



LESSON PLAN

Teens: Cooking Fire Safety



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Teens are given added responsibilities in their home and in the kitchen.

Lesson Overview

Lesson Objectives

- Identify the components of the fire tetrahedron and how they work together.
- Know safe cooking and kitchen practices.
- Identify common types of cooking and kitchen fires and how to prevent and extinguish them.
- Prevent burns in the kitchen.
- Identify and treat minor burns.

Resource List

Instructor Materials

- Fire Tetrahedron Components material
- Fire Tetrahedron Equation material
- Choosing a Portable Fire Extinguisher material
- First Aid for Burns (within the Our Home is Fire Safe package)
- Optional Video: [Brampton Fire and Emergency Services – Safe Cooking](#)

Fire Department Materials

- Local newspaper articles, photographs of cooking fires or burns
- Local and provincial fire statistics (Office of the Fire Commissioner annual report to be reviewed in advance)
- Smoke alarm or visual smoke alert
- Carbon monoxide alarm

Optional Materials

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

In-lesson Handouts

- My Kitchen is Fire Safe fact sheet
- Optional Topic 5 – Fire Safety Bingo game

Take-home Handouts

- Safety in the Kitchen Puzzle and answer key
- Our Home is Fire Safe package

Teaching Tips

- 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.
- Deliver your lesson in a professional, confident and controlled manner. Be firm and fair.
- Respond professionally to any responses or comments received. Be fair, considerate and calm. If you are unsure of an answer, tell students that you will find out and get back to them.
- Accommodate a variety of learning styles by using props, demonstrations and encouraging discussion. Not all students learn the same way.
- Encourage students to volunteer, rather than singling them out. Teens generally seek the approval of their peers.
- Use technical terms whenever appropriate. Teens’ vocabulary is more sophisticated.
- Follow the lesson plan. Defer questions not relevant to the lesson until the end of class.
- Share real life firefighter experiences to motivate learning. Teens are not always motivated to learn important life safety skills.
- Use students’ experiences whenever possible to connect the lesson to their lives.

Agenda

Total lesson time: 60 minutes (70 minutes if including optional topic)

Lesson Topics	Time
Introduction	5 min
Topic 1: Fire science and portable fire extinguishers	8 min
Topic 2: Kitchen and cooking fires	20 min
Topic 3: Smoke and carbon monoxide alarms and home escape planning	14 min
Topic 4: Burns	8 min
(Optional) Topic 5: Fire safety bingo	10 min
Conclusion	5 min

Lesson Plan

Introduction


Time: 5 minutes

Outline	Time	Resources
<ul style="list-style-type: none">• Introduce yourself to students.• Using the agenda, provide an overview of activities to follow. <p>SAY! “Today we are going to look at one of the leading causes of residential fires in B.C. – cooking. We’re going to talk about common kitchen and cooking fires, how to extinguish them and even more importantly, how to prevent them. Then we’ll review smoke alarms and home escape planning, and we will end the class by spending some time talking about burn prevention and burn treatment.”</p> <ul style="list-style-type: none">• Begin the discussion with an overview of B.C.’s statistics on deaths, injuries and financial loss as a result of cooking fires. Annual reports are available from the Office of the Fire Commissioner’s website. Explain to students that the purpose of your lesson is to address safety behaviours in the kitchen to prevent these fires from happening in the first place.• Ask the class to share any experience they have had with cooking related fires. Newspaper articles and photographs can also be helpful in enhancing the discussion but should be used with caution and discussed with the teacher in advance of delivering the lesson.	5 min	Local newspaper articles, photographs of cooking fires, burns Local and provincial fire statistics

