



# **Fire Safety for Texans**

Fire and Burn Prevention  
Curriculum Guide Developed by  
Texas State Fire Marshal's Office  
Texas Department of Insurance

*Second Grade*

# **Making Me Fire Safe**

# **Fire Safety for Texans**

The complete series from the State Fire Marshal's Office

Kindergarten

**Fire Safe Together**

First Grade

**Fire Safety: Any Time, Any Place**

Second Grade

**Making Me Fire Safe**

Third Grade

**Positively Fire Safe**

Fourth Grade

**Fire Safety: Stop the Heat**

Fifth Grade

**Charged Up For Fire Safety**

Sixth Grade

**Fire Safety Power**

Seventh Grade

**Responsible For Fire Safety**

Eighth Grade

**Fire Safety's My Job**

Health (High School)

**A Lifetime For Fire Safety**

Economics (High School)

**Fire Safety For Consumers**

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# **Introduction**

# Introduction

## Why teach fire and burn prevention?

Each year during the past decade, about 300 Texans have died in fires. The State Fire Marshal's Office is committed to reducing this alarming statistic. Analysis of fire statistics shows that the vast majority of fires — and the resulting fire deaths — could have been prevented. Regretfully, most people do not know or practice even simple actions that can prevent fires and burns.

The State Fire Marshal's Office believes the key to reducing fires and fire deaths is education. Fire safety education has traditionally been concentrated in elementary school observances of Fire Prevention Week. While these observances can produce effective results, thoughtful analysis of the fire problem and fire safety educational programs shows that a more comprehensive, age-appropriate approach to fire safety education can multiply its benefits.

Recognizing the limits of classroom instruction time, the State Fire Marshal's Office has examined the Texas essential elements of instruction to determine the most appropriate topics with which to integrate fire prevention and fire safety. Teachers from across the state have provided feedback on topics appropriate for each grade level, kindergarten through high school.

The result of this extensive research is "Fire Safety for Texans," a series of curriculum guides teaching fire and burn prevention. Each grade-level program has been coordinated with essential elements in that grade and with the unique specific fire safety needs of that age group. The lesson plans have been field tested in classrooms across the state. On average, students who have been taught using these materials score 26 percent higher than students in control groups.

As you use this guide, you and teachers in other grade levels will be part of a continuum of fire safety education spanning all grades. The State Fire Marshal's Office believes this continuum will help create a generation of Texans who will be fire-safety aware. In turn, all Texans can benefit from a decrease in the number of needless fire deaths and an increase in safer homes and worksites — a benefit we all deserve.

## This Booklet

This booklet, "Making Me Fire Safe," is specifically designed for second-grade students. The following sections give specific information on the essential elements applicable to fire and burn prevention and on the age-specific needs of second-grade students related to fires and burns. You will also find additional

information on the format and materials found in this booklet.

This booklet has three sections:

- **Lesson Plans.** This section includes all steps in the lesson cycle.
- **Teacher Materials.** This section includes all teaching aids and tests.
- **Student Materials — Duplicating Masters.** This section includes master copies of materials to be used by students.



**General Objectives:** To acquire basic understanding of how to prevent and put out fires

To develop greater self-direction to prevent and react to fire, smoke or burn situations

**Essential Elements:** The student will be provided opportunities to:

§75.25 (c) 3B. classify matter and forces, organisms, actions, and events from the environment according to similarities and differences.

§75.25 (c) 4B. describe objects, organisms, and events from the environment.

§75.25 (c) 6A. predict the outcomes of actions based on experience or data.

§75.25(c)7B. relate objects, science principles, and activities to daily life.

§75.26 (c) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.

§75.26 (c) 2B. recognize the health of the family depends upon contributions of each of its members.

§75.26 (c) 3A. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.

§75.29 (c) 1C. volunteer for leadership.

§75.29 (c) 4A. identify some government services in the community.

§75.29 (c) 6B. describe family traditions and customs.

**\*\* Science Content:** Content from the sciences that shall be emphasized at the grade level shall include:

### Earth Science

2.9 human responsibility regarding earth science phenomena ... natural resources.

### Background: Age Profile

Stage of industry vs. inferiority, which means the child needs opportunities to maximize her successes and to

minimize and correct failures. She will work hard to receive recognition and improve skills.

Areas of development include neuromuscular and social. The child is developing many new physical skills, both gross and fine motor skills. He is making a social move from the home into peer groups and school. He is developing his own self-attitudes and seeks significant human relationships.

Operating under the morality of constraint, the child recognizes that rules are made by authorities and tends to focus on consequences rather than reasons for rules. She also seeks benefits in return for obeying rules. The child can understand causes and consequences of actions.

The child is moving into the concrete operational state, which means he can solve a variety of problems but needs concrete objects to solve those problems. He must be active in the instructional process, and activities and materials must be relevant to the child's life or environment. Instruction will be more effective if it involves both the affective and cognitive domains.

The second-grader is interested in social, occupational and civic matters. She is becoming able to move from the simple to complex, concrete to abstract, undifferentiated to differentiated, discrete to organized.

### Fire And Burn Hazards

Curiosity about fires — playing with matches and lighters, candles, fireplace, heaters, other locations where the child can observe a flame; overconfidence in dealing with fires.

Scalds — cooking; tap water; hot foods, especially heated sweet food.

Appliances — cooking at stoves or with microwave ovens, especially unsupervised; overconfidence in using appliances, such as irons, toasters, etc.

Clothing ignition — playing with matches; flammable clothing and costumes; walking or sleeping too close to heater or other open flame; not knowing how to reduce injury.

Outdoor hazards — campfires and barbecues; mini-bikes and lawn mowers; fire works; high-tension wires.

Other — flammable liquids; fire caused by parents' smoking; injury from smoke and fire gases; knowing how to escape from fire.

**Teacher's Note On Materials:** Illustrations and activity sheets in this booklet are intended to serve as masters. Photocopy, then use the photocopy as directed.

**Pre-Test and Post-Test:** Administer the pre-test prior to the first lesson and the post-test after the final lesson.

**Teacher's Note on Closure Activities:** Some activities included in the closure phase of the lesson cycle may be effectively used in the next lesson's focus activity.

**Key To Icons:** The following icons can be used to easily identify activities in the lesson plans:



Lesson objectives



Focus and closure



Creative group activity, including role playing



Lecture



Demonstration



Group problem-solving activity



Answering questions



Guest presenter



Investigation or research



Creative writing activity



Cut-and-paste activity



Group discussion



Drawing, artwork or illustration

# **Lesson Plans**

LESSON ONE:

# Controlling The Three Elements Of Fire

**Goal:** To explore how controlling one or two of the three elements of fire can extinguish a fire or reduce the effects of fire and burns



**Objectives:** The student will:

- explain putting out a fire by removing or controlling one element \*25(c)3B, 26(c)1C
- explain using cool water to reduce burn injury \*25(c)7B, 26(c)1C
- explain that rolling on ground keeps air from fire on clothes \*25(c)7B, 26(c)1C

**Materials:** Pre-tests (p. 13); three-legged table constructed from supplementary materials (p. 14-15); bowl of warm water (100 degrees F maximum); bowl of cool water; thermometer; "What's Missing?" activity sheet (p. 31); "What Do You Do?" activity sheet (p. 32); fire triangle illustration (p. 16).



**Focus:** Administer pre-test.

Use table to demonstrate that three legs are required to hold up the table. Encourage student participation. Read the names of the three fire elements shown on the legs of the table. Review the three elements of fire and relate to the three-legged table. Explain that this unit will focus on fire safety and ways that each student can become more safe from fire.



**Presentation Of Content:** Ask students what happens when one of the three elements of fire is removed. (The fire goes out.) Describe some of the ways that one element can be removed from the fire:

- Remove the air by covering up the fire. Examples: rolling on the ground to take air away; putting a lid on a cooking pan fire to keep air out.
- Remove the heat, by covering the fire with water or by using a fire extinguisher.
- Remove the fuel by taking it away from the heat source, usually most effective in preventing a fire.

Expand the discussion to point out that the effects of fire can also be reduced by removing or reducing one element of fire.



**Demonstration:** Show the two containers of water and thermometer. Read the room temperature from the thermometer. Ask the students if they expect the thermometer to read warmer or colder when it is put in the warm water.

Measure the temperature of the warm water; record and compare to student guesses. Then ask the students if they expect the thermometer to read warmer or colder when it is put the cool water.

Measure the temperature of the cool water; record and compare to student guesses. Ask the students to summarize what happened. (The temperature of the thermometer went up in warm water and down in cool water.) Ask them to relate this to skin that has been burned. (The skin is warm, so putting on cool water will reduce the temperature and stop the burning.)

Conclude discussion with additional information on burns:

- Cool a burn by holding the burned area under a moderately flowing faucet for five minutes.
- Always tell an adult if you or a friend is burned.
- Use the "cool-a-burn" technique when the burned area is pink, red or blistered, but NOT if the burn is grayish or dry.
- "Cool-a-burn" is most effective when done immediately after the burn occurs.




**Guided Practice:** Distribute "What's Missing?" activity sheet. Read each scenario aloud, and have students list which one of the three elements of fire have been taken out. Discuss other actions that might have put out the fire or stopped the burn.





**Independent Practice:** Distribute "What Do You Do?" activity sheet. Have the students read the short story, then write what they would do to put out the fire or stop the burn and which of the fire elements was removed.



**Reteaching:** Using the fire triangle illustration and the scenarios in "What's Missing?" have students identify the three elements in the scenario and describe what has been removed.

 **Enrichment:** Provide thermometers and containers with water for students, and have students conduct the demonstration activity.

 Have the students create skits to act out given scenarios or their own scenarios.

 **Closure:** Review "What Do You Do?" activity sheet. Using triangle table, have students show which leg is removed by using "cool-a-burn" technique and rolling on the ground to put out a clothes fire.

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## LESSON TWO:


# Knowing What's Harmful

**Goal:** *To explore what kinds of fires and objects are harmful and how helpful fires and appliances can become harmful*


 **Objectives:** The student will:


- define and give examples of controlled and uncontrolled fires \*25(c)3B, 26(c)1C
- predict how electrical appliances can become hazards through carelessness, misuse, disrepair, including unattended cooking \*25(c)6A, 26(c)1C
- identify outdoor electrical hazards (storms, tools, cooking equipment) \*25(c)4B, 26(c)3A, \*\*2.9
- describe why matches are not toys \*26(c)1C


**Materials:** Teacher "Careful" and "Harmful" puppets (p. 18); "Story of Careful and Harmful" (p. 17); student "Careful" and "Harmful" puppets (p. 33); "It's Better To Be Careful" activity sheet (p. 34).


 **Focus:** Review general information from previous lesson: that removing one element of fire will put it out; to "cool-a-burn"; to stop and roll to put out a clothes fire. Point out that fires and burns can occur from many causes, but that we can keep many fires from starting by learning more about what causes fires.


Introduce "Careful" and "Harmful" puppets. Discuss meanings of "careful" and "harmful."


 **Presentation Of Content:** Use Careful and Harmful puppets to illustrate the story. (See story on Page 17.) Discuss questions at the end of the story. Emphasize the importance of being careful with fire and burn hazards, especially cooking appliances and matches. Discuss how the actions of one person (in this case, a parent) can affect other people.

