



# **Fire Safety for Texans**

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

*Seventh Grade*

# **Responsible For Fire Safety**

# **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. Regrettably, 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, "Responsible For Fire Safety," is specifically designed for seventh-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 seventh-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 practice responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks

To practice preparation for and reaction to possible fire situations

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

- §75.48 (a) 1D. recognize that individuals must accept the consequences of their decisions
- §75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco
- §75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health
- §75.44 (a) 4B. describe ecological relationships in the environment
- §75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco
- §75.48 (a) 2L. support the rules and laws of one's school, community, state and nation
- §75.48 (a) 4I. develop criteria for making judgments
- §75.48 (a) 4J. use problem-solving skills

## Background: Age Profile

Stage of identity vs. role confusion, which means the young teen needs experiences that will help establish his own identity. Lack of successful experiences may lead to confusion about his future role as an adult.

The young teen experiences variability in emotions, physical abilities and scholastic interests. She is probably more concerned about appearance and sex roles than occupational choice, but will begin thinking about careers and future.

While the seventh grader desires to be independent, acceptance by peers is very important. He may be easily influenced by peer pressure and have a tendency to hero worship. The young teen may take

risks and exhibit a tendency to test authority. She "tries on" different attitudes and actions.

He is beginning formal operational thought, which means he is learning to solve problems without models. He wants to try mental manipulations. Thinking can be flexible, abstract and local. The junior high student can apply his new thinking skills to many situations. Successful learning can take place through experiences, hypothetical projections, role models, demonstrations, rehearsals and teaching others.

The young teen operates under a morality of cooperation. She views rules as flexible, to be obeyed out of respect.

### Fire And Burn Hazards

Cigarette smoking, especially combined with drugs and alcohol.

Cooking – contact with stoves or other appliances; hot liquids or grease while serving or cooking food, including job-related.

Flammable substances – gasoline, including use in car, storage in garage, use to start fire; explosive chemicals.

Burns from mechanical equipment – burns from exhaust, radiator, battery or welding on cars or motorcycles; gasoline; mini-bikes and lawn mowers.

Clothing ignition from careless smoking or cooking. Smoke and gas inhalation from fire.

Outdoor hazards – utility poles and high-tension wires; sunburn; fireworks.

**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:** Conduct the pre-test prior to presenting the first lesson and the post-test following the fifth 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:

# Responsibility at Home And Outdoors

**Goal:** *To review knowledge of fire hazards found in the home and outdoors and reinforce skills to reduce those hazards*



**Objectives:** The student will:

- describe safe practices with fire hazards commonly found in home or outdoors \*44(a)11C
- analyze product labels for fire safety, including flammable or combustible warnings, nonflammable labels \*44(a)11C
- list comprehensive camping safety rules \*44(a)4B

**Materials:** Pre-tests (p. 15); "Responsible For Fire Safety" overhead transparency (p. 16); "Act One: Responsibility At Home And Outdoors" overhead transparency (p. 17); "Act One: Set The Scene" overhead transparency (p. 18); writing paper; answer key (p. 22).



**Focus:** Administer pre-test.

Introduce unit using film theme. Display "Responsible For Fire Safety" overhead transparency.

List unit objectives:

- To focus on responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks.
- To prepare for and practice reactions to possible fire and burn situations.

Outline lesson objectives (paragraph above).



**Presentation Of Content:** Present the first two frames of "Act One: Responsibility At Home And Outdoors" overhead transparency.

Discuss types of warning labels on flammable liquids. Discuss other types of warning labels. Notice that most electrical appliances have warning labels.



**Guided Practice:** Direct student attention to the third and fourth frames of "Act One" overhead transparency. Divide students into small discussion groups. Have students discuss the list given and prepare a list of safe practices and/or rules. Review the lists as a class.



**Independent Practice:** Display "Act One: Set The Scene" overhead transparency. Have each student select one scene and write a paragraph describing what they might see in each scene. Have students identify at least five fire-safety related items.



**Reteaching:** Have students, with assistance from parents or other adults at home, check for product warning labels. Encourage them to read the labels and ask questions if they do not understand them.



**Enrichment:** Have students compare lists prepared by groups in the Guided Practice activity. Have them combine the lists into one comprehensive guide, then duplicate for the entire class.



Have students contact the nearest state or federal park for information on the park's rules relating to camping fire safety.



**Closure:** Ask selected students to read their scene descriptions. Provide an opportunity to discuss major difference in the descriptions. Congratulate the class on successfully beginning its study of responsible fire safety.

Introduce the next lesson by telling students they will expand their view of fire hazards by looking at some more unusual situations in the next lesson.

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LESSON TWO:

# You're The Director

**Goal:** *To practice and apply fire safety skills, including planning for and reacting to emergencies*



**Objectives:** The student will:

- describe or demonstrate what to do in unusual circumstances \*44(a)11C,48(a)4I
- organize an obstructed drill at school or home \*48(a)4J

**Materials:** "Responsible For Fire Safety" overhead transparency (p. 16); "Act Two: You're The Director" activity sheet (p. 25); "Directing A Fire Exit Drill" activity sheet (p. 26); answer key (p. 22).



**Focus:** Prepare for lesson by moving a key classroom object, such as moving the lectern to another location or moving the clock. Observe student reactions as they enter the room. Discuss whether their reactions could cause them to hesitate.