Topic 1: Fire science and portable fire extinguishers

Time: 8 minutes

Outline	Time	Resources								
<p>The Fire Tetrahedron</p> <ul style="list-style-type: none"> Students need to understand fire to learn how to prevent and extinguish it. 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 prayer candles, Indigenous ceremonial practices, lighting the menorah or burning incense. Having an awareness of fire and safe practices leads to developing a healthy respect for fire and feeling that it is not something to be feared. Ask the students if they are aware of the four components of the fire tetrahedron. Respond positively if they can identify oxygen/heat/fuel/chemical reaction. Display the Fire Tetrahedron Components material. Explain that all four components are required for a fire to occur. Discuss the components of the fire tetrahedron by asking students for examples of oxygen, heat and fuel. List the examples on a flip chart or whiteboard. Note that when these components experience a chemical reaction, a fire occurs and continues to sustain. <table border="1" data-bbox="245 1220 979 1486"> <thead> <tr> <th>Component</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Oxygen</td> <td>Air</td> </tr> <tr> <td>Heat</td> <td>Matches, lighters, sun, lightning, electricity, friction</td> </tr> <tr> <td>Fuel</td> <td>Paper, wood, clothing, bedding, gasoline, propane, cooking oil</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Using the following example and the Fire Tetrahedron Equation material, explain how removing one or more components extinguishes the fire. <p>Scenario</p> <ul style="list-style-type: none"> Example: You are camping and have started a campfire. How can the components of this fire (oxygen, heat, fuel, chemical reaction) be manipulated to put it out? 	Component	Example	Oxygen	Air	Heat	Matches, lighters, sun, lightning, electricity, friction	Fuel	Paper, wood, clothing, bedding, gasoline, propane, cooking oil	<p>7 min</p>	<p>Fire Tetrahedron Components material</p> <p>Flip chart or whiteboard, pens</p> <p>Fire Tetrahedron Equation material</p> <p>Choosing a Portable Fire Extinguisher material</p>
Component	Example									
Oxygen	Air									
Heat	Matches, lighters, sun, lightning, electricity, friction									
Fuel	Paper, wood, clothing, bedding, gasoline, propane, cooking oil									


Outline	Time	Resources
<ul style="list-style-type: none"> • What is the impact of putting water on this campfire? In terms of the fire triangle, what has been done by putting water on the fire? <ul style="list-style-type: none"> – A: The fire has been cooled; the HEAT component of the fire triangle has been removed. • How could the oxygen component be removed? <ul style="list-style-type: none"> – A: Smother the fire with sand to remove OXYGEN. • If you stop adding wood to the campfire, what is being done in terms of the fire triangle? <ul style="list-style-type: none"> – A: The FUEL component is being removed. • How can you interrupt the chemical reaction of a fire? <ul style="list-style-type: none"> – A: By using an ABC dry powder fire extinguisher, which will cover the fuel (wood), so it does not continue to interact with oxygen. <p>Portable Fire Extinguishers</p> <ul style="list-style-type: none"> • Using the Choosing a Portable Fire Extinguisher material, explain how fires are commonly categorized into three classes – A, B, and C. Discuss how the class of fire is determined by the type of fuel present. By knowing what fuel is present, firefighters can determine the best method of extinguishing the fire. • Explain to the class that every home should have at least one fire extinguisher and that it should be kept within 12 metres (40 feet) of the kitchen. Note that placing a fire extinguisher right next to the oven/stove is not recommended as smoke and flames could block access to the extinguisher. Fire extinguishers should only be used by someone who is properly trained. • Use this time to ask the class if they have any questions. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> • Oxygen, heat, fuel and a chemical reaction make up the fire tetrahedron. • Fire extinguishers put out fire by taking away one or more elements of the fire tetrahedron. • Selecting an appropriate fire extinguisher requires knowing what type of fuel is present. 	30 sec	
<p>Lead into the next topic.</p> <p>SAY! “Now that we understand a bit about fire science and fire extinguishers, let’s talk about the types of fires you may experience in the kitchen.”</p>	30 sec	

