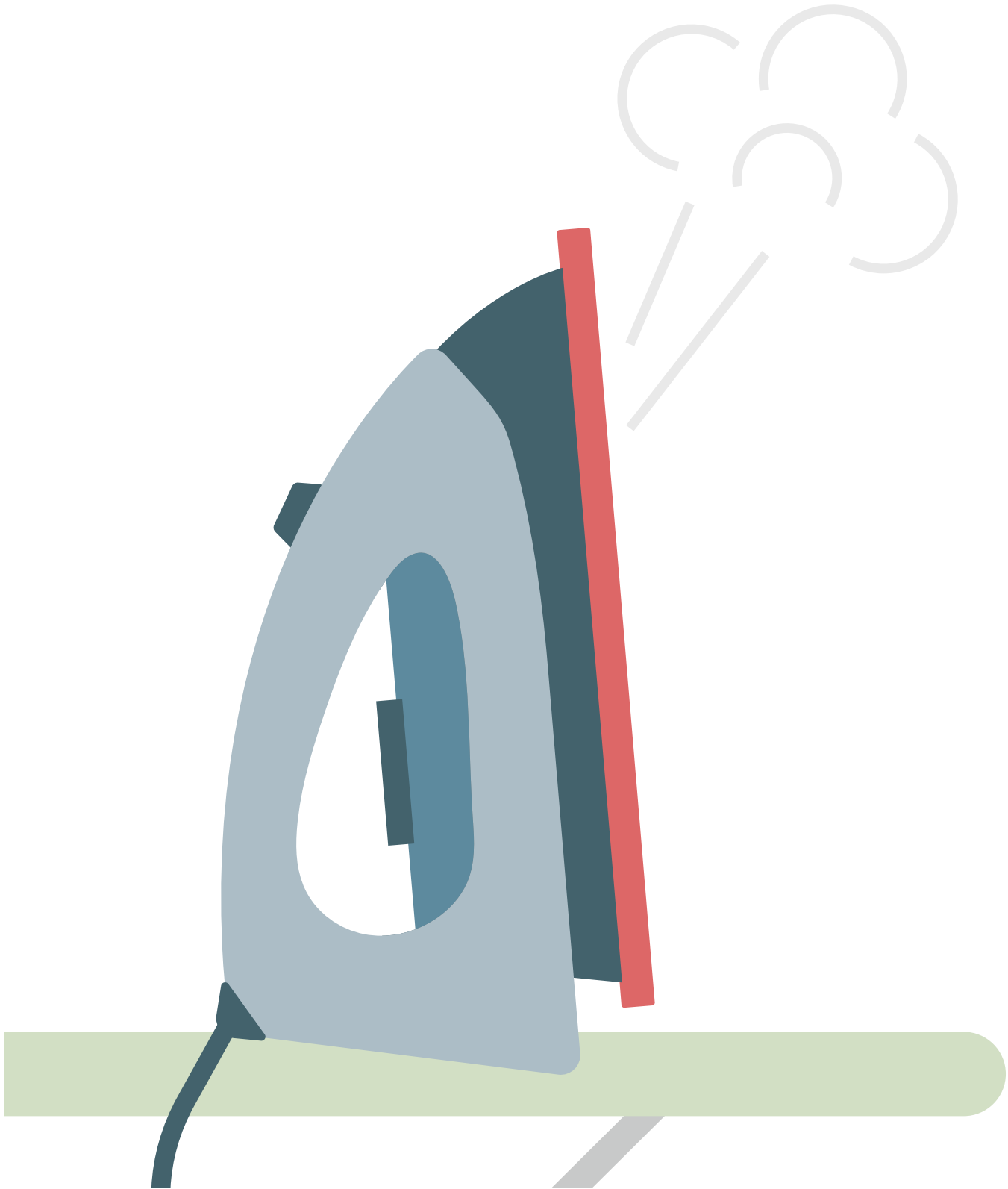
A: You could get burnt!

Q: If you want to know what is cooking or baking what should you do?

A: Ask a grown-up.



HOT or NOT HOT





HOT Picture - Clothing Iron

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

Q: Is this HOT or NOT HOT?

A: An iron can get very hot!

Q: Where in your home you might see an iron?

A: In the laundry room, living room or a bedroom.

Q: What could happen if you touch a hot iron?

A: You could get burned!

Q: If you see an iron and there is no grown-up taking care of it, what should you do?