*Teacher:* "In a fire emergency, hesitation can be deadly. We must try to be as prepared as possible. This lesson will help us become better prepared."

Outline lesson objectives (paragraph above).



**Presentation Of Content:** Display "Responsible For Fire Safety" overhead transparency to remind students of the unit objectives.

*Teacher:* "The best way to avoid the damages of fire is to practice safe habits every minute of every day. But even with our best efforts, unusual situations will come up. We must be prepared."

Divide the chalkboard into two sections and the students into two groups. Working independently, have the two groups discuss the following topics respectively:

1. Planning for fire prevention.
2. Expecting the unexpected.

Have each group write a list of the most important items they discussed. Compare and discuss the two lists.



**Guided Practice:** Distribute "Act Two: You're The Director" activity sheet. Working as a whole group or in small groups, have the students read each scene,

then write what they could direct others to do to make the situation more fire safe.

Discuss the responses prepared by the students. Recognize that more than one option may be acceptable.



**Independent Practice:** Have students describe the types of obstructions, or barriers, they might find in exiting a building with a fire (smoke, the fire itself).

*Teacher:* "To be adequately prepared for a fire, you should have fire exit drills that include some type of obstruction. Of course, the obstruction used in a drill isn't real smoke or fire, but something that represents smoke or fire."

Discuss ways to simulate an obstruction (crepe paper streamers to represent smoke, a box labeled "FIRE" in a hallway, a blocked door).

Distribute "Directing A Fire Exit Drill" activity sheet. Have students read the directions before assigning the activity. When possible, encourage students to conduct their exit drills at home with their families. If necessary, allow students to conduct their exit drills in school with classmates.



**Reteaching:** Have students observe a school fire exit drill. Have them discuss what they observe, noting any problems they observed. Discuss whether students encountered any unusual circumstances (as they would see in an obstructed exit drill).



**Enrichment:** Have students discuss with their parents or other adults at home the special fire hazards in their homes. Have them write a short paragraph about unusual situations, such as second-story bedrooms or living in a rural wooded area.



**Closure:** Have students share experiences of planning obstructed drills. Have students who actually held drills describe their experiences. Reinforce positive experiences, and discuss how exit drills can be improved.

Introduce the next lesson by telling students that they will continue building and reinforcing basic fire safety skills.

LESSON THREE:

# Responsibility In Action

**Goal:** *To expand student involvement in family fire safety.*



**Objectives:** The student will:

- outline and detail duties of baby-sitter \*44(a)11C, 48(a)4I,J
- develop and implement home survey instrument \*44(a)11C

**Materials:** "Responsible For Fire Safety" overhead transparency (p. 16); "Fires In Texas" overhead transparency (p. 19); "Act Three: An Evening Of Baby-Sitting" activity sheet (p. 27); "Responsibility In Action" activity sheet (p. 28); "How Fire Safe Is Your Home?" brochure (p. 29-30, two-sided reproduction); answer keys (p. 22-23).



**Focus:** Display "Responsible For Fire Safety"

overhead transparency. Tell students that this lesson will focus on how they can write their own scripts for fire safety.

*Teacher:* "With our awareness of many issues relating to fire safety, you are qualified to exercise your responsibility. In this lesson, we will do just that."

Outline lesson objectives (paragraph above).



**Presentation Of Content:** Display "Fires In

Texas" overhead transparency. Read and discuss the article. Discuss why home fire safety inspections are important and how students can be involved. Point out that as they grow up, they can begin to share the responsibility of caring for their families' safety.



**Guided Practice:** Remind students that sharing in child care for their families and as baby-sitters is one way to demonstrate their responsibility.

Distribute "Act Three: An Evening Of Baby-Sitting" activity sheet. Have students individually or in groups read the scene setting and write appropriate actions they should take to protect others from fire hazards. Review and discuss in groups or as a whole class.



**Independent Practice:** Distribute "Responsibility In Action" activity sheet. Divide students into pairs,

and have students read the directions on preparing their own fire safety checklist.

Have students complete their own checklists; then if possible, check their homes using their checklists.

**Note:** Evaluate students on the completeness of the home survey instrument, not on the results of the inspection itself. The objective is to build cooperation among family members.



**Reteaching:** Reproduce and distribute "How Safe Is Your Home?" brochure. Review and discuss each section. Focus on areas where students do not understand the importance of the guidelines.



**Enrichment:** Have students write to the local fire department, requesting information on how its inspectors conduct fire safety inspections.



Invite a fire department inspector to discuss the city's fire safety code.



**Closure:** Have students compare the home surveys they prepared. Point out major differences and similarities. Ask students to share their feelings regarding checking their own homes. Reinforce the need for cooperation of family members.

Introduce the next lesson by telling students that they will be looking more closely at very special fire hazards: cigarettes, matches and lighters. Have students look for advertisements and other messages relating to smoking.

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LESSON FOUR:

# "... And Now A Message About Smoking And Matches"

**Goal:** *To reinforce the importance of safety with matches and cigarettes.*



**Objectives:** The student will:

- write at least five rules for using matches and lighters \*44(a)11B,C
- write at least 10 rules for smokers \*44(a)11B,C
- communicate hazards of smoking, using written, illustration or oral format \*48(a)1D

**Materials:** "Responsible For Fire Safety" overhead transparency (p. 16); "Act Four: 'And Now A Message About Smoking And Matches'" activity sheet (p. 31); materials for creative art or drama projects (posters, tape recorders, etc.); answer key (p. 23).