 **Guided Practice:** Distribute Careful and Harmful puppets to students. Read situations from the story, omitting reference to Careful and Harmful. Have the students hold up the puppet that matches the situation. Discuss how the situation shows actions that are careful or harmful.

 **Independent Practice:** Distribute "It's Better To Be Careful" activity sheet. Have the students read each action, then circle the happy "Careful" face if it is a safe, careful action or the sad "Harmful" face if it is a harmful, dangerous action.

 **Reteaching:** Continue activity in Guided Practice by first using example of more familiar careful or harmful actions, such as wearing a seatbelt or running in the classroom. Expand discussion to include actions relating to fire safety.

 **Enrichment:** Have the students write a creative story about identifying a harmful action and correcting it.

 **Closure:** Review "It's Better To Be Careful" activity sheet. Read some of the creative stories if any students completed the enrichment activity. Using the Careful and Harmful puppet activity in Guided Practice, challenge the students to name only careful actions. Introduce the next lesson by telling the students that they will learn next about an important object that every careful family must have.



LESSON THREE:

# Smoke Awareness / Self-Action

**Goal:** To apply knowledge of smoke to need for and placement of smoke alarms and to begin self-direction in applying safety rules



**Objectives:** The student will:

- describe general guidelines for smoke alarm placement (each level, outside bedrooms) \*26(c)1C
- explain that smoke and gases from fire can affect thinking \*25(c)7B, 26(c)1C
- write at least five rules for safe behavior \*26(c)1C

**Materials:** "Fire Safety Guard" puppet (p. 19); role-playing labels (p. 20); "Where Smoke Alarms Go" illustration (p. 21) copied onto overhead transparency or poster; "Where Smoke Alarms Go" activity sheet (p. 35); "Rules For Fire Safety" activity sheet (p. 36).



**Focus:** Introduce "Fire Safety Guard" puppet.

Explain that the puppet is a picture of a smoke alarm and that a smoke alarm is a machine that warns us of smoke and fire.



**Presentation Of Content:** Review and/or reinforce awareness that fires create smoke and dangerous gases that rise.

**Teacher:** Smoke and gases from fires are very dangerous. They cause people, like you and me, not to think properly during a fire. Most people who die in fires die because of the smoke and gases. It is very important that we get out of a fire before the smoke and gases affect our thinking.

Expand discussion to include the role of smoke alarms.

**Teacher:** "Smoke alarms are machines with a special purpose. Because they are not living, they can still operate when there is a fire. In fact, the job of a smoke alarm is to check for smoke or gases in the air and warn us when it senses smoke or gases.

"This is very important because the most dangerous fires happen at night when everyone is sleeping and no one notices the fire. Most smoke alarms have loud buzzers or whistles that can wake us up while we are sleeping. Some have bright flashing lights to warn people who cannot hear."



**Role playing:** Use three students to role play a fire situation. Assign the roles of the smoke, the smoke alarm and a sleeping person. First have the students act out what would happen if there is a fire and smoke WITHOUT a smoke alarm (the person is affected by the smoke and can't wake up to get out), then WITH a smoke alarm (the alarm detects the smoke and sounds the alarm so the person can wake up and get out). Reinforce crawling in smoke to a safe exit.



**Guided Practice:** Discuss theories that the students have on where a smoke alarm should be located. Lead discussion to the conclusion that because the most dangerous fires happen at night, smoke alarms should be located next to bedrooms or other rooms where people might sleep.

**Activity sheet:** Distribute "Where Smoke Alarms Go" activity sheets and display "Where Smoke Alarms Go" overhead transparency or poster. Have the students observe and describe the house, then decide where smoke alarms should be placed. Have them draw in their smoke alarms.



**Independent Practice:** Review fire safety information discussed during this lesson and two previous lessons. Distribute "Five Rules For Fire Safety" activity sheets. Have the students write their own five rules for fire safety.



**Reteaching:** Have the students draw two pictures of a person sleeping, one showing what happens in a smoke-filled room without a smoke alarm and one showing another smoke-filled room with a smoke alarm. Discuss what happens in each picture.



**Enrichment:** Have the students (or a group) tally their rules to see which ones were listed most often.



**Closure:** Post and share the students' fire safety rules. If enrichment activity was done, share the results of the tally. Encourage the students to share their fire safety rules with their family. Help students anticipate the next lesson by telling them that they will be in charge of planning a very important event — a home exit drill.

## LESSON FOUR:

# Helping My Family Be Fire Safe

**Goal:** *To reinforce self-direction in being fire safe by helping family members practice fire safety*



**Objectives:** The student will:

- describe benefit of family working together to reduce fire and burn hazards \*26(c)2B
- describe or illustrate alternate ways out of a building \*26(c)1C
- organize home drill \*26(c)1C,2B, 29(c)1C
- identify special holiday hazards related to family customs or traditions (as a review of previous lessons) \*26(c)1C, 29(c)6B

**Materials:** "Team Planning Sheet" activity sheet (p. 37); "My Team Plan" activity sheet (p. 38); "Fire Safety Team Member" badges (p. 22).



**Focus:** Find out which students participate in team sports. Ask them what happens when team members do not listen to the coach. (Don't work together; argue or disagree; lose games.) Explain that a family is like a team and that a family must work as a team to make the home more fire safe.

**Presentation Of Content:** Prepare for a role-playing activity to focus on three areas in home safety: planning two emergency exits from each room; organizing a home exit drill; identifying special fire hazards associated with holidays.



*Preparation for Role-Playing Activity:* Have the students pretend that they have been assigned as special coaches to help their families' regular coaches — their parents or guardians. Explain that all families need to plan for:

- Two emergency exits from each room, especially bedrooms. The normal exit (for example, through the hallway to the front door) may be used. A second exit (such as a window or backdoor) must be planned.
- Home emergency exit drill. Just as students in schools have fire exit drills, family members should practice how they would get out during a fire.

Before having a drill, everyone should agree on a meeting place at least 50 feet from the house, such as a large tree or neighbor's front porch. The steps in a home exit drill are:

1. Everyone takes their place in their bedrooms.
2. An adult sounds the smoke alarm (press the test button).
3. Everyone leaves by one of their emergency exits.
4. Everyone goes to their meeting place.
5. Parent/guardian or other adult checks to see that everyone is at the meeting place.

The exit drill may be repeated with everyone using their other exit.

- Safer choices for special holiday hazards. Many customs associated with holidays are very dangerous. These include fireworks, candles (especially at Christmas and Halloween), overloaded electrical circuits (especially Christmas lights) and unattended appliances (such as unattended cooking and Christmas lights).



**Guided Practice:** *Role-Playing Activity:* Distribute "Team Planning Sheet" activity sheet. Tell the students that as "special coaches," their job is to answer each question on the Team Planning Sheet as it applies to their homes and families. Encourage them to be honest in their responses; provide guidance as necessary.



**Independent Practice:** *Continuation of Role-Playing Activity:* Distribute "My Team Plan" activity sheet. Have the students complete plans for home exit drills. Encourage them to work with their parents/guardians and other family members.

**NOTE:** Students will need their "Team Planning Sheet" to complete this activity. While holding a home exit drill is encouraged, the student will not be graded or evaluated on whether a exit drill was actually conducted.



**Reteaching:** Have the students locate alternative emergency exit routes from the classroom. Expand activity to include alternate exits from other rooms in the school building and from other public buildings (stores, movie theaters, etc.).



**Enrichment:** Encourage the students to hold exit drills in their homes and prepare short reports. Written confirmation from parents that the drill was conducted may be assigned.



**Closure:** Ask students to share their exit drill plans.

Present "Fire Safety Team Member" badges recognizing their work on the three target areas: two ways out, emergency exit drills, and safer choices for holiday hazards. Prepare for final lesson by telling the students that they will be learning about what happens if a fire occurs.

**LESSON FIVE:**

# When A Fire Occurs

**Goal:** *To expand skills in reporting an emergency and to recognize how fire fighters prevent and put out fires*



**Objectives:** The student will:

- demonstrate dialing emergency telephone number \*26(c)1C
- demonstrate giving name and address \*26(c)1C
- identify ways that fire fighters are involved in fire suppression and prevention \*29(c)4A

**Materials:** "Two Important Jobs" activity sheets (p. 39); telephone mock-up (p. 23-24); student certificates (p. 25); post-tests (p. 26).



**Focus:** Discuss meaning of word "emergency."

Have one or two students describe their experiences seeing a fire engine or other emergency vehicle. Relating to previous lessons, tell students that while we work hard to prevent fires and burns, sometimes we must ask for help.



**Presentation Of Content:** Discuss the two major roles of the fire departments: prevention and suppression. In small groups, have the students develop definitions for "prevention" and "suppression" (one word per group; six groups total suggested). Have the students share their definitions, including these key concepts:

- "Prevention" is an action to keep a fire or burn from occurring. It includes inspecting buildings, factories, stores, etc.; teaching people about fire safety; visiting schools; helping plan new buildings; studying fires to see how they start; investigating arson fires.
- "Suppression" is an action to put out a fire. It includes operating pumpers and other equipment; manning fire hoses; entering burning buildings to apply water where it is needed. While putting out a fire, fire

department workers often rescue people and help treat injuries.

Note that the students include both men and women when discussing fire fighters.

Remind the students that while many different kinds of people outside the fire department are involved in preventing fires, the fire department is the only group whose job is putting fires out. Discuss the importance of calling the fire department whenever a fire is suspected.

Write "9-1-1" (or your local fire department emergency telephone number) on the blackboard. Show the mock-up telephone and demonstrate dialing the 9-1-1. Practice reciting the number. Discuss what information should be given when reporting a fire (name, address, description of what's on fire, other information).



**Guided Practice:** Distribute "Two Important Jobs"

activity sheet. Read the definitions. Have the students read each activity and make "P" or "S" to indicate whether that action shows fire prevention or suppression. Have the students write their names and addresses. In pairs, have the students practice reciting their names and addresses.



**Independent Practice:** Using the mock-up

telephone, have the students demonstrate dialing 9-1-1 or local fire department emergency telephone number and giving appropriate information.



**Reteaching:** Have students practice writing the

emergency telephone number and their names and addresses. Allow practice using the mock-up telephone.



**Enrichment:** Invite a fire prevention inspector to

describe his job, focusing on the benefits of knowing about fire problems and how to correct them before a fire occurs.



**Closure:** Discuss the variety of information

presented during the week. Encourage students to show what they felt was most valuable by preparing stories, posters, etc. Present student certificates.

**Administer post-test.**

# **Teacher Supplemental Materials**

Name \_\_\_\_\_

**Second Grade: Making Me Fire Safe**

**PRE-TEST**

Read each question. Then fill in the blanks

1. Three things are needed to make a fire. What are they? (They're sometimes called the elements of fire.)  
\_\_\_\_\_

2. Rolling on the ground takes \_\_\_\_\_ away from the fire.

3. Putting cool water on a burn takes \_\_\_\_\_ away from the burn.

4. You should know at least \_\_\_\_\_ exits from every room in your home.

5. Schools have fire exit drills. It is important to have home exit drills? (circle one) Yes No

6. What telephone number should you dial to report a fire? \_\_\_\_\_

7. A fire fighter's only job is to put out fires. True or false? \_\_\_\_\_

8. Do you know how to tell someone your address (where you live)? Yes or no. \_\_\_\_\_

Circle the letter, A, B or C, that is the correct answer.