Topic 2: Kitchen and cooking fires

Time: 20 minutes

Outline	Time	Resources						
<p>Common Kitchen Fires</p> <ul style="list-style-type: none"> Ask the class to brainstorm different types of fires that may occur in the kitchen. List all responses on a flip chart or whiteboard. Make sure the following types of fires are listed: <ul style="list-style-type: none"> Grease fires Oven fires Microwave fires Appliance fires Clothing fires Electrical fires Divide the class into six groups. Assign each group of students a type of common kitchen fire from the list above. Distribute a copy of the My Kitchen is Fire Safe fact sheet to each group and let them know there is information in the sheet about preventing and extinguishing each type of fire. Direct each group to create a 1 to 2-minute fun, informational sketch that covers both preventing and extinguishing their assigned type of fire. The first half of the sketch should demonstrate how to prevent the fire, the second half should demonstrate how to extinguish it if a fire breaks out. Give the class five minutes to prepare their sketch. Have each group come to the front of the class, announce their type of kitchen fire and present their sketch. The sketch should cover the following information: <table border="1" data-bbox="204 1304 1029 1694"> <thead> <tr> <th></th> <th>Preventing</th> <th>Extinguishing</th> </tr> </thead> <tbody> <tr> <td>Grease Fires</td> <td> <ul style="list-style-type: none"> Keep cooking surfaces free of spills and grease that may catch fire. Do not let oil/grease overheat. Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. </td> <td> <ul style="list-style-type: none"> Turn the heat source off. Smother the fire by sliding a lid or cookie sheet over the pot/pan. Never pour water on a grease fire as it will cause the flames to spread. </td> </tr> </tbody> </table>		Preventing	Extinguishing	Grease Fires	<ul style="list-style-type: none"> Keep cooking surfaces free of spills and grease that may catch fire. Do not let oil/grease overheat. Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. 	<ul style="list-style-type: none"> Turn the heat source off. Smother the fire by sliding a lid or cookie sheet over the pot/pan. Never pour water on a grease fire as it will cause the flames to spread. 	19 min	Flip chart or whiteboard, pens My Kitchen is Fire Safe fact sheet
	Preventing	Extinguishing						
Grease Fires	<ul style="list-style-type: none"> Keep cooking surfaces free of spills and grease that may catch fire. Do not let oil/grease overheat. Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite. 	<ul style="list-style-type: none"> Turn the heat source off. Smother the fire by sliding a lid or cookie sheet over the pot/pan. Never pour water on a grease fire as it will cause the flames to spread. 						

Outline			Time	Resources
	Preventing	Extinguishing		
Oven Fires	<ul style="list-style-type: none"> • Clean your oven regularly to keep it free of grease and food build-up. • Stay in your home if baking, roasting or simmering and check the food regularly. 	<ul style="list-style-type: none"> • Keep the oven door closed and turn the heat source off. 		
Microwave Fires	<ul style="list-style-type: none"> • Clean your microwave regularly to keep it free of grease and food build-up. 	<ul style="list-style-type: none"> • Keep the microwave door closed, turn the microwave off and unplug the unit. 		
Appliance Fires	<ul style="list-style-type: none"> • Clean appliance surfaces to keep them free of spills and grease that may catch fire. • Don't overload electrical outlets. • Examine electrical cords and discard any that are damaged. • Turn off and unplug electrical appliances when not in use. • Keep combustible materials away from heat sources. 	<ul style="list-style-type: none"> • Unplug the appliance. • Use an appropriate fire extinguisher. 		
Clothing Fires	<ul style="list-style-type: none"> • Avoid loose sleeves that may contact elements and catch fire. • Turn pot handles in. Stay alert while cooking. • Do not store items on or above the stove to prevent your clothing from contacting hot burners. 	<ul style="list-style-type: none"> • Stop, drop and roll. Cover your face with your hands. 		

Outline			Time	Resources
	Preventing	Extinguishing		
Electrical Fires	<ul style="list-style-type: none"> • Don't overload electrical outlets. • Have an electrician repair any damaged or faulty wiring and plugs. • Discard any damaged electrical cords. 	<ul style="list-style-type: none"> • Turn the power off. • Use an appropriate fire extinguisher. 		
<p>Note regarding fire extinguisher use for teens:</p> <ul style="list-style-type: none"> • Reinforce that the first course of action when confronted with a fire is to ensure everyone has exited the building and someone is calling the fire department. Emphasize that fire extinguishers are a tool, not a toy. Let the students know they can contact their local fire department if they are interested in becoming trained to properly use a portable fire extinguisher. 				
 <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). • Always keep a lid nearby. Never pour water on a grease fire as it will cause the flames to spread. • Only use electrical cooking equipment (including microwaves) safely and as intended. • Have a fire extinguisher located within 12 metres (40 feet) of the kitchen and ensure it is maintained and the correct class. 			30 sec	
<p>Lead into the next topic.</p> <p>SAY! "Now that we've learned about the common kinds of cooking fires, let's talk about the importance of smoke alarms and home escape planning."</p>			30 sec	