**Focus:** Have students list favorite or popular slogans (school motto, team rally cry, soft drink catch-lines). Have students tell any slogans related to smoking they heard or saw since previous lesson. Display "Responsible For Fire Safety" overhead transparency.

*Teacher:* "In this lesson, we will discuss how slogans and other media messages influence how people act. This unit uses the motto 'Responsible For Fire Safety' to help you develop appropriate attitudes about fire safety. We will be discussing how you can begin to persuade others to practice fire safety with two major fire hazards: cigarettes and matches or lighters."

Outline lesson objectives (paragraph above).



**Presentation Of Content:** Discuss the influence that movies and television have on how we act and react to situations. Have students describe their reactions to popular TV programs or movies, especially "real-life" programs. Explain that posters, songs, literature and other art also influence the public

and that it is important for artists to recognize the influence they have.

Ask students where artists get ideas for their work (imagination, real world).

*Teacher:* "Many people in the art world, including movie makers, work on assignment. In other words, they are told by whoever is paying them what they should produce. For example, soda companies hire movie makers to help sell their products. Some movie makers are hired to tell the public about health and safety. An example is the video on AIDS prevention that stars Arsenio Hall and Magic Johnson. For those movie makers, having accurate facts and the right message are very important."

Briefly discuss this aspect of artistic expression. Then, tell students that they will be preparing their own art.

*Teacher:* "The first step in producing art that speaks to people is to know what you have to say. Our project is about cigarette and match safety."



**Guided Practice:** Distribute "Act Four: '... And

Now A Message About Smoking And Matches' " activity sheets. Divide class into groups of three or four students. Assign half of the groups to develop a list of five things they know about fire safety concerning matches and lighters. Assign the other half to develop a list five things they know about fire safety concerning cigarettes and smoking. Encourage all to expand their lists beyond "Store matches safely" and "Keep matches from children."

Have representatives from each group write their lists on the chalkboard or a poster. Compare the lists prepared by the groups. Note similarities between the matches-lighter groups and the cigarette-smoking group. Emphasize an awareness of the potential for both to cause fires.




The following includes items that might be listed:


1. Keep matches stored in a place where small children cannot reach them.
2. Store matches away from heat (not above the kitchen stove).
3. Tell an adult immediately if you see someone playing with matches.
4. Tell an adult immediately if you see any small child with a match.
5. Run cool water over a used match before throwing in a trash can.
6. Never strike a match or turn on a lighter without an adult's permission AND an adult present.


7. When your parents feel that you are responsible, have them teach you the correct way to light a match and dispose of it properly.
8. Keep lighters in a safe place. Do not store a lighter in a cluttered drawer or on the car seat where it might be accidentally turned on by rubbing against another object.
9. Keep matches and lighters stored away from objects that might catch fire, especially flammable liquids (gasoline, cleaners, etc.)
10. Be sure that matches are used only for their intended purpose, never just for fun or to watch.
11. Don't smoke cigarettes so you don't have matches or lighters available.

NOTE: Student lists may vary from the above listing. Encourage students to consider their own lifestyles and situations in preparing their lists.


**Independent Practice:** Tell students that they can influence other people to act safely with matches and other objects that might start fires. Allow students to work on their own or in small groups to prepare creative projects selected from the following:

-  A creative story or poem in which a young person tries to get a friend to play with matches or to smoke a cigarette.
-  An illustration or poster that encourages young people to stay away from cigarettes and matches because they cause many fires.
-  An oral presentation — such as a skit, rap song, speech, musical song or reading — that includes one of the topics above or that describes how one person's efforts to be fire safe helps others.

 **Reteaching:** Have students clip newspaper and/or magazine advertisements that have influenced their actions. Discuss why these messages influenced them. Then discuss the people or other sources that have influenced their attitudes toward fire safety, especially concerning smoking. Have students explain why that was influential and whether they have made an appropriate choice to promote fire-safe actions.

 **Enrichment:** Have students display or present their creative projects to other classes, their parents or another group. Submit creative writing pieces to the school newspaper or community newspaper for

possible publication. Display illustrations throughout the school building.

 **Closure:** Have students display and/or present their creative projects to their classmates. Discuss the effect that the projects have on the students. (Allow students to share their feelings.)

Introduce the final lesson by telling students that they will look at ways to put their new knowledge and feelings of responsibility into action.

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## LESSON FIVE:


# Final Frame: It's Up To You

**Goal:** *To focus on the damage of arson and false alarms to the community and to build awareness of the value of community*

 **Objectives:** The student will:

- describe how to discourage false alarms \*44(a)11C,48(a)2L
- identify arson as a crime \*48(a)2L
- describe alternative behaviors to peer pressure related to firesetting and smoking \*44(a)11A, 48(a)1D

**Materials:** "Responsible For Fire Safety" overhead transparency (p. 16); "Act Five: A Story Of Fire Safety" overhead transparency (p. 20); "It's Up To You" activity sheet (p. 32); "Act Five: It's Live" activity sheet (p. 33); post-tests (p. 21); answer keys (p. 22-23).