9. What happens if you take away one of the elements of fire?

- A. Nothing happens
- B. The fire gets bigger.
- C. The fire goes out.

10. Which is true?

- A. Only parents should worry about fire safety.
- B. Parents and children can work together to make their home safe.
- C. My home is safe, so no one should worry about fires.

11. Which one of these is safe?

- A. Using a candle in a Halloween jack-o-lantern.
- B. Using an electric (battery-operated) candle at Christmas
- C. Leaving Christmas tree lights on all night.

12. People cause fires in many ways. Which of these actions would cause a fire?

- A. Having a broken toaster fixed.
- B. Not watching pots on the stove while food is cooking.
- C. Both of these.

13. Which of these actions would cause a fire?

- A. Playing with matches.
- B. Plugging in too many Christmas lights.
- C. Both of these.

14. Smoke alarms should be placed:

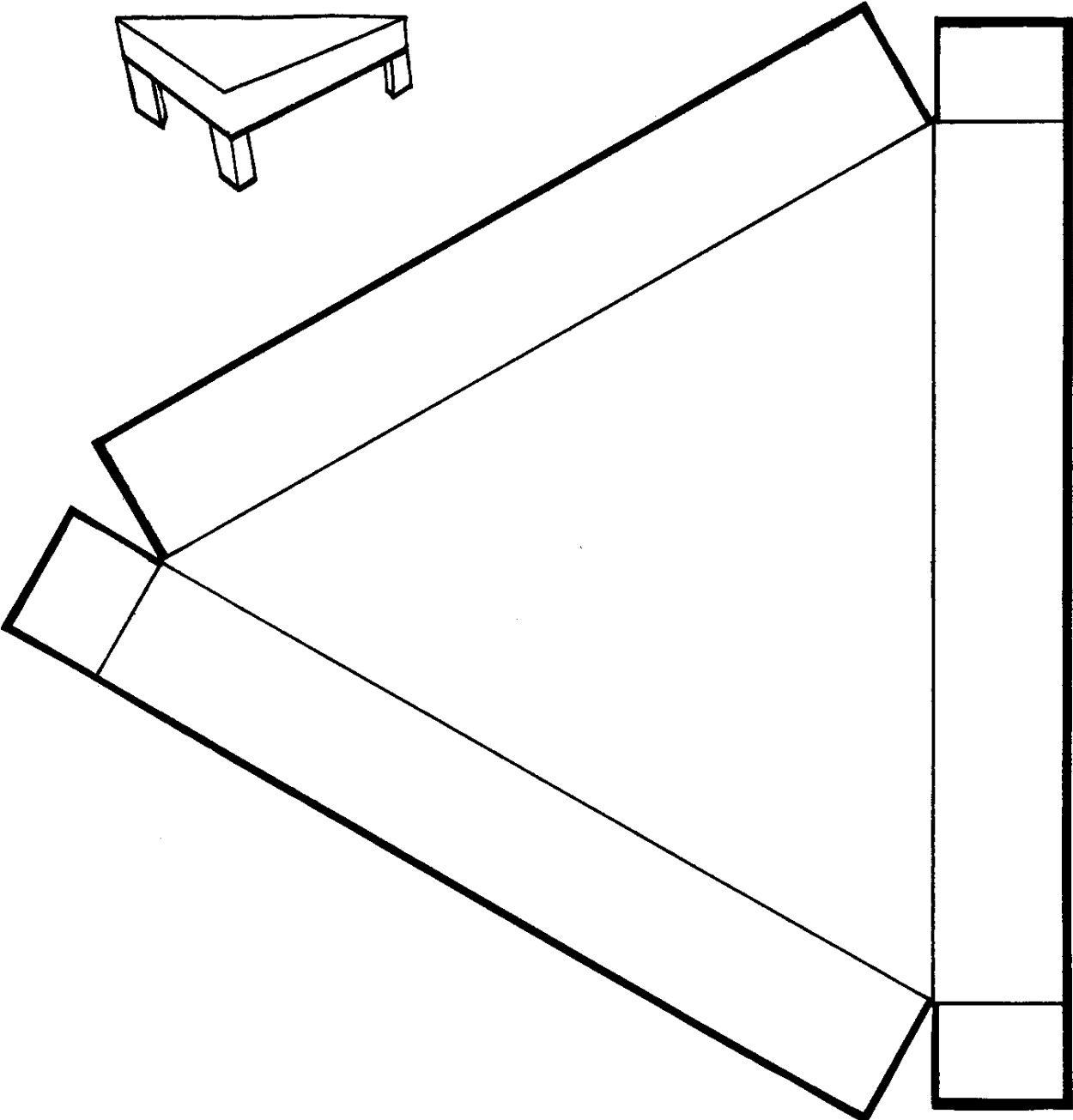
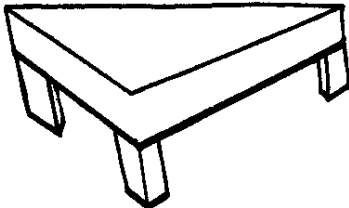
- A. In the kitchen.
- B. Outside bedrooms.
- C. Wherever you want.

15. Fire creates smoke and invisible gases. What effect do the smoke and gases have?

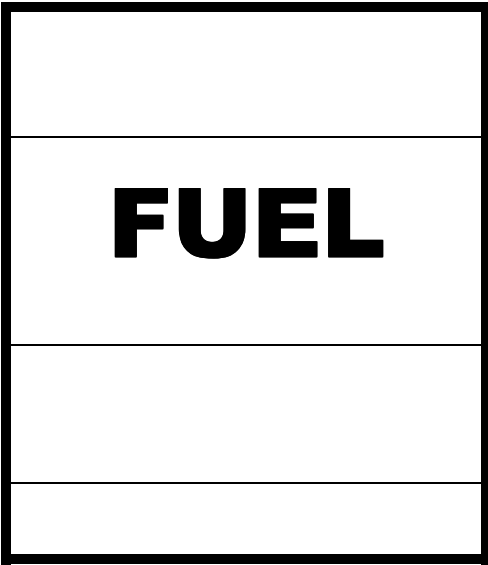
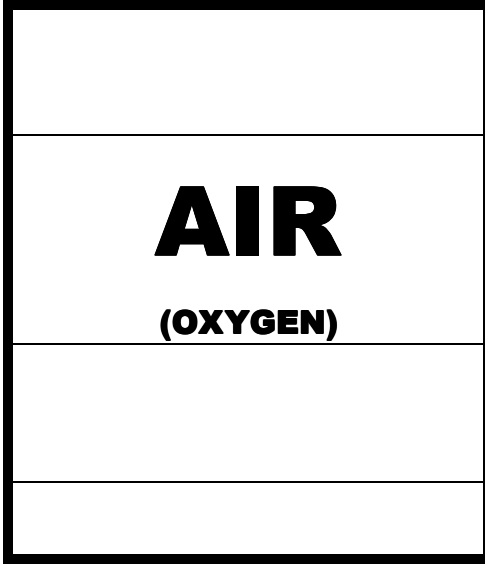
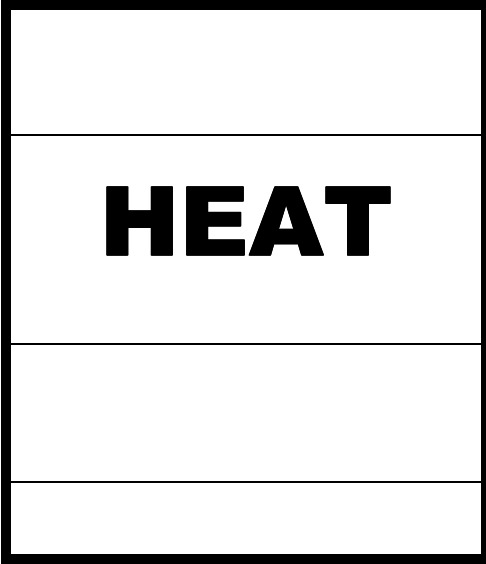
- A. No effect.
- B. Helps you think better.
- C. Keeps you from thinking right.

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

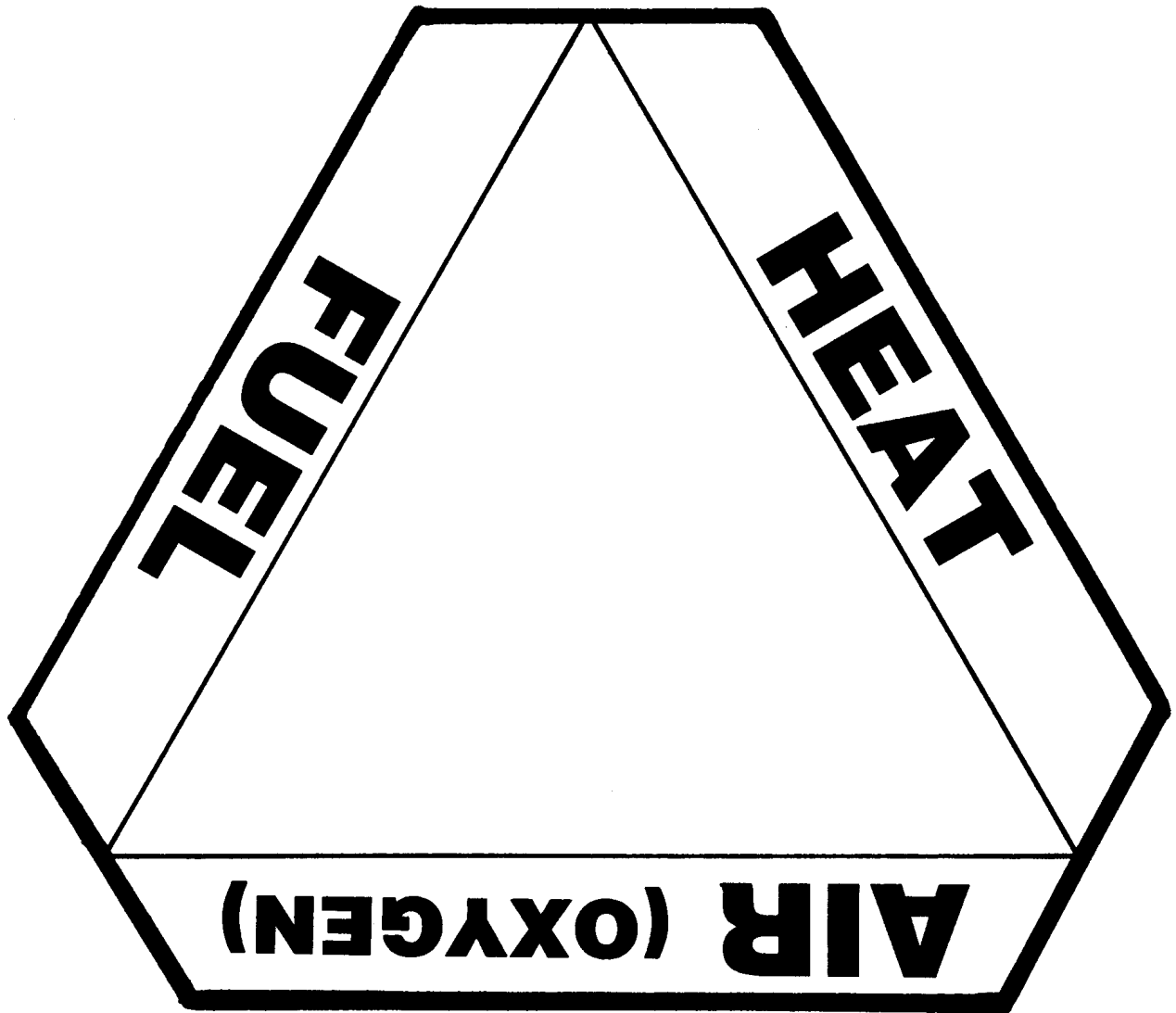
# Three-Legged Table



Teacher: Use with Lesson One, Page 7. Photocopy, cut out, mount on tag board and assemble as shown.