Topic 3: Smoke and carbon monoxide alarms and home escape planning

Time: 14 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. Ensure responses include: <ul style="list-style-type: none"> – Smoke alarms provide an early warning of smoke and fire. – You may not always smell smoke when you are sleeping. Your sense of smell is not as strong when you are sleeping. Smoke and toxic gases also numb your sense of smell and put you deeper into sleep. – As a fire develops, heat, smoke and toxic gases spread before flames do. – Most deaths are the result of smoke and toxic gases rather than flames. • Explain that smoke alarms should be in every sleeping area and on every level of a home, and should be installed away from windows, doors or air vents where drafts could prevent smoke from reaching the alarms. • Explain that smoke alarms should be installed away from the kitchen and at least 3 metres (10 feet) from cooking appliances, as normal cooking vapours can trigger nuisance or false alarms. • Explain that there are two types of smoke alarms for home use, ionization and photoelectric. <ul style="list-style-type: none"> – Ionization smoke alarms are more responsive to flaming fires and photoelectric smoke alarms are more responsive to smoldering fires. – Photoelectric smoke alarms are the better type of alarm to be installed near the kitchen and bathroom to reduce nuisance alarms. • Note on smoke alarms for people who are deaf or hard of hearing or have mobility aids: <ul style="list-style-type: none"> – <i>Explain that there are also 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.</i> • 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>5 min 30 sec</p>	<p>Flip chart or whiteboard, pens</p> <p>Smoke alarm or visual smoke alert</p>

Outline	Time	Resources
<ul style="list-style-type: none"> Smoke alarms may be battery-operated or hardwired, meaning they are powered by the home's electrical system. For continued protection in the event of a power failure, it is recommended that every home have a battery-operated smoke alarm. Explain that for battery operated smoke alarms, batteries should be replaced at least once a year. Batteries should also be replaced when the smoke alarm makes a chirping sound. Smoke alarms need to be replaced every 10 years. 		
<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 in fireplaces, furnaces or heaters. Examples of how CO can be created include cars idling in a garage or appliances like clothes dryers and furnaces not being properly vented. CO poisoning symptoms include headaches, drowsiness and nausea, and it can be fatal to people and pets. Display a CO alarm. Explain that every home with one or more fuel-burning appliances or an attached garage should have a CO alarm as well as a smoke alarm. Explain to the class that when a CO alarm sounds, it means the same thing as a smoke alarm: get outside, go to their meeting place, stay outside and call the fire department. Don't go back inside until they are told it's safe by fire service personnel. 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. 	2 min	Carbon monoxide alarm
<p>Home Escape Planning</p> <ul style="list-style-type: none"> Explain to the class that although portable fire extinguishers can extinguish small, contained fires, if they are ever unsure, scared or unable to extinguish a fire themselves, they should immediately get outside and call the fire department. Explain that home escape plans are important and should be practiced by all members of a home. Together, fire and smoke are fast, hot and dark; you need to get outside quickly as heat and toxic gases may prevent escape. Brainstorm with the class different things they should include in their home escape plan and what to do if there is a fire. Responses should include: <ul style="list-style-type: none"> Make sure everyone in your home knows the sound of smoke and CO alarms Know two ways out of each room 	5 min	Flip chart or whiteboard, pens


Outline	Time	Resources
<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> • Explain that once they are outside, they should call emergency services on a cell phone or a neighbour's phone. • 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. • Mention it is important to think about two ways out and escape routes at other locations you frequently visit, such as at work, a grocery store, a vacation home or a home where you babysit. <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"> - Leave your apartment and close the door behind you - Pull the fire alarm on your way out to notify the fire department and your neighbours - Use the stairs to get out; do not use the elevator - Go to your meeting place outside and stay 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"> • Every home should have working smoke alarms as they are an important part of a home fire or emergency escape plan. • If your home has one or more fuel-burning appliances or an attached garage, you also need carbon monoxide alarms. A CO alarm lets you know there is an unsafe level of poison gas in your home. • Make sure everyone in your home knows the sound of the smoke and CO alarms. • Test and clean smoke and CO alarms monthly. • Make a home escape plan that identifies two ways out of each room. Practice a fire drill with everyone in your home at least twice a year. • When you hear a smoke or CO alarm sound or see it light up, get outside and go to your meeting place. Then call the fire department from a cell phone or phone outside the building. 	1 min	
<p>Lead into the next topic.</p> <p>SAY! “Because of potential injury from cooking related fires, it is important to understand the seriousness of burn injuries and know how to treat them.”</p>	30 sec	