 **Focus:** Ask students to describe some movies or television programs in which the story has a message. (For example, most situation comedies have a "moral;" the movies *JFK* and *Malcolm X* had specific messages.)

Display "Responsible For Fire Safety" overhead transparency. Tell students that during the final lesson in this unit they will be considering methods for writing their own scripts and telling their own stories of fire safety in the community.

Outlines lesson objectives (paragraph above).



**Presentation Of Content:** Display "Act Five: A Story Of Fire Safety" overhead transparency. In each frame, read the introductory phrase, then have a student read the explanation. Have students discuss their attitudes about the four suggested actions.



**Guided Practice:** Distribute "It's Up To You" activity sheets. In small groups, have students read the first statement in each frame, then discuss and write an appropriate response. They should use all four techniques presented during "Responsibility In Action."

Have students discuss ways they could intervene if someone wanted to make a false alarm.



**Independent Practice:** Distribute "Act Five: It's Live!" activity sheets. Direct students to tell someone about one of the following topics:

- Why arson is a crime.
- Why it's not smart to play with fire.
- Why smoking is dangerous, not just unhealthy.

Have students describe their experiences on their activity sheets.



**Reteaching:** Have a juvenile firesetter counselor talk to the students about his/her job. Ask the counselor to describe how the fire department determines that a fire was deliberately set or was a result of juveniles playing with matches. Contact the juvenile firesetter counselor through the local fire department.



**Enrichment:** Have students write position papers based on their independent-practice activity. The paper should focus on why they chose to tell the persons they did, what they told them, how the persons reacted, and what effect the student's actions could have on the number of fires in their communities.



**Closure:** Ask students to describe their experiences in the independent-practice activity. Have students consider how they could tell other people about additional information they have learned in this unit.

**Administer post-test.**

# **Teacher Supplemental Materials**





Name \_\_\_\_\_

**Seventh Grade: Responsible For Fire Safety**

**PRE-TEST**

Answer these questions:

1. What is an "obstructed fire exit drill"?  
\_\_\_\_\_
2. What should you do if someone asks you to smoke?  
\_\_\_\_\_
3. What should you do if someone asks you experiment with matches?  
\_\_\_\_\_
4. What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?  
\_\_\_\_\_
5. What should you do if someone asks you start a fire on purpose?  
\_\_\_\_\_

Circle **True** or **False**:

6. Baby-sitters are not really responsible for the safety of the children they are watching.  
**True False**
7. When you are baby-sitting, you should know what the children are doing every minute.  
**True False**
8. Most household products are safe, so it is not very important to read their labels and tags.  
**True False**
9. Helping keep my home neat and clean will help my family prevent fires.  
**True False**
10. Because fires are not planned, it is not possible to be prepared for fires or to prevent fires.  
**True False**

11. List five common types of fire hazards found in the home.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

12. Now describe how these fire hazards could be corrected.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

13. List five common types of fire hazards found outdoors, especially when camping.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

14. Now describe how these fire hazards could be corrected.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use.

***Responsible***  
**For Fire Safety**

**A Story Starring  
And Written By  
*YOU***

**Directed by  
Your Teacher**

**Produced by  
State Fire Marshal's Office**

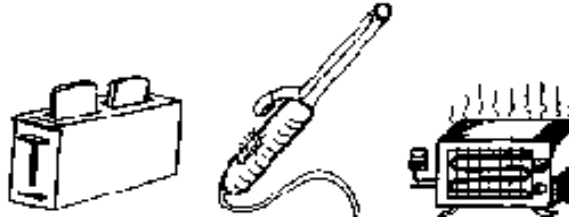
Teacher: Use with all lessons. Transfer to overhead transparency.

# Act One: Responsibility At Home And Outdoors

**Look for warning labels  
on flammable liquids ...**



**... and for other types  
of warning labels**

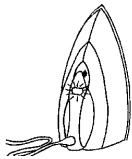


**And outdoors**

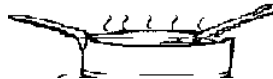
**Check in  
your home**



## **Common Fire Hazards At Home**



**Think about  
cooking, appliances,  
smokers in house,  
workshop and garage,  
cluttered vs. neat  
housekeeping**



## **Camping Rules**



**Think about  
campfires, wildfires,  
trees and brush at  
campgrounds, smoking  
and matches**

Teacher: Use with Lesson One, Page 7. Transfer to overhead transparency.

## Act One: Set The Scene

What would you see in these scenes? Identify at least five fire safety problems in each.

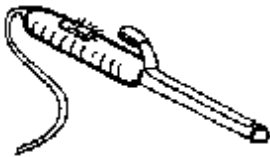
### Scene:

Garage where the family stores paints and cleaners.

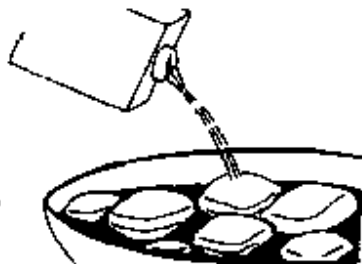
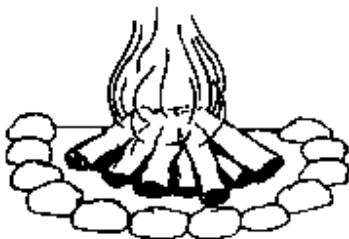


### Scene:

Bedroom where an electric lamp, blow dryer and electric curlers are used.