## Fire Triangle



Teacher: Use with Lesson One, Page 7, as a reteaching visual aid. Copy, cut out. Color and mount on tag board if desired.



## The Story of Careful and Harmful

Careful lived in a large house with his parents and brothers and sisters. Careful's parents took very good care of the family. They knew how to prevent fires and burns in their home.

Careful's parents always made sure that there was a metal screen in front of the fireplace and they never let Careful and his brothers and sisters play near the fireplace. They kept matches safely in a high cabinet where the children could not reach them. They knew that matches are not toys.

Careful's mother always made sure that anything cooking on the stove was carefully watched — no pot was ever left alone. Careful's father made sure that the cords on all the appliances, like the toaster, coffee pot, iron and hair dryer, were never worn or broken. They never put extension cords under a rug.

Whenever there was a storm, Careful's parents never let the children outside because of the lightning. And Careful's parents made sure that the electric saw and drill was used outdoors safely, according to the directions.

BUT Harmful's family was very different. Harmful also lived in a large house with his parents and brothers and sisters. Harmful's parents didn't

know how to take good care of the family. They did not think about stopping fires and burns.

Harmful's parents never put a metal screen in front of the fireplace. They would let Harmful and his brothers and sisters play near the fireplace. They left matches in drawers where the children could reach them. Harmful did not know that matches are not toys.

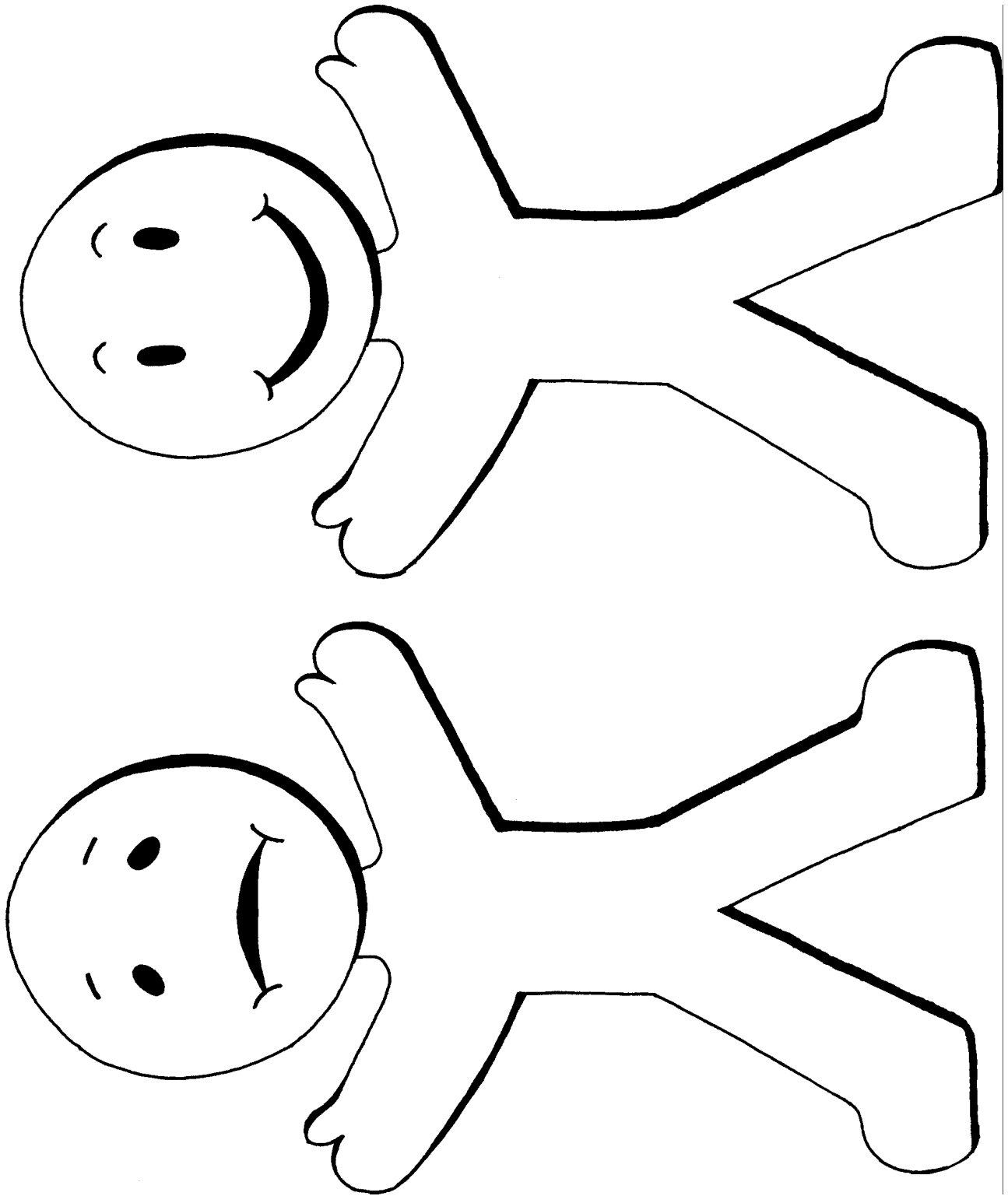
Harmful's mother never watched anything cooking on the stove very carefully — sometimes a pot was left alone. Harmful's father never checked the cords on the toaster, coffee pot, iron and hair dryer to be sure they weren't worn or broken. They sometimes even put extension cords under a rug.

If there was a storm, Harmful's parents sometimes let the children outside because of the lightning was so exciting. And Harmful's parents were not sure how to use an electric saw or drill safely because they had lost the directions.

Who do you think was being more safe — Careful's family or Harmful's family? Who probably had a fire in their home? What could Harmful and his family do to be more safe? With which family would you like to live? Are you more like Careful or Harmful?

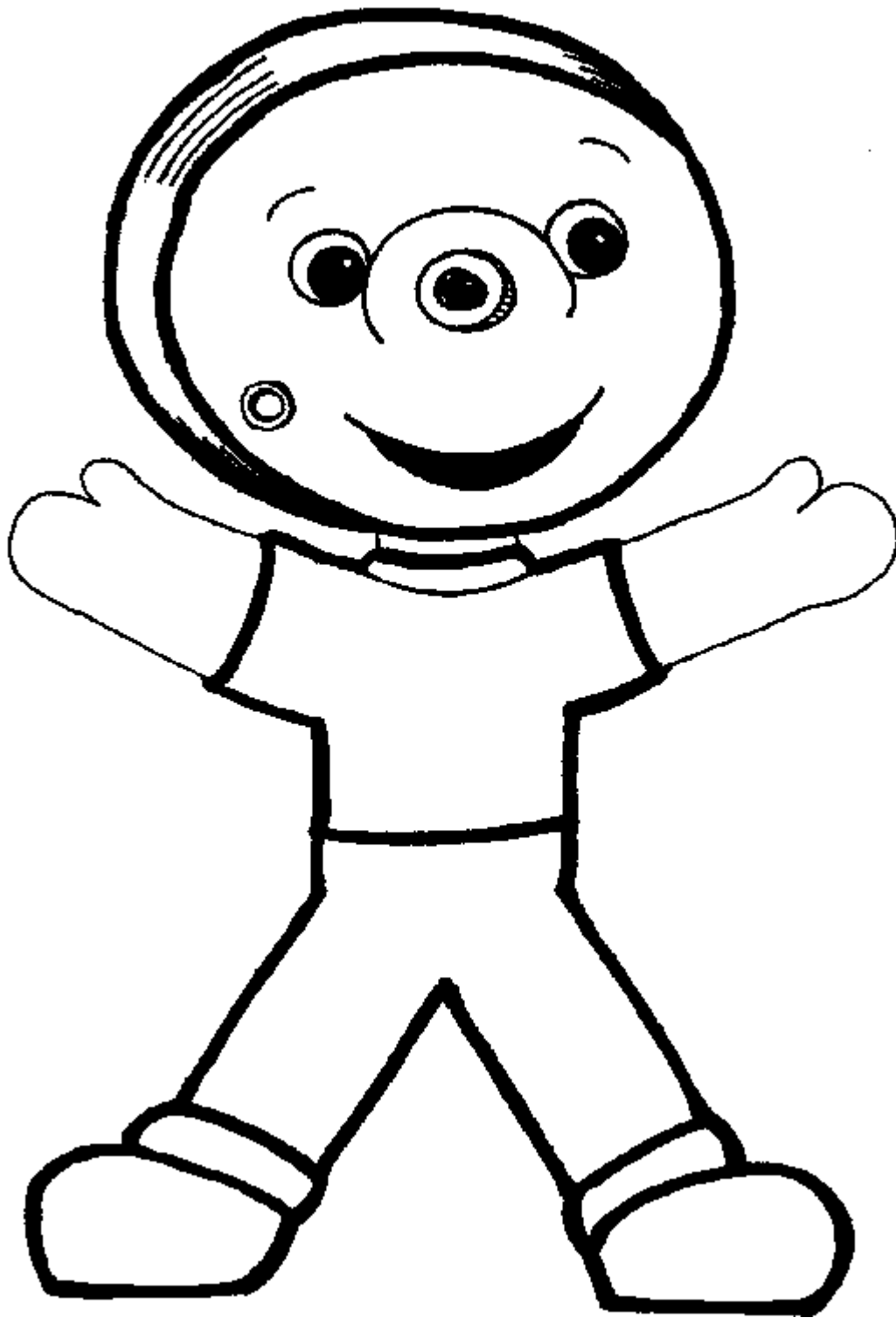
Teacher: Use story with Lesson Two, Page 8, using Careful and Harmful puppets

## "Careful" and "Harmful" Puppets



Teacher: Use with Lesson Two, Page 8. Copy, cut out and mount on craft sticks to make puppets or attach felt/Velcro dots to make flannel board characters. Color and mount on tag board if desired.

## Fire Safety Guard



Teacher: Use with Lesson Three, Page 9. Copy, cut out and mount on craft stick to make puppet or attach felt/Velcro dots to make flannel board character. Color and mount on tag board if desired.