Topic 4: Burns

Time: 8 minutes


Outline	Time	Resources
<ul style="list-style-type: none"> • Using the First Aid for Burns page within the Our Home is Fire Safe package, discuss the different classifications of burn injuries. Make sure to cover the three common classifications: thermal burns, partial-thickness burns and full-thickness burns. • If available, use local examples of burn incidents involving teens. Newspaper articles can also be helpful in enhancing the discussion if appropriate. Photographs showing burn types can also be used; however, this should be discussed in advance with the teacher as some students may find images too graphic or disturbing. • Before sharing any burn type images with the class, verbalize a trigger warning. <p>SAY! “These photos contain graphic images of varying burn types, and I am showing them to demonstrate the types of burns that can occur while cooking.”</p> <ul style="list-style-type: none"> • Brainstorm strategies with the class for preventing burns in the kitchen. Document responses on a flip chart or whiteboard. Burn prevention strategies should include: <ul style="list-style-type: none"> – Stay alert when cooking – Never leave cooking foods 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 young children and pets a safe distance from the cooking area – Turn pot and pan handles toward the back of the stove so they can’t be knocked over – Always use potholders or oven mitts – Avoid storing items above the stove – Make sure sleeves are close fitting – Wear socks, slippers or shoes when cooking with hot liquids to prevent accidental scalds on bare feet – Remove lids on microwaved foods carefully to avoid steam burns – Use a mug, or a travel mug with a lid that doesn’t leak, when drinking hot beverages – Keep cooking appliances away from counter edges and make sure that cords don’t hang over edges to prevent tripping – Know how to properly extinguish common kitchen fires 	<p>7 min</p>	<p>First Aid for Burns page (in the Our Home is Fire Safe package)</p> <p>Local newspaper articles, photographs of cooking fires or burns</p> <p>Flip chart or whiteboard, pens</p>

Outline	Time	Resources
<ul style="list-style-type: none"> Following the treatment of burns in the table, explain to the class that what is done to a burn in the first few minutes after it occurs can make a difference in the severity of the injury. Discuss how to effectively treat burn injuries. Explain to the class if a burn is severe, they should immediately call 9-1-1 or their local emergency number for help. Note that clothing that is stuck to a burn should never be removed, as it could cause further skin damage. Blisters on skin should never be popped, as that can increase the chance of infection. 		
 <p>Topic Close Out</p> <p>Say these key messages:</p> <ul style="list-style-type: none"> Treat a burn right away. Cool a burn by running cool water over it for 10 to 15 minutes. Call 9-1-1, your local emergency number or a doctor for help if the burn is severe. 	30 sec	
<p>Lead into the next topic (if playing Fire Safety Bingo) or to the lesson conclusion.</p> <p>SAY! “Now that we’ve learned about burns and common practices in the kitchen to stay safe while cooking, we are going to play a game related to fire safety.”</p>	30 sec	

(Optional) Topic 5: Fire safety bingo

Time: 10 minutes

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

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

Conclusion

Time: 5 minutes

Outline	Time	Resources
<ul style="list-style-type: none">• Explain to the students that they have just learned some very critical information and that one of the best ways they can help make their homes and the people they live with safe is to share this information with their parents, grandparents, caregivers, Elders or younger siblings.• Thank the class for their participation, their attention and for having you visit.• Use this time to ask the class if they have any questions.• Leave appropriate handout material with the teacher.• Share the Our Home is Fire Safe package and explain to the group that it contains more valuable lessons on keeping their homes fire safe.• Tell the class that although they learned about cooking fire safety at home, there is more to learn about outdoor fires. For more information and resources on wildfires and how to keep the outside of their homes fire safe, they can visit the FireSmart BC website (firesmartbc.ca).• If using Evaluation Form: Emphasize the importance of the teacher's feedback and ask that they complete the Evaluation Form.	5 min	Take-home handouts Our Home is Fire Safe package Evaluation Form