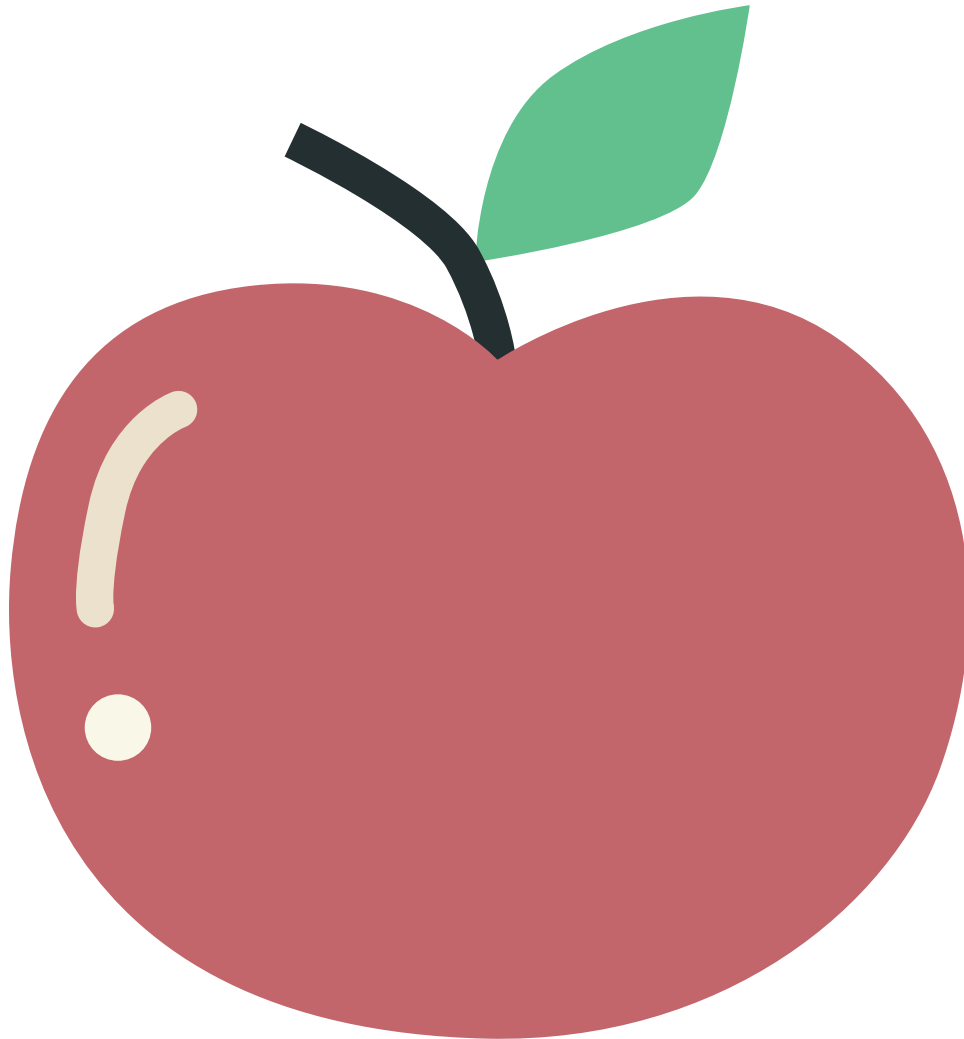
A: Do not touch it, and tell a grown-up.

Q: Is it OK to remind adults to put away the iron?

A: Yes. Sometimes adults need to be reminded of safety rules, just like children do.



HOT or NOT HOT





NOT HOT Picture - Apple

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

Q: Is this HOT or NOT HOT?

A: Not hot. An apple is a snack for children.

Q: Where would you see an apple?

A: On a tree or in the kitchen.



HOT or NOT HOT





NOT HOT Picture - Crayons

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

Q: Is this HOT or NOT HOT?