**Role-Playing Labels**

**SMOKE**

**SMOKE ALARM**

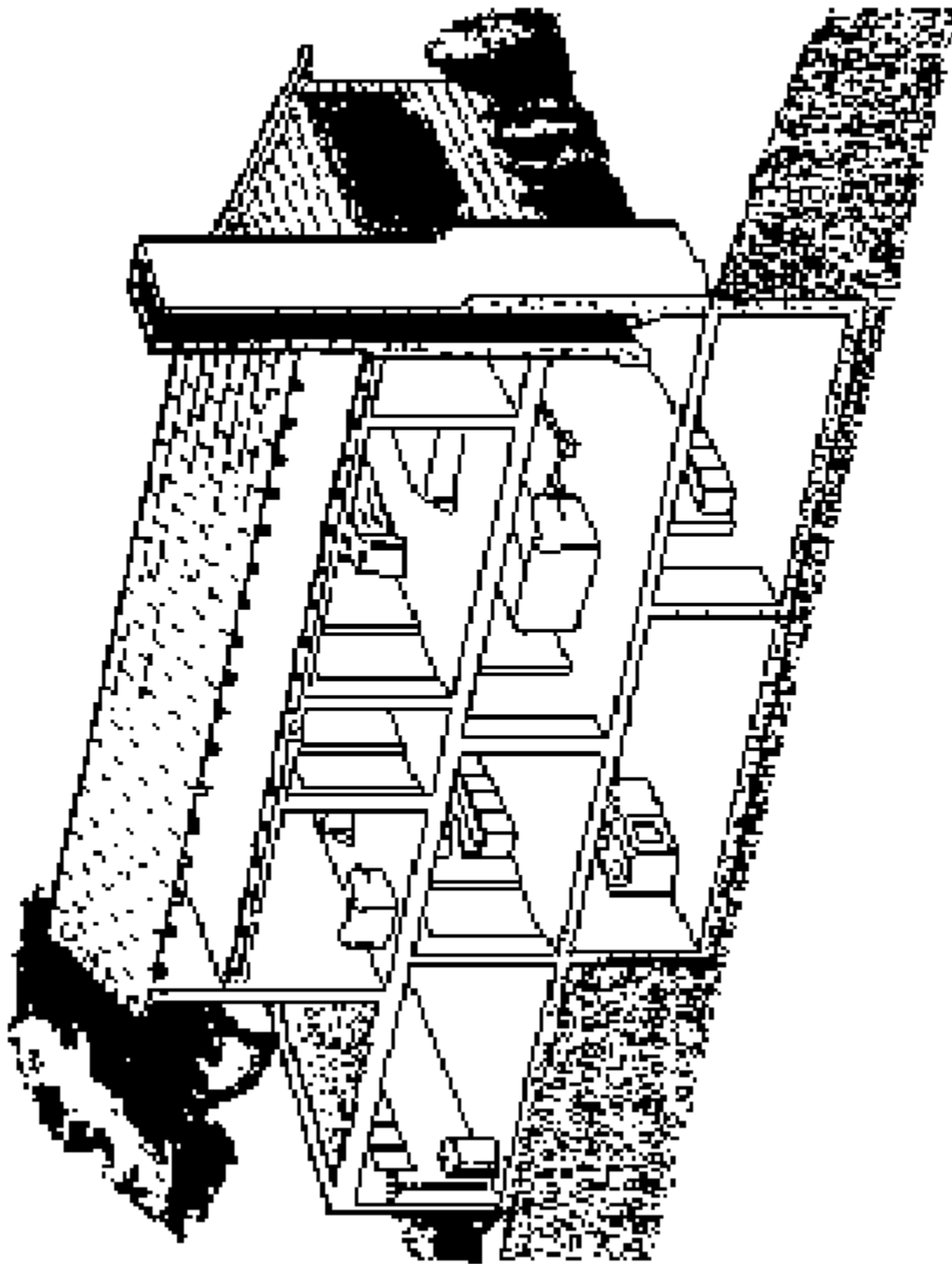
**SLEEPING  
PERSON**

Teacher: Use with Lesson Three, Page 9. Copy, cut apart. Mount on tag board if desired.

# Where Smoke Alarms Go

## Problem-Solving Activity Sheet

Where will the smoke go? Draw circles where this family should put their smoke alarms.



Teacher: Use with Lesson Three, Page 9. Copy illustration onto overhead transparency or poster.

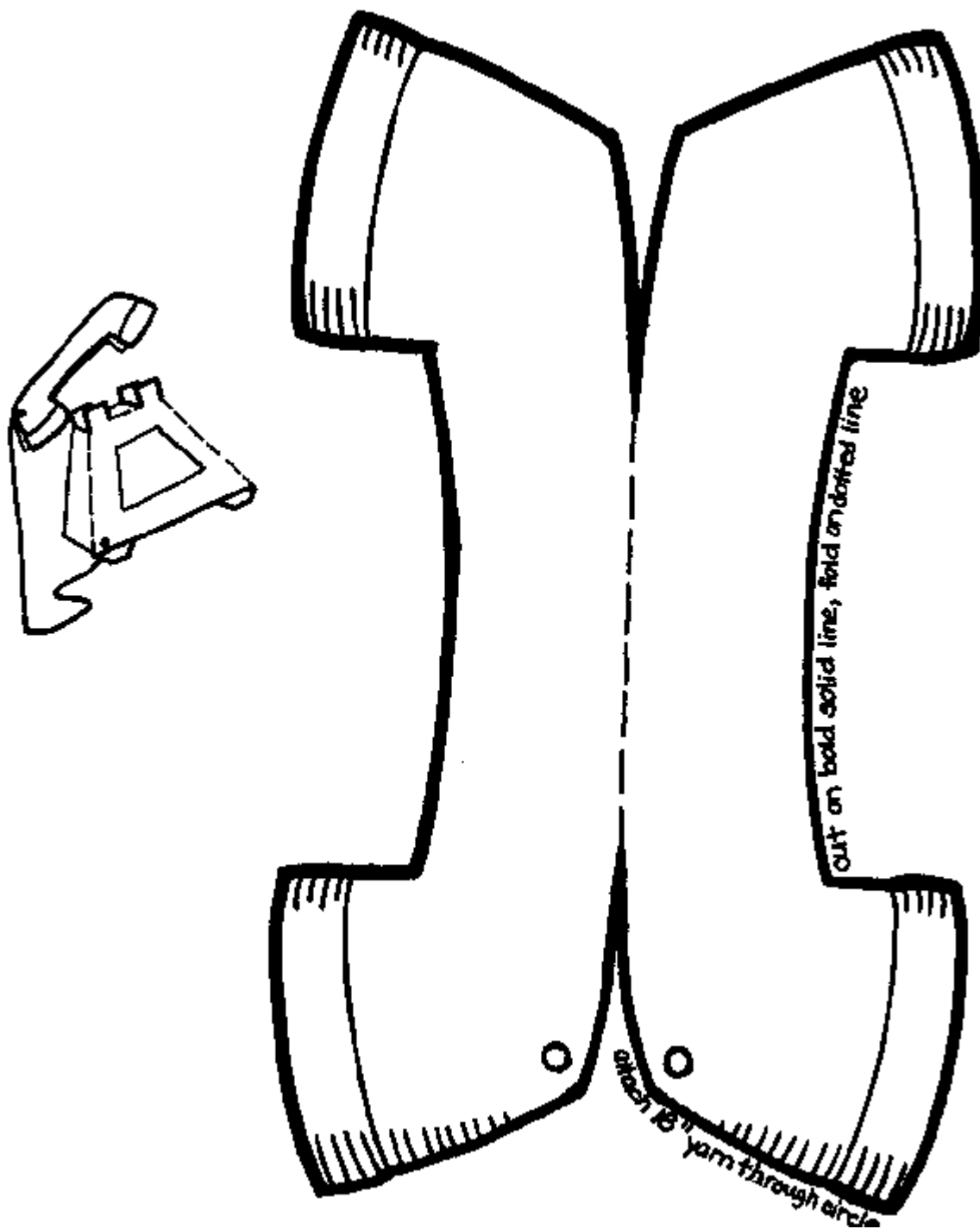
**Fire Safety Team Member Badge**  
Recognition of Student Participation



Teacher: Use with Lesson Four, Page 10. Make enough copies for one badge per student. Cut out, color and mount on tag board if desired. Attach safety pin with tape. Alternate: Use double-sided tape instead of safety pin.

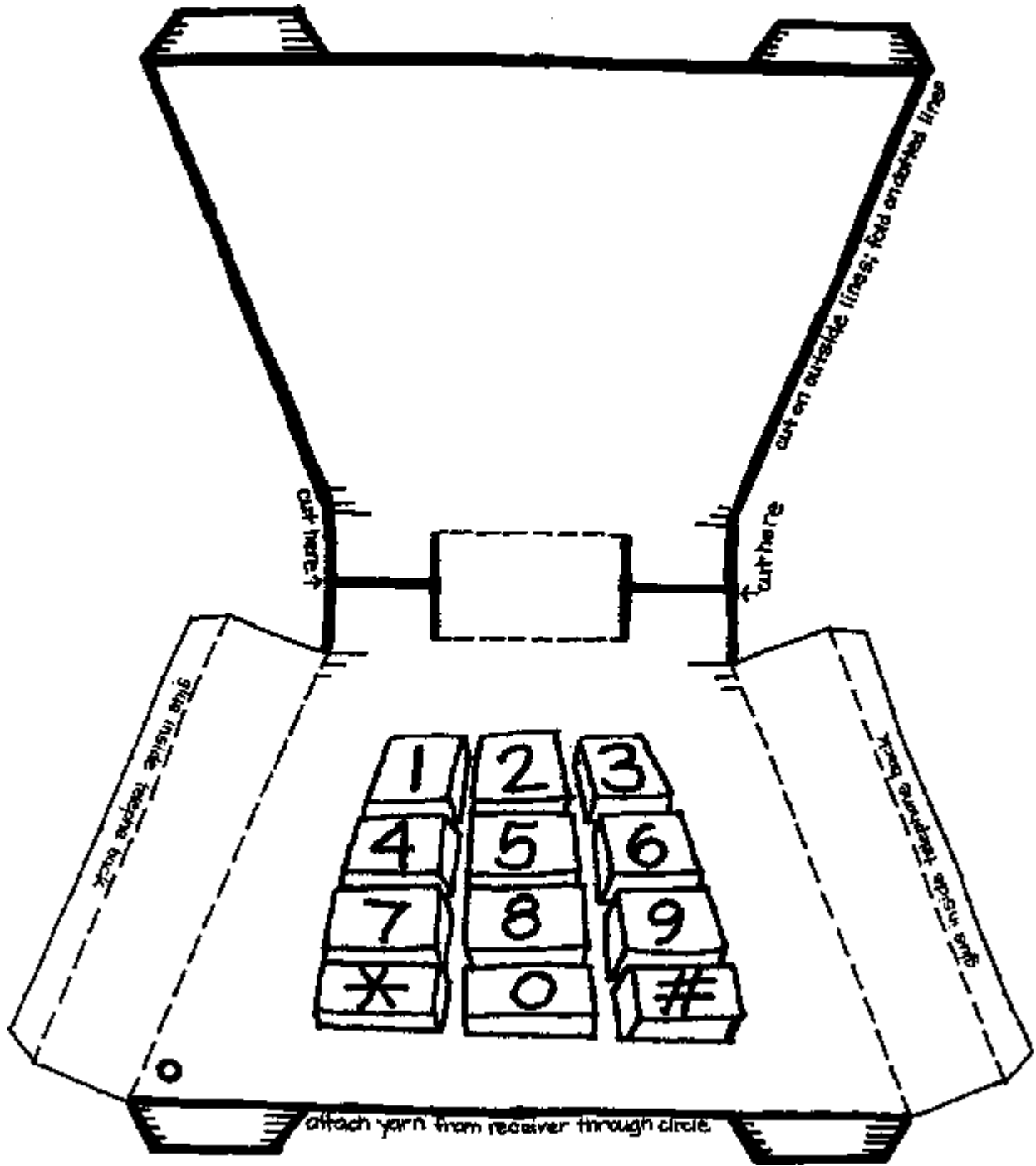
# Telephone Mock-Up

Independent Practice Visual Aid



Teacher: Use with Lesson Five, Page 11. Copy, cut out and assemble as show. Color and mount on tag board if desired.