Materials and Handouts

Instructor Materials

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

- Fire Tetrahedron Components material (Topic 1)
- Fire Tetrahedron Equation material (Topic 1)
- Choosing a Portable Fire Extinguisher material (Topic 1)
- First Aid for Burns page (in the Our Home is Fire Safe package) (Topic 4)

In-lesson Handouts

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

- My Kitchen is Fire Safe fact sheet (Topic 2)
- Fire Safety Bingo game (optional Topic 5)

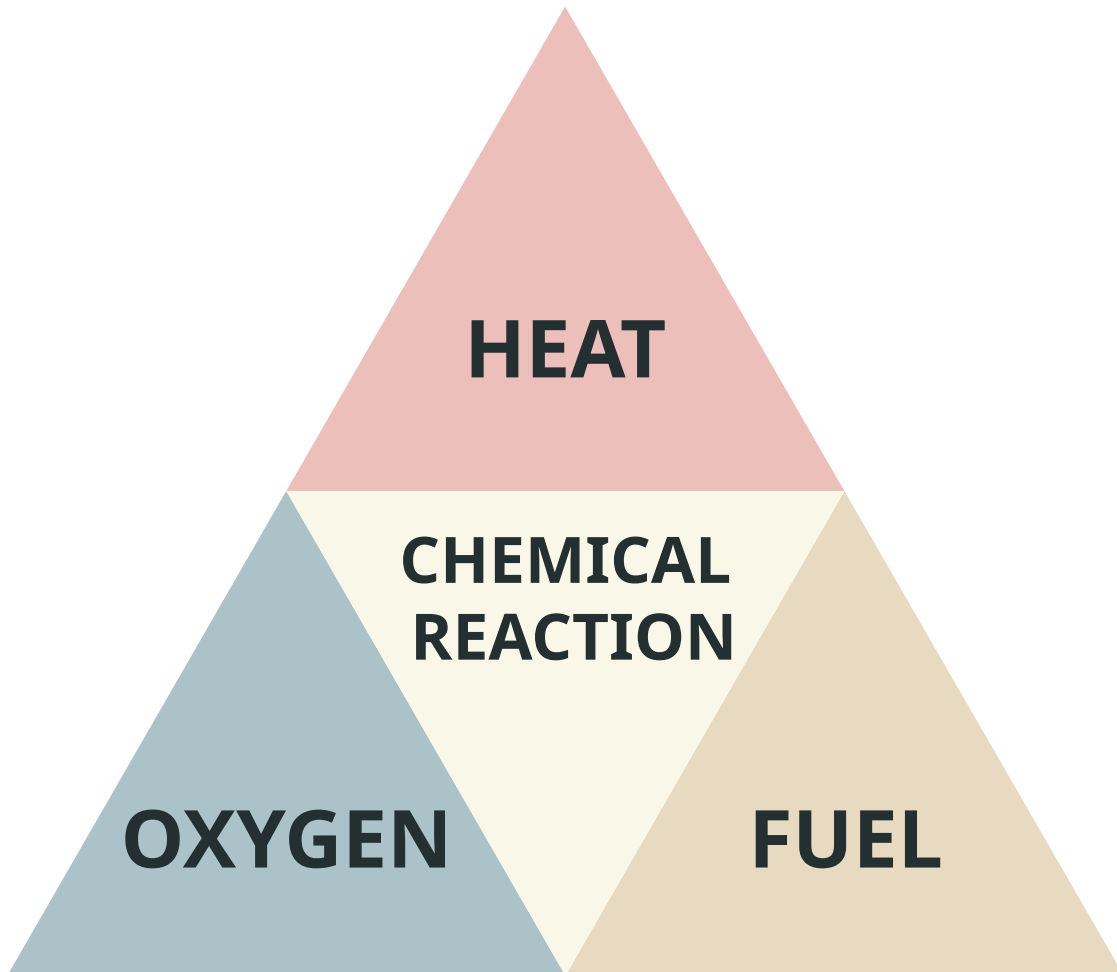
Take-home Handouts

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

- Safety in the Kitchen Puzzle and answer key
- Our Home is Fire Safe package



Fire Tetrahedron Components





Fire Tetrahedron Equation



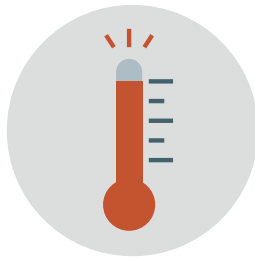
Fire

=



Fuel

+



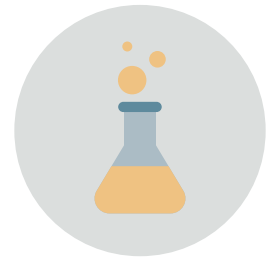
Heat

+



Oxygen

+



**Chemical
Reaction**



Choosing a Portable 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.





My Kitchen is Fire Safe

Fact Sheet

	Prevent	Extinguish
Grease Fires	<ul style="list-style-type: none">• Keep cooking surfaces free of spills and grease that may catch fire.• Do not let oil/grease overheat.• Never leave the cooking area when boiling, frying, broiling or grilling food. Oil and fat can ignite.	<ul style="list-style-type: none">• Turn the heat source off.• Smother the fire by sliding a lid or cookie sheet over the pot/pan.• Never pour water on a grease fire as it will cause the flames to spread.