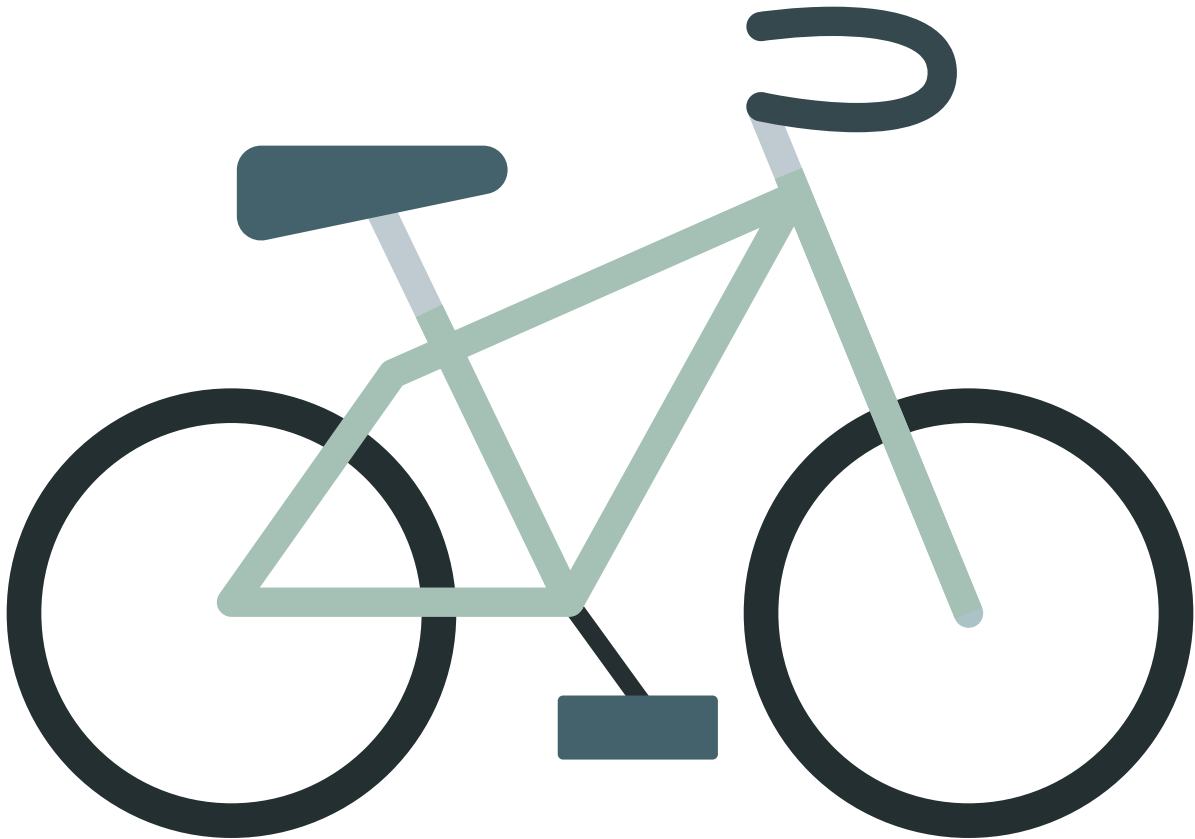
A: Not hot. Crayons are for children to play with.

Q: Where would you see crayons?

A: At school or where children play at home.



HOT or NOT HOT





NOT HOT Picture - Bicycle

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

Q: Is this HOT or NOT HOT?

A: Not hot. A bicycle is for children to play with.

Q: Where would you see a bike at your home?

A: In the garage, in a bike rack, in the yard.



HOT or NOT HOT





NOT HOT Picture - Doll

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

Q: Is this HOT or NOT HOT?

A: Not hot. A doll is for children to play with.

Q: Where would you see a doll at your home?

A: In a bedroom or where children play at home.



HOT or NOT HOT





HOT Picture - Candle

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

Q: Is this HOT or NOT HOT?

A: Candles are very hot!

Q: What could happen if you touch a candle?