# Telephone Mock-Up Continued





# ***Congratulations!***

---

**has learned important ways for**  
**Making Me Fire Safe**

**Putting out a fire by removing one element**

**Rolling to put out a clothes fire**

**Cooling a burn**

**Preventing fires by using electric equipment safely**

**Why matches are not toys**

**Where to put smoke alarms**

**Why smoke alarms are important**

**Planning two ways out of a building**

**Planning a home exit drill**

**Reporting a fire**

**Presented on this day**

---

***Friendly Fire Fighter***

---

**Your Teacher**

Teacher: Use with Lesson Five, Page 11. Duplicate for all students.

Name \_\_\_\_\_

**Second Grade: Making Me Fire Safe**

POST-TEST

Read each question. Then fill in the blanks

1. Three things are needed to make a fire. What are they? (They're sometimes called the elements of fire.)  
\_\_\_\_\_
2. Rolling on the ground takes \_\_\_\_\_ away from the fire.
3. Putting cool water on a burn takes \_\_\_\_\_ away from the burn.
4. You should know at least \_\_\_\_\_ exits from every room in your home.
5. Schools have fire exit drills. It is important to have home exit drills? (circle one) Yes No
6. What telephone number should you dial to report a fire? \_\_\_\_\_
7. A fire fighter's only job is to put out fires. True or false? \_\_\_\_\_
8. Do you know how to tell someone your address (where you live)? Yes or no. \_\_\_\_\_

Circle the letter, A, B or C, that is the correct answer.

9. What happens if you take away one of the elements of fire?  
**A.** Nothing happens  
**B.** The fire gets bigger.  
**C.** The fire goes out.
10. Which is true?  
**A.** Only parents should worry about fire safety.  
**B.** Parents and children can work together to make their home safe.  
**C.** My home is safe, so no one should worry about fires.
11. Which one of these is safe?  
**A.** Using a candle in a Halloween jack-o-lantern.  
**B.** Using an electric (battery-operated) candle at Christmas  
**C.** Leaving Christmas tree lights on all night.
12. People cause fires in many ways. Which of these actions would cause a fire?  
**A.** Having a broken toaster fixed.  
**B.** Not watching pots on the stove while food is cooking.  
**C.** Both of these.
13. Which of these actions would cause a fire?  
**A.** Playing with matches.  
**B.** Plugging in too many Christmas lights.  
**C.** Both of these.
14. Smoke alarms should be placed:  
**A.** In the kitchen.  
**B.** Outside bedrooms.  
**C.** Wherever you want.
15. Fire creates smoke and invisible gases. What effect do the smoke and gases have?  
**A.** No effect.  
**B.** Helps you think better.  
**C.** Keeps you from thinking right.

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

ANSWER KEY-1

Name \_\_\_\_\_

Second Grade: Making Me Fire Safe Problem-Solving Activity Sheet

Read each question. Then fill in the blank.

1. These things are needed to make a fire. What are they? (They're sometimes called the "elements" of fire.)  
fuel heat air or oxygen

2. Blowing on the grassed areas air or oxygen away from the fire.

3. Putting cool water on a burn takes heat away from the burn.

4. You should know at least two exits from every room in your home.

5. Do you have the wet, white, 100% important to have in home exit drills? (Circle one.) Yes No

6. What is someone number should you dial to report a fire? 911 - national emergency

7. A fire fighter's only job is to put out fires. True or false? False

8. Do you know how to call someone your address? (Where you live)? Yes or no. Yes

Circle the letter, A, B or C, that is the correct answer.

9. What happens if you take away one of the elements of fire?  
 A. Nothing happens.  
 B. The fire goes bigger.  
 C. The fire goes out.

10. Which is safe?  
 A. Only parents should worry about fire safety.  
 B. Parents and children can work together to make their home safe.  
 C. My phone is safe, so do you should worry about fire.

11. Which one of these is safe?  
 A. Using candles in a Halloween decoration.  
 B. Using an electric (battery-operated) candle at Christmas.  
 C. Leaving Christmas tree lights on all night.

12. Rattles cause fire in many ways. Which of these rattles would cause a fire?  
 A. Leaving a toaster toaster food.  
 B. Not watching pots on the stove while food is cooking.  
 C. Bath at home.

13. Which of these actions would cause a fire?  
 A. Playing with matches.  
 B. Plugging in too many Christmas lights.  
 C. Bath at home.

14. Smoke alarms should be placed:  
 A. In the kitchen.  
 B. Outside bedrooms.  
 C. Everywhere you want.

15. Fire chutes are made of invisible green. What should do the smoke and gases have?  
 A. No effect.  
 B. Helps you think better.  
 C. Keeps you from thinking right.

Teacher: Lynn Lyons, Dec. Page 1. Update to make use.

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Name \_\_\_\_\_

What's Missing? Problem-Solving Activity Sheet

Read the story. Then circle which element of fire has been removed. Tell why the helped get the fire out.

1. Tim ignores his fire hose to put water on a house fire. The fire goes out. What was taken from the fire?  
 air (oxygen) heat fuel

2. A book is lying on the stove. It takes the book off the stove to prevent a fire. What was taken away to stop the fire?  
 air (oxygen) heat fuel

3. Kim walks from room to a bedroom, and her pants catch on fire. She drops to the ground and rolls over and over. This gets out the fire. What was taken from the fire?  
 air (oxygen) heat fuel

4. Marcus and his father build a fireplace. Before they leave the campground, they put sand over the fire to put it out. What was taken from the fire?  
 air (oxygen) heat fuel

5. Jack's sandwich is hot and gets a burn on his finger. He puts cool water over his finger. What was taken from the fire?  
 air (oxygen) heat fuel

6. While Natalie's grandmother is cooking, her stove catches fire. Natalie makes her grandmother roll on the floor, and her grandfather helps put out the fire with a large blanket. What was taken from the fire?  
 air (oxygen) heat fuel

7. Jon's baby brother gets hot when he is in the pool. His mother puts the baby in the pool. He and she put water on the burn. What was taken from the burn?  
 air (oxygen) heat fuel

8. James sees that the heater is almost touching a chair. James tells his parents to move the heater away from the chair, so a fire did not start. What was taken away to stop the fire?  
 air (oxygen) heat fuel

Bonus: In each story, ask what might have happened to cause the fire or burn. Do you think that the fire or burn might have been prevented — stopped before it was started? Tell how you could do to keep the fire or burn from happening.  
Accept reasonable answers.

Teacher: Lynn Lyons, Dec. Page 1. Update to make use.

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Name \_\_\_\_\_

What Do You Do? Problem-Solving Activity Sheet

Read the story. Then tell what you would do to help the fire or burn. Write what you did or some answers of the way you would.

1. You are helping cook breakfast. You burn your finger on the toaster while taking out a piece of toast. What should you do?  
put the toaster under hot running water What was taken from the burn?  
 air (oxygen) heat fuel

2. You are cooking hot dogs on an outdoor grill with your family. Your toaster's grill catches a fire. What should you do?  
make her roll on the ground What was taken from the fire?  
 air (oxygen) heat fuel

3. A man who lives on a farm is buying some fresh. A spark causes a fire on his porch. What should the man do?  
roll on the ground What was taken from the fire?  
 air (oxygen) heat fuel

4. Your grandmother, who doesn't see very well, spills coffee hot food. Her arm is burned. What should you do?  
help her put her arm under running water What was taken from the burn?  
 air (oxygen) heat fuel

5. Janet's big sister is cooking. Finish here is a laser cut. A fire starts in the pan. What should Janet's sister do?  
put a lid on the pan What was taken from the fire?  
 air (oxygen) heat fuel

Bonus: Make up a story to show one of these stories — or make up your own story. Use red paper to show the fire or burn.

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Name \_\_\_\_\_

It's Better To Be Careful! Problem-Solving Activity Sheet

Read the story. Then circle the proper "Careful" use. If a red, oval action in the end "Harmful" that it is a harmful, dangerous action.

Action	Careful	Harmful
1. Having a smoke alarm, and checking it each month.	<input checked="" type="radio"/>	<input type="radio"/>
2. Always watching your white tank is smoking. Never leaving it just alone.	<input checked="" type="radio"/>	<input type="radio"/>
3. Putting a extension cord under a rug.	<input type="radio"/>	<input checked="" type="radio"/>
4. Peeking outside during a storm because of the lightning is exciting.	<input type="radio"/>	<input checked="" type="radio"/>
5. Putting a metal screen in front of the fireplace.	<input checked="" type="radio"/>	<input type="radio"/>
6. Keeping hot coffee away from the baby.	<input checked="" type="radio"/>	<input type="radio"/>
7. Keeping matches in a high cabinet when children cannot reach them.	<input checked="" type="radio"/>	<input type="radio"/>
8. Trying to use a jumper-cable.	<input type="radio"/>	<input checked="" type="radio"/>
9. Playing near the fireplace or heater.	<input type="radio"/>	<input checked="" type="radio"/>
10. Checking electrical cords for frays or worn places.	<input checked="" type="radio"/>	<input type="radio"/>
11. Telling friends that matches are not toys.	<input checked="" type="radio"/>	<input type="radio"/>
12. Letting friends play with matches.	<input type="radio"/>	<input checked="" type="radio"/>
13. Never putting electrical cords under a rug.	<input checked="" type="radio"/>	<input type="radio"/>
14. Leaving matches in a cabinet where children can reach them.	<input type="radio"/>	<input checked="" type="radio"/>
15. Reminding adults to read the directions for the electric fan or grill or other heated food.	<input checked="" type="radio"/>	<input type="radio"/>

Bonus: Write a story about being careful with items that might cause fire or burn.

Teacher: Lynn Lyons, Dec. Page 1. Update to make use.

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ANSWER KEY-2

Name \_\_\_\_\_

### Where Smoke Alarms Go

Problem-Solving Activity Sheet

Where will the smoke go? Draw circles where you think you'd put the smoke alarm.

Note: one on each level. The smoke alarm on the second floor is located in the hallway outside bedrooms. Optional: Additional alarm in each bedroom.

Teacher: Use with Lesson 17, Page 11. Copyable for student use.

Source: © 2004, Making Me Fire Safe

Name \_\_\_\_\_

### Rules For Fire Safety

Basics-Systems Activity Sheet

What do you think are the most important things you can do to prevent fires and burns? Write five of your own fire safety rules. You may use the space at the right to draw a picture of your rules.

1. Accept reasonable answers.  
Note student answers that relate directly to their homes and their own actions.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

REMEMBER: Smoke alarms should be near what rooms? bedrooms

Teacher: Use with Lesson 17, Page 8. Copyable for student use.

Source: © 2004, Making Me Fire Safe

Name \_\_\_\_\_

### Team Planning Sheet

Problem-Solving Activity Sheet

A family must work together to stop fire and burns at home. As a "special coach" for your family, you have an important job. Read each question, then think about your home. Can you help your family be more safe?

1. Keeping two ways out from each room in your house is important, especially from the bedrooms. List each room in your house and tell two ways out of each room.