Oven Fires	<ul style="list-style-type: none">• Clean your oven regularly to keep it free of grease and food build-up.• Stay in your home if baking, roasting or simmering and check the food regularly.	<ul style="list-style-type: none">• Keep the oven door closed and turn the heat source off.
Microwave Fires	<ul style="list-style-type: none">• Clean your microwave regularly to keep it free of grease and food build-up.	<ul style="list-style-type: none">• Keep the microwave door closed, turn the microwave off and unplug the unit.
Appliance Fires	<ul style="list-style-type: none">• Clean appliance surfaces to keep them free of spills and grease that may catch fire.• Don't overload electrical outlets.• Examine electrical cords and discard any that are damaged.• Turn off and unplug electrical appliances when not in use.• Keep combustible materials away from heat sources.	<ul style="list-style-type: none">• Unplug the appliance.• Use an appropriate fire extinguisher.
Clothing Fires	<ul style="list-style-type: none">• Avoid loose sleeves that may contact elements and catch fire.• Turn pot handles in. Stay alert while cooking.• Do not store items on or above the stove to prevent your clothing from contacting hot burners.	<ul style="list-style-type: none">• Stop, drop and roll. Cover your face with your hands.
Electrical Fires	<ul style="list-style-type: none">• Don't overload electrical outlets.• Have an electrician repair any damaged or faulty wiring and plugs.• Discard any damaged electrical cords.	<ul style="list-style-type: none">• Turn the power off.• Use an appropriate fire extinguisher.