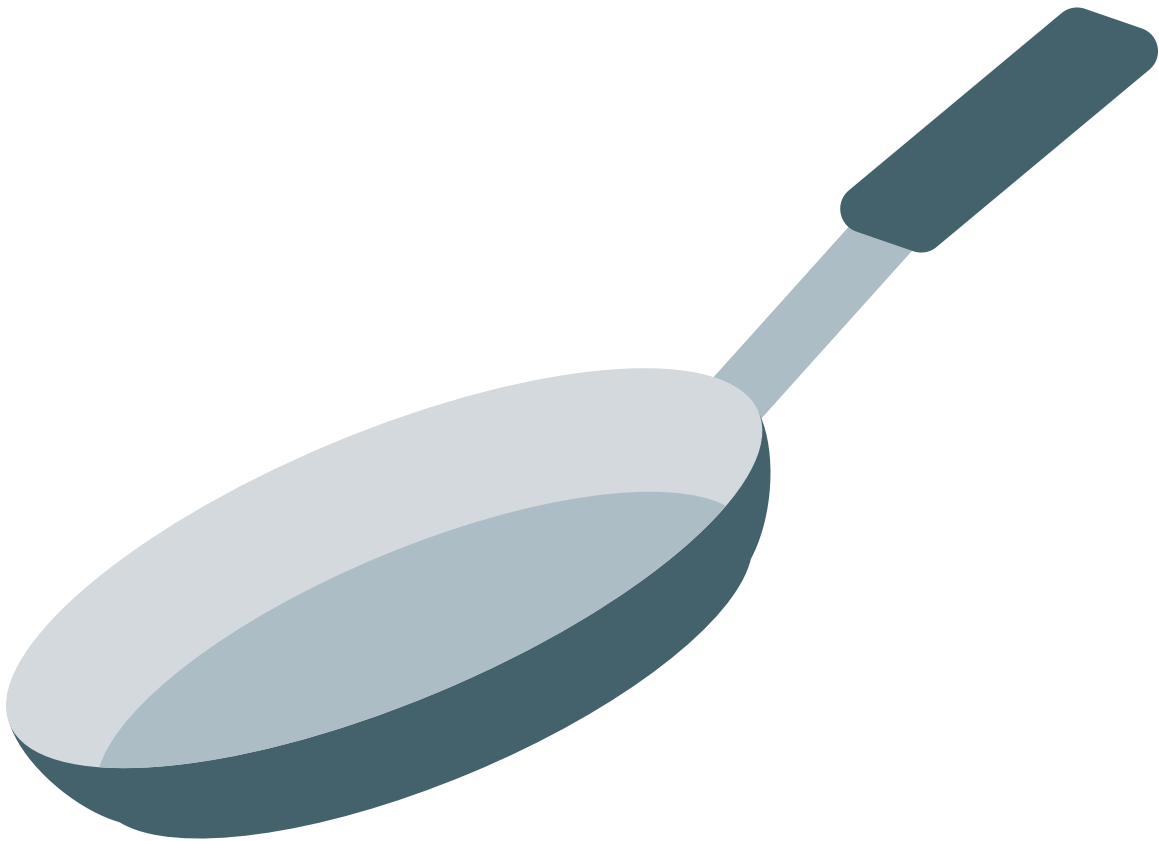
A: You could get burned!

Q: What should you do if you see a lit candle?

A: Stay away from it and never touch it.



HOT or NOT HOT





HOT Picture - Frying Pan

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

Q: Is this HOT or NOT HOT?

A: Frying pans are very hot!

Q: What could happen if you touch a frying pan?

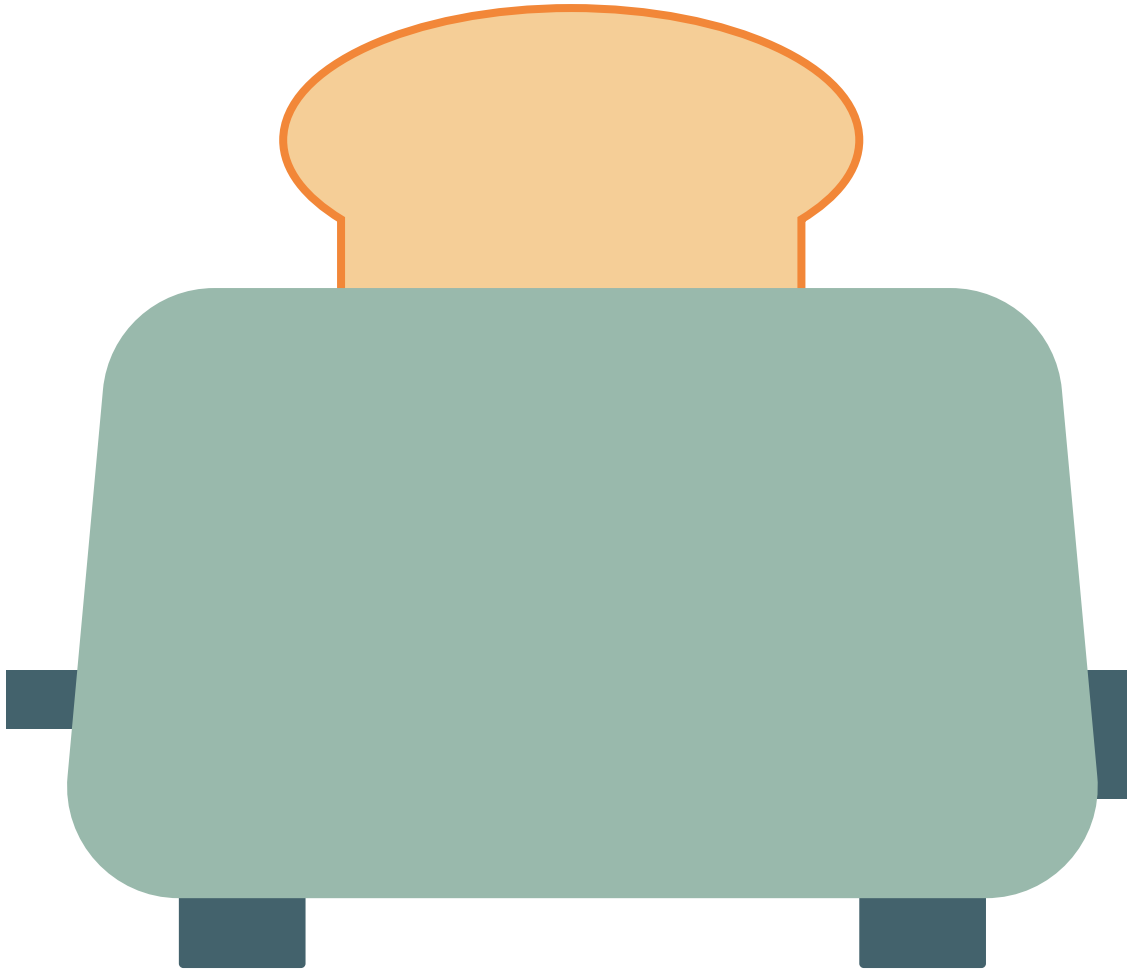
A: You could get burned!

