

## Lesson plan 3:

# Home fire safety

### Background

Students must know how to respond in a fire emergency at home, at school and in the community. They need to be able to assess options and consequences in responding to a fire emergency. Identifying exits, understanding appropriate procedures in an emergency and reporting a fire are important skills.

Students also need to know the consequences of making false alarms, which include delays in reaching real fires elsewhere that could lead to greater property damage and the risk of injury or death to occupants and firefighters, needless disruption to local businesses that allow volunteer firefighters to attend fire calls and inconvenience to volunteer firefighters who are unpaid and are giving up their time to help the community in emergency situations.

### Suggested teaching time

30 minutes

### Objectives

To develop students' awareness of the need to respond appropriately in an emergency so that they are able to:

- identify exit signs in a variety of buildings
- explain the appropriate response during a fire emergency
- report a fire or other emergency by using the telephone.

### Materials needed

- *Poster: Reporting a fire*

### Lesson outline

#### 1. Emergency exits

10 minutes

- List the types of buildings that we live in, work in and play in.
- Discuss different emergencies that could occur in buildings, the dangers involved and how people might behave during the emergency.
- Talk about signs students have seen indicating exits inside buildings. Talk about different places, such as shopping centres, halls, train stations and cinemas, where such signs might be seen.
- Ask why exit signs are large and often lit up, and why there are usually a number of exits in the one building.

#### 2. Fire escape plans

5 minutes

- Obtain a copy of the classroom emergency evacuation plan and show it to the students. Explain the purpose of the plan and discuss the emergency procedures and the exit paths people have to follow during an emergency.
- Talk about exits from homes and the need for knowing two ways out of each room.
- Compare home fire escape plans to a fire drill at school and fire orders in buildings and ask students to explain if there are any differences and, if so, what they are.

### 3. Reporting a fire emergency

15 minutes

- Question the students on what they would do once they escaped a fire.
- Show **Poster: Reporting a fire**. Highlight that a fire emergency requires immediate action because a fire can spread very quickly. Reporting a fire to the brigade promptly and effectively is very important.
- Organise the students into groups of four to talk about the procedure for reporting a fire. Let them use the poster for guidance.
- Ask one group to explain what their group discussed or to act out the procedure for reporting the fire.
- Revise and emphasise the triple zero emergency number and discuss the consequences of making a false call.

### Extension activities

- **Worksheet 40: Home fire escape plan**
- **Online game: Home fire escape plan** at [www.cfa.vic.gov.au](http://www.cfa.vic.gov.au)
- **Worksheet 8: Sophie badge**

James says...

If there is a fire, the first thing to do is get to safety



## Lesson outline

### 1. Introduction of the Fire Danger Rating board

15 minutes

- Ask the students if they know what the Fire Danger Rating board is. Then ask them to identify where they might have seen one of these boards. Discuss what they look like (for example – colours, height and size of sign).
- Explain what they are used for in simple terms, and why they are as big as they are.
- Explain that these boards are usually placed where they can be seen easily, and ask the students why they think this is important.

### 2. Fire Danger Rating Word Activity

15 minutes

- Provide students with a sheet of coloured paper corresponding to a colour on the Fire Danger Rating.
- Students write a word on their sheet of paper that describes the conditions they think might correspond to that rating. Make a space in the classroom for a ‘word wall’.
- Use the black string to outline and replicate the Fire Danger Rating scale. Have the students put their word in the rating space they were given.
- Discuss this as a class once all words are placed.

### 3. Fire Danger Rating Find-a-Word (Optional)

15 minutes

- Students select up to 10 words from one of the ratings and create their own find-a-word (*Worksheet 46* can be used as template). These can then be exchanged and completed by other students at a later time.
- Teachers might even ask students to tailor their find-a-words for younger students.

### 4. Question box

Background Activity

- In small groups, students take turns to help colour/decorate a section of the question box.
- Assemble the box and place it in the classroom. Inform the students that questions they have about the Fire Danger Ratings, CFA or fires can be placed in the box, and will be answered later. The presenter may want to write down a question and place it in the box first, as an example.

Use **Support Material 4: Meet Captain Koala and friends** to introduce the characters to students.