Scene: Campground where several friends are cooking out.



Teacher: Use with Lesson One, Page 7. Transfer to overhead transparency.

## Fires In Texas

Background Information

What kind of fires did Texas have in 1999?

**Total fires: 78,949**  
**Building fires: 20,279**  
**Vehicle fires: 18,900**  
**Outdoor fires: 39,770**

---

Here's the number of fires in the past five years.

**1995: 97,167**  
**1996: 112,914**  
**1997: 82,626**  
**1998: 80,248**  
**1999: 78,949**

Are fires in Texas  
increasing  
or decreasing?

---

**Who  
does  
fire  
hurt?**

**Fire destroys property**

— about \$377 million lost in 1999.

**Fire destroys life**

— 116 people killed in 1999.

**Fire harms life**

— more than 1,000 people injured in 1999.

Teacher: Use with Lesson Three, Page 9. Transfer to overhead transparency.

## Act Five: A Story Of Fire Safety

This is the story of a ball team that uses four ways to win the game of fire safety.

# Batter Up!

---

The first batter's up ...  
here's the pitch ...

*A friend asks you to smoke.*

---

And it's a line drive.

*Tell him, "No, I'm not going to smoke."*

---

Next batter ... here's  
the pitch ...

*A friend says, "Just for fun, let's call  
9-1-1."*

---

And it's a bunt!

*You pretend you didn't hear and talk  
about something else.*

---

Next batter ... here's  
the pitch ...

*A friend asks you to play with matches  
or a lighter.*

---

This batter takes a walk.

*You walk away.*

---

Next batter ... here's  
the pitch ...

*A friend says, "That guy's no good.  
Let's trash his place, and set a fire."*

---

And it's a Home Run!

*You convince him to stop by telling him,  
"Arson is a crime. You'll go to jail."*

---

## Here's a recap

- ▶▶ For a "line drive," just say "No."
- ▶▶ For a "bunt," talk about something else.
- ▶▶ For a "walk," just walk away.
- ▶▶ For a "home run," convince the other person to stop.

Teacher: Use with Lesson Five, Page 11. Transfer to overhead transparency.

Name \_\_\_\_\_

**Seventh Grade: Responsible For Fire Safety**

**POST-TEST**

Answer these questions:

1. What is an "obstructed fire exit drill"?  
\_\_\_\_\_
2. What should you do if someone asks you to smoke?  
\_\_\_\_\_
3. What should you do if someone asks you experiment with matches?  
\_\_\_\_\_
4. What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?  
\_\_\_\_\_
5. What should you do if someone asks you start a fire on purpose?  
\_\_\_\_\_

Circle **True** or **False**:

6. Baby-sitters are not really responsible for the safety of the children they are watching.  
**True False**
7. When you are baby-sitting, you should know what the children are doing every minute.  
**True False**
8. Most household products are safe, so it is not very important to read their labels and tags.  
**True False**
9. Helping keep my home neat and clean will help my family prevent fires.  
**True False**
10. Because fires are not planned, it is not possible to be prepared for fires or to prevent fires.  
**True False**

---

11. List five common types of fire hazards found in the home.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

12. Now describe how these fire hazards could be corrected.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

---

13. List five common types of fire hazards found outdoors, especially when camping.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

14. Now describe how these fire hazards could be corrected.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

# ANSWER KEY-1

Name \_\_\_\_\_

**Seventh Grade: Responsible For Fire Safety**

**PRE-TEST**      **POST-TEST**

Answer these questions:

- What is an "obstructed fire exit drill"?  
practice going 2nd route
- What should you do if someone asks you to smoke?  
one of four on P. 20
- What should you do if someone asks you experiment with matches?  
one of four on P. 20
- What should you do if someone asks you to call 9-1-1 (or the local emergency number) when there isn't a fire?  
one of four on P. 20
- What should you do if someone asks you start a fire on purpose?  
one of four on P. 20

Circle True or False:

- Baby-sitters are not really responsible for the safety of the children they are watching.  
True **False**
- When you are baby-sitting, you should know what the children are doing every minute.  
True **False**
- Most household products are safe, so it is not very important to read their labels and tags.  
True **False**
- Helping keep my home neat and clean will help my family prevent fires.  
True **False**
- Because fires are not planned, it is not possible to be prepared for fires or to prevent fires.  
True **False**

11. List five common types of fire hazards found in the home.      12. Now describe how these fire hazards could be corrected.

- Accept reasonable answers. See list on P. 31-32.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

13. List five common types of fire hazards found outdoors, especially when camping.      14. Now describe how these fire hazards could be corrected.

- Accept reasonable answers. Look for awareness of dangers on dry grass and brush, campfires, smoking, careless use of matches, and growth of brush and clutter near house.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use.

Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

**Act Two: You're The Director**

Decision-Making Activity Sheet

What would you do if these things happened to you? How could you help others?