Q: What should you do if you see a frying pan cooking food?

A: Stay away from it and never touch it.



HOT or NOT HOT





HOT Picture - Toaster

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

Q: Is this HOT or NOT HOT?

A: A toaster can be hot!

Q: What could happen if you touch a toaster or the food inside the toaster?

A: You could get burned!

Q: What should you do if you see a toaster?

A: Stay away from it and never touch it.



HOT or NOT HOT





HOT Picture - Electric Kettle

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

Q: Is this HOT or NOT HOT?

A: A kettle can be very hot!

Q: What could happen if you touch a kettle?

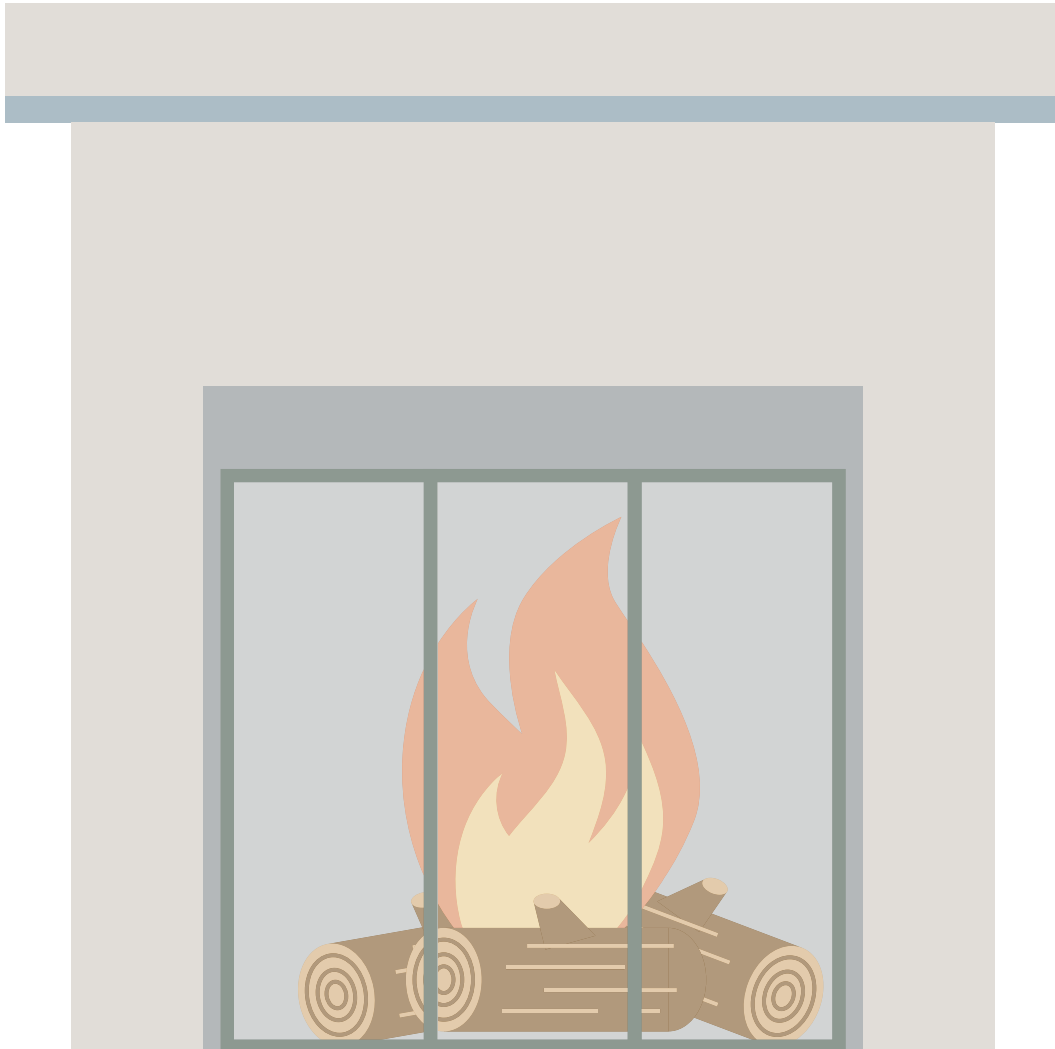
A: You could get burned!