Room	First Exit	Second Exit
Bedroom	Hallway to Front Door	Window
Kitchen	Door to front door	Backdoor leading into kitchen

Your House:

- A. Look for: Accept reasonable answers.
- B. bedrooms
- C. kitchen Do not accept dangerous
- D. door options, such as jumping
- E. family room from the roof or window.
- F. living room
- G. etc.
- H. \_\_\_\_\_

2. Many customs we have for holidays are very dangerous. Help your family make safer choices for special holidays. Look at List A, things that many people use or do during holidays. Then match to a safer choice in List B.

List A	List B
Fancy Christmas candles	Cooking all treatables at home
Leaving food cooking on stove while you go shopping	Playing fun, easy games on New Year's Eve
Lighting fire crackers on the 4th of July	Relaxing in hot water (use oil-burners)
Too many Christmas lights on one extension cord	Turning off and unplugging all Christmas lights when going to bed
Candles in Halloween jack-o-lanterns	Battery-operated Christmas candles
Using blowups on New Year's Eve	Having a neighborhood 4th of July walking parade during daylight
Leaving Christmas lights on all night	Plugging only one or two Christmas lights on one extension cord

Teacher: Use with Lesson 17, Page 10. Copyable for student use.

Source: © 2004, Making Me Fire Safe

Name \_\_\_\_\_

### My Team Plan

Action Plan Activity Sheet

Plan an emergency exit drill (fire exit drill) for your home. You may ask your parents or other family members for help.

1. Tell each family member about the two ways out from his or her bedroom and from other rooms in the house (living room, den, kitchen).  
Check here when done 50.  
You should know two exits from each room.
2. Choose a meeting place at least 50 feet from the house, such as a large tree or neighbor's front porch.  
What is your meeting place? Accept reasonable answers  
Does everyone know the meeting place? yes  
Have they agreed to go there in case of a fire? yes  
Remind your family that they should never go back into a burning building.
3. Tell everyone the steps in a home exit drill:
  1. Everyone takes their place in their bedrooms.
  2. An adult sounds the smoke alarm (press the test button).
  3. Everyone leaves by one of their emergency exits.
  4. Everyone goes to their meeting place.
  5. A parent/guardian or other adult checks to see that everyone is at the meeting place.
  6. The exit drill may be repeated with everyone using their external exit.
 Check here when done 50.  
What might happen if someone did not go to the meeting place? might think he or she is still in the house, might be in dangerous place.
4. Why should your family have a home exit drill? to be ready for an emergency (Accept other reasonable answers.)
5. Why is it important for family members to work together for fire safety? The safety of a group depends on each member.

BONUS: Did your family actually have a home exit drill? Accept reasonable answers.  
What did you learn? \_\_\_\_\_

Teacher: Use with Lesson 17, Page 9. Copyable for student use. Source: © 2004, Making Me Fire Safe for students for safety.

Source: © 2004, Making Me Fire Safe

ANSWER KEY-3

Name \_\_\_\_\_

Two important jobs  
 firefighters do are \_\_\_\_\_

**Define:**

**Fire prevention** — working to keep fires from happening. Examples: leading to smoke detectors, alarms and other buildings for things that might cause fires; teaching people about fire safety; checking schools; making sure you look like studying fires to see how to prevent it and making sure that everything is on purpose.

**Fire suppression** — putting out fires so someone includes rescuing people and limiting injuries. Examples: expanding fire trucks, pumps and other equipment; ensuring fire houses; making burning buildings in appliances where it is needed.

What are these jobs? Reason out on. Then mark "P" if the action is fire prevention or "S" if it is fire suppression.

1. Helping a school principal look for things that might cause a fire in the school.	P	S
2. Calling a fire truck to a house that is on fire.	P	S
3. Helping a business owner plan a new building, so that the new building has smoke detectors.	P	S
4. Looking through a burned house to determine what caused the fire.	P	S
5. Spraying water on a building fire.	P	S
6. Using a fire extinguisher on a gas stove fire.	P	S
7. Teaching children how to play with matches.	P	S
8. Teaching an older person how to use a fire extinguisher.	P	S
9. Showing school children how a fire starts and how to avoid it.	P	S
10. Operating a ladder truck so that water or fire extinguisher can spray water on a fire in a building.	P	S

**Calling For Help:** Use the procedure below to practice reporting a fire at your home.

First, dial 9-1-1. If your home does not have 9-1-1, write the fire department's emergency telephone number here: correct local number

Then say, "My name is (student's name). There is a fire at address and necessary details."

Don't hang up until you are told to "hang up." **Remember:** Call from a neighbor's house. Don't stay inside a house that is on fire.

Grade 2 Fire Safety, Page 11. Copyright © 2000.

Second Grade Making Me Fire Safe

**Student Materials —  
Duplicating Masters**

Name \_\_\_\_\_

## What's Missing?

### Problem-Solving Activity Sheet

Read the short story, then circle which element of fire has been removed. Tell why this helped put the fire out.

1. Fire fighters use a fire hose to put water on a house fire. The fire goes out.	What was taken from the fire? air (oxygen)   heat   fuel
2. A book is laying on the stove. Lin takes the book off the stove to prevent a fire.	What was taken away to stop the fire? air (oxygen)   heat   fuel
3. Sara walks too close to a heater, and her pants catch on fire. She drops to the ground and rolls over and over. This puts out the fire.	What was taken from the fire? air (oxygen)   heat   fuel
4. Marcus and his father build a campfire. Before they leave the campground, they put sand over the fire to put it out.	What was taken from the fire? air (oxygen)   heat   fuel
5. Juan touches a hot iron and gets a burn on his finger. He runs cool water over his finger.	What was taken from the burn? air (oxygen)   heat   fuel
6. While Natalia's grandmother is cooking, her sleeve catches fire. Natalia makes her grandmother roll on the floor, and her grandfather helps put out the fire with a large blanket.	What was taken from the fire? air (oxygen)   heat   fuel
7. Jon's baby brother spills hot coffee on his leg. Jon's mother puts the baby in the bath tub and runs cool water on the burn.	What was taken from the burn? air (oxygen)   heat   fuel
8. Jamie sees that the heater is almost touching a chair. Jamie tells his parents to move the heater away from the chair, so a fire will not start.	What was taken away to stop the fire? air (oxygen)   heat   fuel

**Bonus:** In each story, tell what might have happened to cause the fire or burn. Do you think that the fire or burn might have been prevented — stopped before it was started? Tell how you could do to keep the fire or burn from happening.

Teacher: Use with Lesson One, Page 7. Duplicate for student use.

Name \_\_\_\_\_

## What Do You Do?

### Problem-Solving Activity Sheet

Read the story. Then tell what you would do to stop the fire or burn. Circle which one of the three elements of fire was removed.

1. You are helping cook breakfast. You burn your finger on the toaster while taking out a piece of toast.	What should you do? _____ _____ _____	What was taken from the burn? air (oxygen)    heat fuel
---	--	---

2. You are cooking hot dogs on an outdoor grill with your family. Your mother's shirt catches fire.	What should you do? _____ _____ _____	What was taken from the fire? air (oxygen)    heat fuel
---	--	---

3. A man who lives on a farm is burning some trash. A spark causes a fire on his pants.	What should the man do? _____ _____ _____	What was taken from the fire? air (oxygen)    heat fuel
---	--	---

4. Your grandmother, who cannot see very well, spills some hot food. Her arm is burned.	What should you do? _____ _____ _____	What was taken from the burn? air (oxygen)    heat fuel
---	--	---

5. Jana's big sister is cooking French fries in a large pan. A fire starts in the pan.	What should Jana's sister do? _____ _____ _____	What was taken from the fire? air (oxygen)    heat fuel
--	--	---

**Bonus:** Make up a skit to show one of these stories — or make up your own story. Use red paper to show the fire or burn.

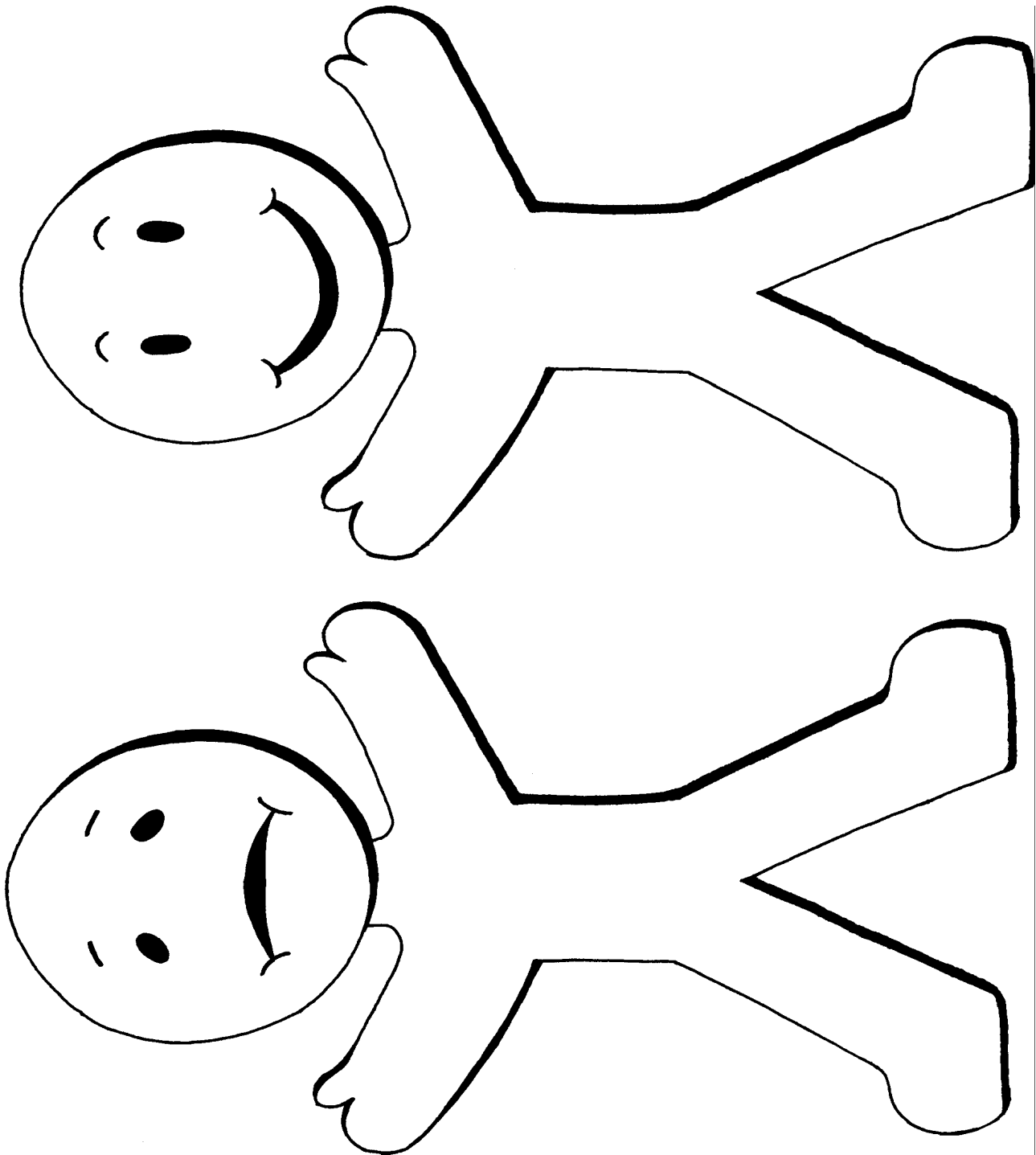
Teacher: Use with Lesson One, Page 7. Duplicate for student use.