Imagine that	What you should urge others to do
You walk in the kitchen and find a pot of food cooking on the stove.	Tell an adult to turn off the stove or to pay attention to the pot that is cooking.
You hear the school fire bell and find smoke in the hallway.	Tell the teacher so the class can use its second (alternate) route.
You find a can of gasoline stored in the workshop indoors.	Tell an adult that the gasoline must be stored outdoors.
You notice that there is no smoke alarm in your home.	Tell your parents (or other adult) that they need to put up a smoke alarm.
You find a cigarette left burning in an ashtray.	Tell an adult to put the cigarette out, or carefully pour water on the cigarette.
What frightens you about fire? Describe it...	and describe what you could do. Check awareness of appropriate behavior.

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

Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

**Directing A Fire Exit Drill**

Student Participation Activity Sheet

You are in charge of a fire exit drill. First, choose whether the exit drill you are directing is at school or at home, then describe who will be participating in the drill. Next, decide what fire obstruction\* you will use and how to fake the fire obstruction. Finally, describe what directions you will give to the participants.

The location: Home or school

The actors: Accept appropriate answers: classmates or family members

The type of obstruction (see note below): Usually smoke or fire

How to fake the obstruction: Accept appropriate, safe answers.  
(Suggestions: crepe paper for smoke, a box labeled "FIRE")

Directions to give the actors: Look for awareness of the purpose of an obstructed drill

**Directions for conducting the fire exit drill:**

1. Prepare the actors. Check that all are marked.
2. Set up the "obstruction"
3. Sound the alarm
4. Observe the actors' reactions.
5. Give directions to the actors to improve their actions.

\* An obstruction is something that keeps the participants from using their normal fire exit routes. Examples: smoke, fire, crowded hallway.

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

Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

**Act Three: An Evening Of Baby-Sitting**

Problem-Solving Activity Sheet

Imagine that you are helping baby-sit several young children. The time schedule below describes a typical evening of baby-sitting. Read each item, then describe what should be done to prevent burns and fires.

6:00 p.m. Arrive at the children's home	What should you ask the parents? <u>rules for children; emergency plan; exit routes; location of alarm.</u>
6:30 p.m. Heat dinner for the children	Consider: microwave, stove, hot foods, hot drinks. <u>Keep children away from stove; watch out for hot foods and liquids.</u>
7:00 p.m. Playtime	Consider: dangerous toys, general household safety. Should you leave the children alone? <u>Always watch children; be careful with electric lights and toys.</u>
8:00 p.m. Bathtime	Consider: hot water, heaters. <u>Test bath water before letting children in; watch out for towels and clothes near heaters.</u>
8:30 p.m. Put the children to sleep	Consider: heaters, clothing, watching the children. <u>Keep heaters far away from beds and furniture; watch long gowns near heaters.</u>
9:00 p.m. Wait for parents to return	How do you watch the children? What are you allowed to do? <u>Check children regularly; watch heaters, especially in bedrooms; don't be distracted.</u>
10:00 p.m. Parents return home	What report should you give the parents? <u>Report on children's activities, especially unsafe actions or accidents.</u>

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

Seventh Grade: Responsible For Fire Safety



ANSWER KEY-2

Name \_\_\_\_\_

### Responsibility In Action

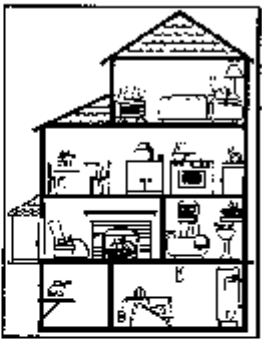
Home: responsibility — Activity Sheet

The focus above is the online right. But what are the main responsibilities of living in a home? Each room should at least have the resources. A fire hazard is an object or condition that is likely to cause a fire.

Look carefully at each room. Then in the space provided above, write a checklist that the homeowner could use to remove the hazards from the home.

Accept reasonable answers. Look for awareness of fire hazards throughout the home.

See possible answers on P. 31-32.



Each of the following items requires special care? Do you use any of these items in your home (school or elsewhere)?

cooking appliances	cooking materials (oil, fat, grease)	gasoline
heating equipment	firearms	fire work (torches)
any electrical appliance	air coats	

How could you use the home inspection checklist at your home? Describe how you could ask your parents or other adults at home to conduct a home fire safety inspection.

Look for willingness to work with other families / family members

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

30 Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

### Act Four: "... And Now A Message About Smoking And Matches"

Group Problem-Solving Activity Sheet

Talk with your group about how matches, lighters and cigarettes can cause fires. On the list below, write five things everyone should know about fire safety concerning the topic assigned by your teacher:

- Matches and lighters or
- Cigarettes.

When other groups present their lists, write their ideas in the extra space provided.

Fire Safety Rules For Matches & Lighters		Fire Safety Rules For Cigarettes	
•	•	•	•
See list on P. 10-11. Accept other reasonable answers.			
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

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





31 Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

### It's Up To You

Discussion-Modeling Activity Sheet

In each frame, read the comment on the left, then write your response on the right.

Hey, notice the fire alarm. I see pull it so we can get out of class!		Your response: <u>All answers should be one of four shown on P. 20.</u>
Have you ever called 911? Let's try it. It will be fun to see who the truck.		Your response:
I found these matches at home. Let's try setting the stuff on fire, and see how fast it will burn.		Your response:
My dad keeps the gasoline in the garage. Both will get that darn out of your system.		Your response:

Discussions: What could you do or say to keep someone from calling a false alarm?