Fire Safety Bingo

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

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



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



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



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



Safety in the Kitchen Puzzle

ACROSS

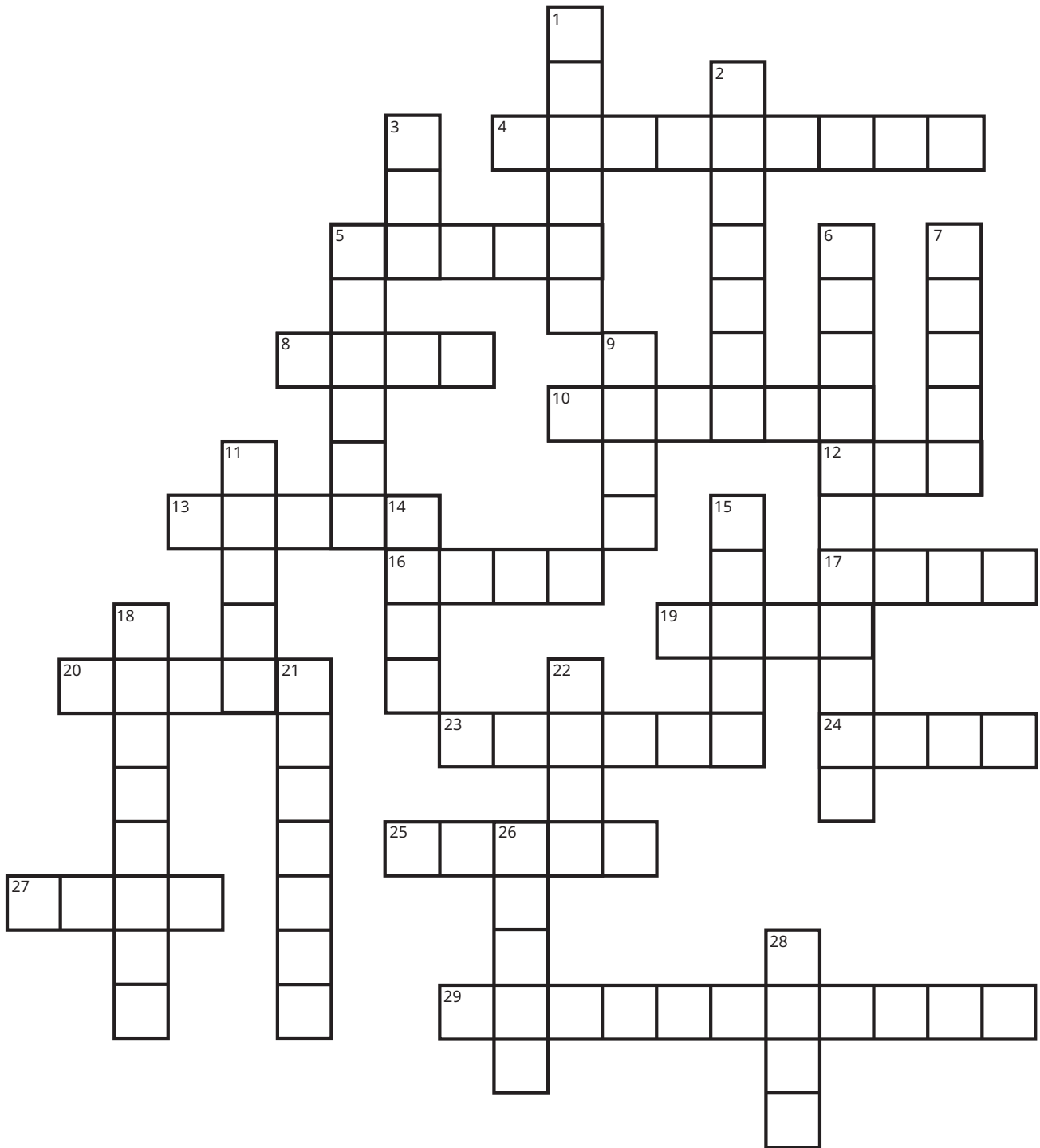
4. You can get food _____ from bacteria in spoiled food.
5. To reach something on a high shelf, use a _____.
8. A saucepan that is too _____ will boil over.
10. Turn the _____ of a saucepan toward the center of the range.
12. When you use an electrical appliance, be sure your hands are _____.
13. Use a cutting _____ to protect counter tops.
16. Do not leave cabinet doors or drawers _____.
17. Strike matches _____ from you.
19. When taking the lid off a saucepan, _____ the far side of the lid first.
20. Never use a _____ or apron for a potholder.
23. When _____ catches fire, turn off the range and smother with baking soda.
24. Animal fat is also known as _____.
25. Many accidents are caused by _____.
27. When connecting or disconnecting appliances, use the _____, not the cord.
29. Broken glass should be wrapped in _____ and placed in the garbage.

DOWN

1. Turn faucets on _____, or you may get splashed.
2. When carrying hot liquids, keep them _____.
3. Do not plug in appliances with _____ hands.
5. Keep tasting spoons on a nearby _____.
6. Wipe up spills _____.
7. Do not turn on surface units until you are _____ to use them.
9. Always _____ hands before cooking.
11. _____ handles may slip, causing a spill.
14. Carry sharp objects with the point _____.
15. Never allow a _____ to be loose in a drawer or dishwasher.
18. Remove _____ from foods you are deep fat frying, such as fries.
21. On a gas stove, never reach across a _____ burner.
22. Before you add liquid to hot fat, remove the pan from the _____.
26. When lifting the lid from a saucepan, lift the far side first so that the _____ will rise away from you.
28. When grease catches fire, turn off the heat at once and smother the fire with baking _____.



Safety in the Kitchen Puzzle





Safety in the Kitchen Puzzle

Answer Key