Q: What should you do if you see a kettle?

A: Stay away from it, never touch it and never put your hands in the water.



HOT or NOT HOT





HOT Picture - Fireplace

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

Q: Is this HOT or NOT HOT?

A: A fireplace can be very hot!

Q: What could happen if you touch a fireplace?

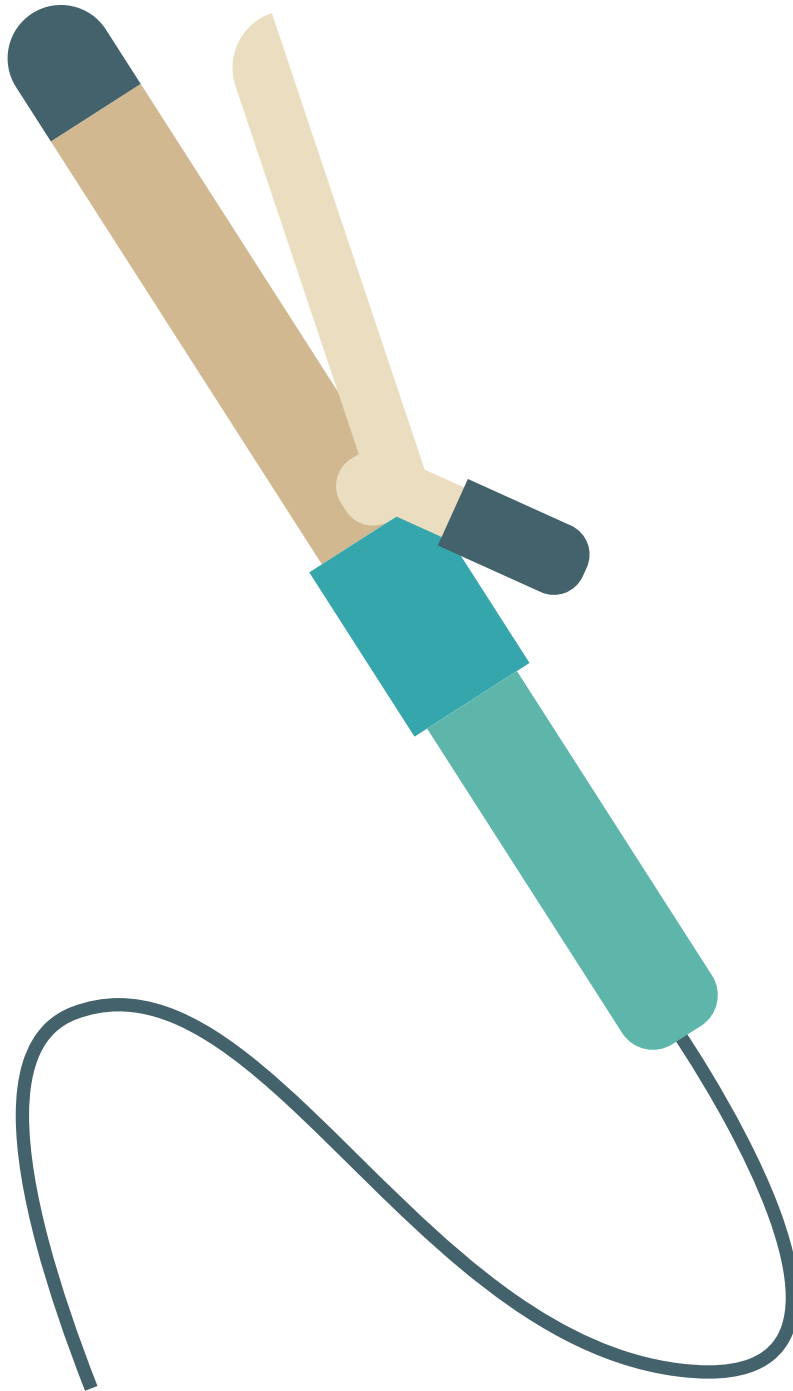
A: You could get burned!