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

34 Seventh Grade: Responsible For Fire Safety

Name \_\_\_\_\_

### Act Five: It's Live

Activity Sheet

Tell someone about one of these topics:

- Why fight lip-gum?
- Why it is not smart to play with fire?
- Why smoking is dangerous — not just unhealthy.

† Who I told:  
Other answers must be appropriate for person named.

The person is (check one):  
 Older than I am.  Younger than I am.

What I told the person:  
Must be one of three topics shown above.

What the person said to me:  
Accept reasonable, appropriate answers.

Did you agree on everything? You don't have to agree on everything. There are many opinions about how to prevent arson and other types of fires. But you should agree on how to take about fire prevention. What did you agree on?  
no agreed that Look for positive attitudes toward fire safety and fire prevention.

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

35 Seventh Grade: Responsible For Fire Safety

# **Student Materials — Duplicating Masters**

Name \_\_\_\_\_

## Act Two: You're The Director

Decision-Making Activity Sheet

What would you do if these things happened to you? How could you help others?

<b>Imagine that:</b>	<b>What you should direct others to do:</b>
You walk in the kitchen and find a pot of food cooking on the stove.	
You hear the school fire bell and find smoke in the hallway.	
You find a can of gasoline stored in the workshop indoors.	
You notice that there is no smoke alarm in your home.	
You find a cigarette left burning in an ashtray.	
<i>What frightens you about fire? Describe it ...</i>	<i>and describe what you could do.</i>

Name \_\_\_\_\_

## Directing A Fire Exit Drill

Student Participation Activity Sheet

You are in charge of a fire exit drill. First, choose whether the exit drill you are directing is at school or at home, then describe who will be participating in the drill. Next, decide what fire obstruction\* you will using and how to fake the fire obstruction. Finally, describe what directions you will give to the participants.

The location: \_\_\_\_\_

The actors: \_\_\_\_\_

The type of obstruction (see note below): \_\_\_\_\_

How to fake the obstruction: \_\_\_\_\_

(Suggestions: crepe paper for smoke, a box labeled "FIRE")

Directions to give the actors: \_\_\_\_\_

### Directions for conducting the fire exit drill:

- 1. Prepare the actors.
- 2. Set up the "obstruction"
- 3. Sound the alarm
- 4. Observe the actors' reactions.
- 5. Give directions to the actors to improve their actions.

\* An obstruction is something that keeps the participants from using their normal fire exit routes. Examples: smoke, fire, crowded hallway.






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

Name \_\_\_\_\_

### Act Three: An Evening Of Baby-Sitting

Problem-Solving Activity Sheet

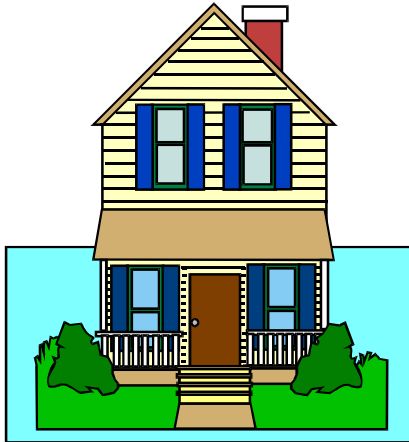
Imagine that you are helping baby-sit several young children. The time schedule below describes a typical evening of baby-sitting. Read each item, then describe what should be done to prevent burns and fires.

	<b>6:00 p.m.</b> <b>Arrive at the children's home</b>	<i>What should you ask the parents?</i>
	<b>6:30 p.m.</b> <b>Heat dinner for the children</b>	<i>Consider: microwave, stove, hot foods, hot drinks.</i>
	<b>7:00 p.m.</b> <b>Playtime</b>	<i>Consider: dangerous toys, general household safety. Should you leave the children alone?</i>
	<b>8:00 p.m.</b> <b>Bathtime</b>	<i>Consider: hot water, heaters.</i>
	<b>8:30 p.m.</b> <b>Put the children to sleep</b>	<i>Consider: heaters, clothing, watching the children.</i>
	<b>9:00 p.m.</b> <b>Wait for parents to return</b>	<i>How do you watch the children? What are you allowed to do?</i>
	<b>10:00 p.m.</b> <b>Parents return home</b>	<i>What report should you give the parents?</i>

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



# How Fire Safe Is YOUR Home?



**Make fire safety a “family business” by involving the entire family in a fire safety inspection. Here’s a comprehensive checklist to use as a guide.**

**Fire Hazards:** Check for fire hazards in your home. **Correct any problems NOW.**

## **Kitchen**

- ◇ Matches stored out of the reach of children.
- ◇ No overloaded outlets or extension cords.
- ◇ No curtains or towel racks close to the stove.
- ◇ Flammable liquids (*cleaning fluids, contact adhesives, etc.*) or aerosols stored away from the stove or other heat source. (*Remember, even a pilot light can set vapors on fire.*)
- ◇ No attractive or frequently used items kept above the stove where someone could get burned reaching for them (especially small children looking for cookies or other goodies).
- ◇ No worn or frayed appliance or extension cords.