Name \_\_\_\_\_

# "Careful" and "Harmful" Puppets

Student Puppets



Teacher: Use with Lesson Two, Page 8. Duplicate for student use. Have students cut out and mount on craft sticks to make puppets or attach felt/Velcro dots to make flannel board characters. Color and mount on tag board if desired.

Name \_\_\_\_\_

## It's Better To Be Careful

### Classification Activity Sheet

Read each action. Then circle the happy "Careful" face if it is a safe, careful action or the sad "Harmful" face if it is a harmful, dangerous action.

Action	Careful	Harmful
1. Having a smoke alarm, and checking it each month.		
2. Always watching pans while food is cooking. Never leaving a pot alone.		
3. Putting extension cords under a rug.		
4. Playing outside during a storm because of the lightning is exciting.		
5. Putting a metal screen in front of the fireplace.		
6. Keeping hot coffee away from the baby.		
7. Keeping matches in a high cabinet where children cannot reach them		
8. Trying to use a broken toaster.		
9. Playing near the fireplace or heater.		
10. Checking electrical cords for breaks or worn places.		
11. Telling friends that matches are not toys.		
12. Letting friends play with matches.		
13. Never putting electrical cords under a rug.		
14. Leaving matches in drawers where children can reach them.		
15. Reminding adults to read the directions for the electric saw or drill (or other electric tool).		

**BONUS:** Write a story about being careful with items that might cause fires or burns.

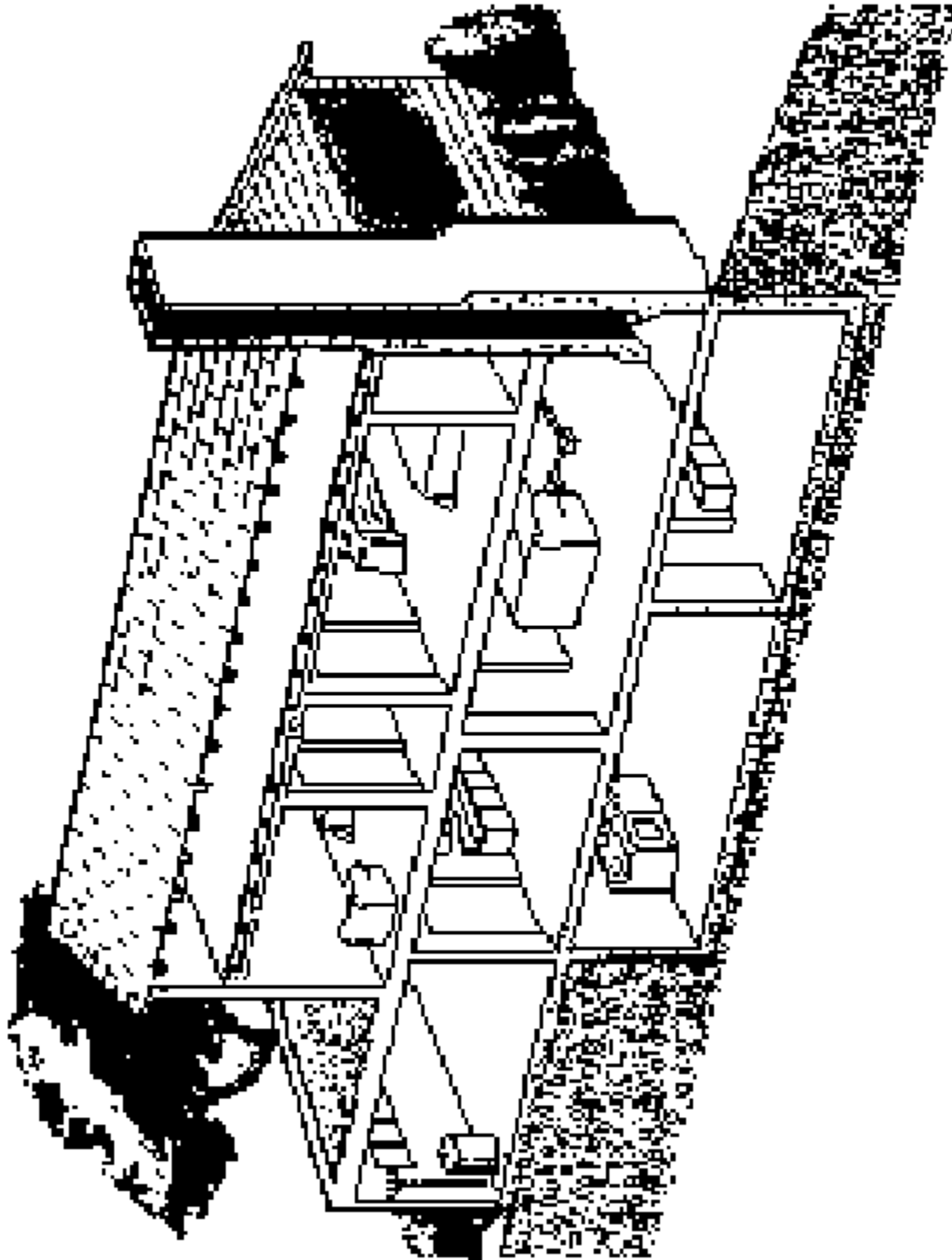
Teacher: Use with Lesson Two, Page 8. Duplicate for student use.

Name \_\_\_\_\_

## Where Smoke Alarms Go

Problem-Solving Activity Sheet

Where will the smoke go? Draw circles where this family should put their smoke alarms.



Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

Name \_\_\_\_\_

## Rules For Fire Safety

Solution-Synthesis Activity Sheet

What do you think are the most important things you can do to prevent fires and burns?  
Write five of your own fire safety rules. You may use the space at the right to draw a picture of your rules.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

**REMEMBER:** Smoke alarms should be near what rooms? \_\_\_\_\_

Teacher: Use with Lesson Three, Page 9. Duplicate for student use.

Name \_\_\_\_\_

## Team Planning Sheet

Problem-Analysis Activity Sheet

A family must work together to stop fires and burns at home. As a "special coach" for your family, you have an important job. Read each question, then think about your home. Can you help your family be more safe?

- ① Knowing two ways out from each room in your house is important, especially from the bedrooms. List each room in your house and tell two ways out of each room.

Room	First Exit	Second Exit
Examples: My bedroom	Hallway to front door	Window
Upstairs family room	Stairs to front door	Window using fire ladder
Your Home:		
A. _____	_____	_____
B. _____	_____	_____
C. _____	_____	_____
D. _____	_____	_____
E. _____	_____	_____
F. _____	_____	_____
G. _____	_____	_____
H. _____	_____	_____

- ② Many customs we have for holidays are very dangerous. Help your family make safer choices for special holidays. Look at List A, things that many people use or do during holidays. Then match to a safer choice in List B.

List A	List B
Fancy Christmas candles	Cooking all treats while at home
Leaving food cooking on stove while you go shopping	Playing fun, safe games on New Year's Eve
Lighting fire crackers on the 4th of July	Flashlight in Halloween jack-o-lanterns
Too many Christmas lights on one extension cord	Turning off and unplugging all Christmas lights when going to bed
Candles in Halloween jack-o-lanterns	Battery-operated Christmas candles
Using fireworks on New Year's Eve	Having a neighborhood 4 <sup>th</sup> of July walking parade during daylight
Leaving Christmas lights on all night	Plugging only one or two Christmas lights on one extension cord

Teacher: Use with Lesson Four, Page 10. Duplicate for student use.

Name \_\_\_\_\_

## My Team Plan

Action-Plan Activity Sheet

Plan an emergency exit drill (fire exit drill) for your home. You may ask your parents or other family members for help.

- 1 Tell each family member about the two ways out from his or her bedroom and from other rooms in the house (living room, den, kitchen).

Check here when done

You should know \_\_\_\_\_ exits from of each room.

- 2 Choose a meeting place at least 50 feet from the house, such as a large tree or neighbor's front porch.

What is your meeting place? \_\_\_\_\_

Does everyone know the meeting place? \_\_\_\_\_

Have they agreed to go there in case of a fire? \_\_\_\_\_

Remind your family that they should never go back into a burning building.

- 3 Tell everyone the steps in a home exit drill:

1. Everyone takes their place in their bedrooms.
2. An adult sounds the smoke alarm (press the test button).
3. Everyone leaves by one of their emergency exits.
4. Everyone goes to their meeting place.
5. A parent/guardian or other adult checks to see that everyone is at the meeting place.
6. The exit drill may be repeated with everyone using their **second** exit.

Check here when done

What might happen if someone did not go to the meeting place? \_\_\_\_\_

- 4 Why should your family have a home exit drill? \_\_\_\_\_

- 5 Why is it important for family members to work together for fire safety? \_\_\_\_\_

**BONUS:** Did your family actually have a home exit drill? \_\_\_\_\_

What did you learn? \_\_\_\_\_

Teacher: Use with Lesson Four, Page 10. Duplicate for student use. Students will need their "Team Planning Sheet" to complete this activity.

Name \_\_\_\_\_

## Two Important Jobs

Classification Activity Sheet

### Definitions:

**Fire prevention** — working to keep fires from happening. *Examples:* looking in schools, factories, stores and other buildings for things that might cause fires; teaching people about fire safety; visiting schools; helping plan new buildings; studying fires to see how they start; investigating fires that people start on purpose.

**Fire suppression** — putting out fires; sometimes includes rescuing people and treating injuries. *Examples:* operating fire trucks, pumpers and other equipment; manning fire hoses; entering burning buildings to apply water where it is needed.

**What are these jobs?** Read each action. Then mark "P" if the action is fire prevention or "S" if the action is fire suppression.

1. Helping a school principal look for things that might cause a fire in the school.	<b>P</b>	<b>S</b>
2. Driving a fire truck to a house that is on fire.	<b>P</b>	<b>S</b>
3. Helping a business person plan a new building, so that the new building has enough exits.	<b>P</b>	<b>S</b>
4. Looking through a burned house to determine what caused the fire.	<b>P</b>	<b>S</b>
5. Spraying water on a building fire.	<b>P</b>	<b>S</b>
6. Using a fire extinguisher on a gasoline fire.	<b>P</b>	<b>S</b>
7. Teaching children not to play with matches.	<b>P</b>	<b>S</b>
8. Telling senior citizens how to use heaters safely.	<b>P</b>	<b>S</b>
9. Watching school children have a fire exit drill at their school.	<b>P</b>	<b>S</b>
10. Operating a ladder truck so that another fire fighter can spray water on a fire in a tall building.	<b>P</b>	<b>S</b>



**Calling For Help!** Use the pretend telephone to practice reporting a fire at your home.

**First, dial 9-1-1.** (If your town does not have 9-1-1, write the fire department's emergency telephone number here: \_\_\_\_\_.)

**Then say, "My name is \_\_\_\_\_ . There is a fire at \_\_\_\_\_."**

Don't hang up until you are told to hang up. **REMEMBER**, call from a neighbor's house.

Don't stay inside a house that is on fire.

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.