Q: What should you do if you see a fireplace?

A: Stay away from it and never touch it.



HOT or NOT HOT





HOT Picture - Curling Iron

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

Q: Is this HOT or NOT HOT?

A: A curling iron can be very hot!

Q: What could happen if you touch a curling iron?

A: You could get burned!

Q: What should you do if you see a curling iron?

A: Stay away from it and never touch it.



HOT or NOT HOT





HOT Picture - Coffee and Tea

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

Q: Is this HOT or NOT HOT?

A: Coffee and tea can be very hot!

Q: What could happen if you touch a cup of coffee or tea or put your hand in it?

A: You could get burned!

Q: What should you do if you see a cup of coffee or tea?

A: Stay away from it and never touch it.



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. The cool water can be from any source, including a sink, bathtub or even your dog's water bowl!

A: Always tell a grown-up.

Q: How long should you cool a burn?

A: At least 10-15 minutes.



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.

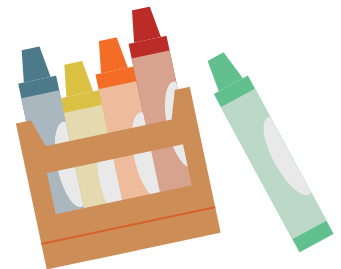
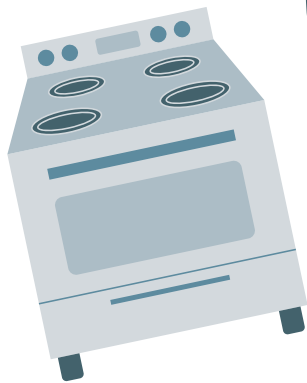
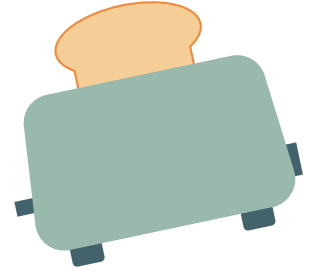
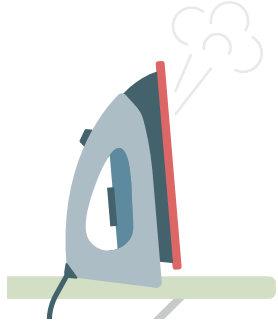
Q: Why should you crawl low under smoke?

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



What is HOT, What is NOT?

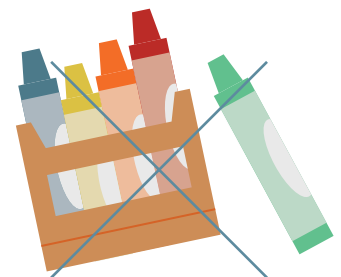
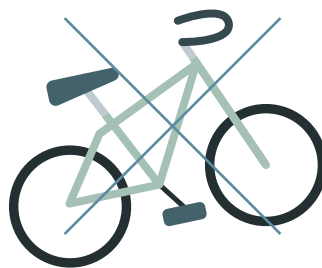
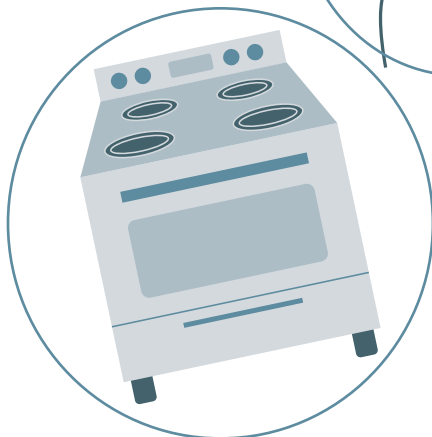
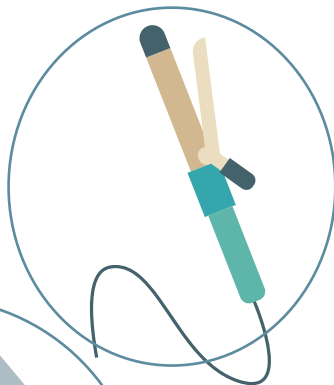
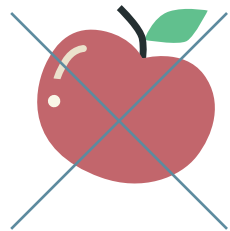
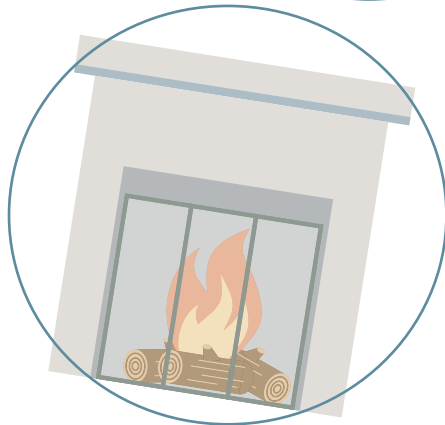
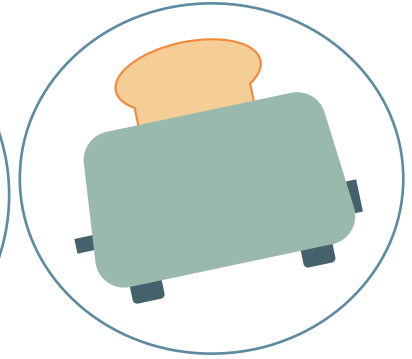
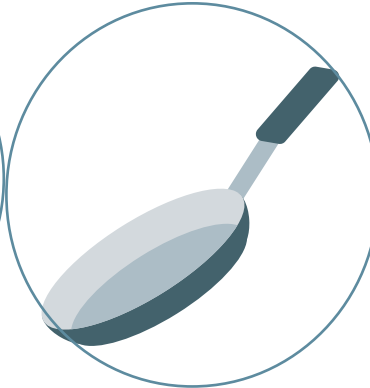
Circle the things that are **HOT**. Put an X through the things that are **NOT HOT**.