## **Living Room, Family Room, Den, Bedrooms**

- ◇ Matches and lighters stored out of reach of children.
- ◇ Use only large ashtrays (*Small ashtrays are too dangerous.*)
- ◇ Empty ashtrays frequently (*when all signs of heat and burning are gone.*)
- ◇ Fireplace kept screened and cleaned regularly.
- ◇ Replace worn or frayed extension cords or other electrical cords.
- ◇ No extension cords run under rugs or carpets or looped over nails or other sharp objects that could cause them to fray.
- ◇ Sufficient air space around TV, stereo and other electronic equipment to avoid overheating.
- ◇ Heating equipment kept three feet away from curtains, furniture and papers.
- ◇ No overloaded outlets or extension cords.

## **Basement, Garage, Storage Areas**

- ◇ No newspapers or other rubbish stored near furnace, water heater, or other heat source.
- ◇ No oily, greasy rags stored, except when kept in labeled and sealed non-glass containers (*preferably metal.*)
- ◇ No gasoline stored in the house or basement (*It should be stored away from the house in an outbuilding and only in safe cans that have flame arresters and pressure-relief valves.*)
- ◇ No flammable liquids stored near workbench or pilot light or in anything other than labeled, sealed metal containers (*This includes varnish, paint remover, paint thinner, contact adhesives, cleaning fluids.*)
- ◇ No overloaded outlets or extension cords.
- ◇ All fuses of the correct size.

## Dangerous Actions:

Do you allow unsafe habits? These guidelines may help your family become more safety aware.

- ◇ Wear close-fitting sleeves while cooking. *(No loose sleeves, shirts, blouses or skirts that may catch fire.)*
- ◇ Never leave cooking unattended.
- ◇ Never play with matches or lighters.
- ◇ Never use gasoline to start a fire in the grill or add lighter fluid to an already-started fire.
- ◇ No smoking while fueling a vehicle or a boat or a gas powered tool like a lawn mower.
- ◇ No smoking in bed, or in a chair or on the sofa when tired, drinking or taking medication.
- ◇ Never spray aerosols while smoking or near a space heater, range or other ignition source.
- ◇ No smoking while using a cleaning fluid, paint thinner or other flammable liquid.
- ◇ Never use a cigarette lighter after spilling flammable fluid on your hands or clothing.
- ◇ Never reach over a range or climb onto a range to get something stored above it.
- ◇ Never lean against a range for warmth or stand too close to a heater or fireplace.
- ◇ Never let a small child to blow out a match.
- ◇ Never use a lighted match, lighter or candle to illuminate a dark area, such as a closet.

## Safety Measures:

Do you have these safety items in your home?

- ◇ Working smoke detectors on all levels and outside sleeping areas *(each story or wing, basement, etc.)* Have you tested the detector in the last month?
- ◇ ABC or ABCD fire extinguisher in the kitchen and/or workshop?
- ◇ Emergency exit plan, with two ways out from each room and a meeting place outdoors?

**Make fire safety a “family business” by involving the entire family in a fire safety inspection of your home. Use this checklist to check for fire hazards found most commonly in the home.**

For more information, contact:

**State Fire Marshal's Office**  
**Public Education and Information Section**  
**P.O. Box 149221, Austin, Texas 78714-9221**  
**(512) 305-7900**  
**FAX: (512) 305-7910**  
**e-mail: [fire.marshall@tdi.state.tx.us](mailto:fire.marshall@tdi.state.tx.us)**  
**[www.tdi.state.tx.us](http://www.tdi.state.tx.us)**



Name \_\_\_\_\_

### Act Four: "... And Now A Message About Smoking And Matches"

Group Problem-Solving Activity Sheet

Talk with your group about how matches, lighters and cigarettes can cause fires. On the list below, write five things everyone should know about fire safety concerning the topic assigned by your teacher:

- ✘ Matches and lighters or
- ✘ Cigarettes.

When other groups present their lists, write their ideas in the extra space provided.

Fire Safety Rules For Matches & Lighters	
1	6
2	7
3	8
4	9
5	10

Fire Safety Rules For Cigarettes	
1	6
2	7
3	8
4	9
5	10




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

Name \_\_\_\_\_

## It's Up To You

Decision-Making Activity Sheet

In each frame, read the comment on the left, then write your response on the right.

<p>Hey, here's the fire alarm. Let's pull it, so we can get out of class!</p>	<p><b>Fire Alarm</b></p> <p>Pull Down ↓</p>	<p>Your response:</p>
<p>Have you ever called 9-1-1? Let's try it! It will be fun to see the fire truck.</p>		<p>Your response:</p>
<p>I found these matches at home. Let's try setting this stuff on fire, and see how fast it will burn.</p>		<p>Your response:</p>
<p>My dad keeps this gasoline in the garage. I bet it will get that paint out of your blue jeans.</p>		<p>Your response:</p>

**Discussion:** What could you do or say to keep someone from calling a false alarm?



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


Name \_\_\_\_\_

### Act Five: It's Live

Activity Sheet

Tell someone about one of these topics:

- Why arson is a crime
- Why it's not smart to play with fire
- Why smoking is dangerous — not just unhealthy


 Who I told:

\_\_\_\_\_


This person is: (check one)

Older than I am.

Younger than I am.

 What I told this person:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 What this person said to me:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Did you agree on everything?**

You don't have to agree on everything. There are many opinions about how to prevent arson and other types of fires. But, you should agree on basic facts about fire prevention. What did you agree on?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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