What is HOT, What is NOT?

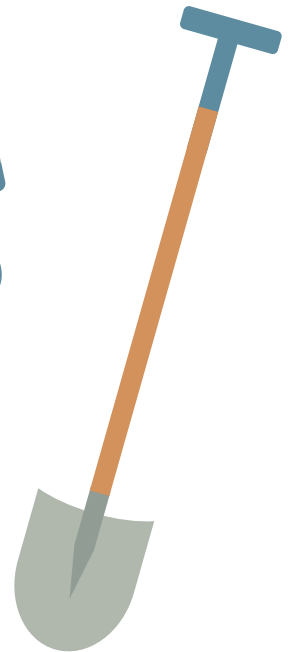
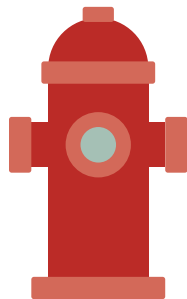
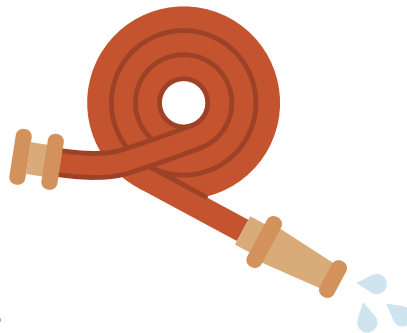
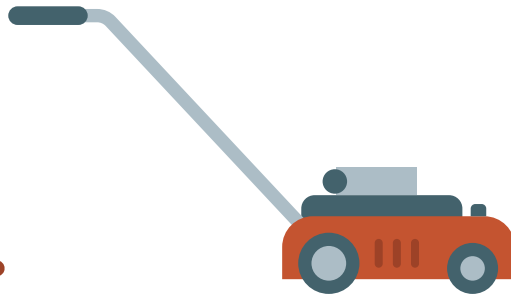
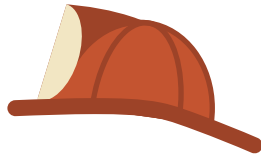
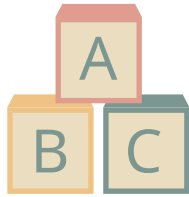
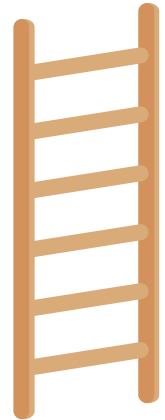
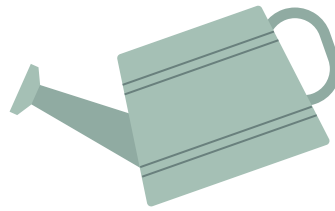
ANSWER KEY





Tools for Firefighters

Circle the tools firefighters use.





Tools for Firefighters

ANSWER KEY





Two Ways Out

Help the child in the home find two ways out of every room that lead directly to the outside meeting place. Remember, in a fire emergency, once you are out of the home, stay out.



OUTSIDE MEETING PLACE



Two Ways Out

ANSWER KEY



OUTSIDE MEETING PLACE