

HOME FIRE SAFETY

TEACHER LESSON PLAN
LEVELS 5 & 6

OVERVIEW

Students need to be aware of potential fire hazards in their homes and understand what household items, involving heat or fire, can be dangerous if left unattended or misused. They need to learn how to identify these hazards and how to prevent them. Applying prevention methods to potential hazards is the key to safe fire use within the home environment.

This lesson emphasises the importance and purpose of emergency exits across different building structures, such as shopping centres or schools. Students will discuss effective use of these exits in a fire evacuation and develop their own home fire escape plan.

WHAT YOU WILL NEED

- ✦ A copy of the *Check Your Hotspots* Poster
- ✦ Copies of the *Home Fire Escape Plan* worksheet
- ✦ Coloured pencils
- ✦ *Home fire safety* booklet

LESSON TOPICS

1. Home fire hazards
2. Home fire escape plans
3. Emergency exits
4. Reporting a fire emergency

CURRICULUM CONNECTIONS

This lesson plan has been mapped to Victoria's curriculum AusVELS.

The Learning Focus (LF) statements provide advice about learning experiences that will assist students to work towards the achievements of the Standards (S). Further connections can be found at ausvels.vcaa.vic.edu.au.

Levels	Physical, Personal and Social Learning	Discipline- based Learning	Interdisciplinary Learning
5 and 6	<p>Civics and Citizenship</p> <p>[Students] present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. (S)</p>	<p>English</p> <p>[Students] use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience. (CD)</p>	<p>Thinking Processes</p> <p>[Students] use the information they collect to develop concepts, solve problems or inform decision-making. They develop reasoned arguments using supporting evidence. (S)</p>

Sourced from ausvels.vcaa.vic.edu.au June 2014.



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HOME FIRE HAZARDS

30 MINUTES

Materials

Check Your Hotspots Poster

Activity

Divide the class into small groups giving each group a copy of the *Check Your Hotspots* poster. Allocate each group a topic from the following list:

- ✦ Kitchen and cooking
- ✦ Bedroom
- ✦ Electrical appliances
- ✦ Open flames (candles and open fires)
- ✦ Laundry and BBQ
- ✦ Smoke Alarms and crawl low in smoke

Note: Divide up the topics based on class numbers. Add additional topics if required.

Encourage students to brainstorm potential fire hazards for their particular topic. For each hazard identified, they will need to provide methods on how to reduce the risk that might come from that hazard. Refer to the *Home Fire Safety* booklet for examples, such as – in the kitchen, the hazard could be a pot left unattended on the stove. The risk could be that the contents of the pot could catch fire. The prevention would be to remember to have an adult supervise, never leave a lit stove unattended and to switch it off when unattended or not in use. After each group has discussed both hazard and prevention, get each group to share their findings with the class.

Suggested further activity (Home Hazard Checklist)

Ask students to create their own home hazard checklist by writing down a list of fire safety methods they have discussed. Suggest they take their list home and share it with the rest of their family. Advise them to put the checklist in a place where the whole family can see it, such as on the fridge, or on a main wall or door.

HOME FIRE ESCAPE PLAN

30 MINUTES

Materials

Home Fire Escape Plan worksheet

Activity

Hand out copies of the *Home Fire Escape Plan*. Ask students to draw an outline of their own home, including the following, on their plan:

- ✦ Each room in the house
- ✦ Where there is a smoke alarm
- ✦ All exits (there should always be two ways to exit each room)
- ✦ A safe meeting place – for example, near the letter box.

Suggest students take home their drafted plan and share it with their family. They may decide to develop a new home fire escape with the rest of their family.



HOME FIRE SAFETY

TEACHER LESSON PLAN LEVELS 5 & 6

> Triple Zero process (000)

Always call Triple Zero (000) in an emergency.

You will be asked by Telstra which service you require "Police, Fire or Ambulance?"

Your call will then be connected to an ESTA communications centre.

You will be asked:
"Where is your emergency?"

The calltaker verifies the address by asking where the nearest cross street is, or asks for a prominent landmark.

You will then be asked:
"What is your emergency?"

The calltaker will ask more questions to gather as much information as possible.

Once the calltaker knows where and what the emergency is, a dispatcher will send the emergency services required.

This happens while the calltaker continues to ask you questions.

The emergency services arrive on scene.



EMERGENCY EXITS

30 MINUTES

Ask students 'Why does every building have an emergency exit?' Ask them to think of situations where we would need to use these. Discuss possible situations - in a fire, earthquake or other natural disaster.

Discuss different building types, such as schools, offices, movie theatres, shopping centres. Ask students if they have noticed the emergency exits in these buildings. Ask them, 'What could happen if we didn't know where the emergency exits were or if we couldn't see them?'

Ask students to discuss the steps involved in your school fire and emergency evacuation procedure. Conduct an evaluation to see if it meets the needs of the school and students.

REPORTING A FIRE EMERGENCY

30 MINUTES

Ask students, 'Imagine that you have just escaped a fire, and have reached your safe meeting place. What would you do now? How could you get help? Who would you call for help?' Emphasise that they should always get themselves to safety first, and never try to put the fire out. Once safe, they need to report the fire to emergency services on Triple Zero.

Explain the process of calling Triple Zero (000):

1. Call 000.
2. The operator will ask if you need the police, fire or ambulance.
3. They will ask questions about the emergency.
Pause here and ask the students, 'What questions do you think the operator will ask you?' Note these on the board.
4. The questions may include - 'Where is the fire? What is your name, address and contact details?'

Emphasise that students should not hang up the phone. It is best to leave it off the hook.

Activity

In pairs or small groups students could practise calling Triple Zero and reporting a fire. One student is to play the role of the operator and one the role of the caller reporting the fire.



CHECK YOUR HOTSPOTS

Smoke alarms

- Test and clean regularly.
- At least one on each level.
- One in every bedroom where someone sleeps with the door closed.

Chimneys and flues

- Clean yearly.

Bedroom

- Never smoke in bed.

Electric blankets

- Turn on no more than 30 minutes before bed. Turn off before you get into bed.
- Remove heavy items from bed when on.
- Keep flat with controls at the side of the bed.
- Regularly check for broken and worn wiring.

Open fire place

- Always use a fire screen in front of an open fire.
- Put out fires before going to bed or going out.
- Keep 1 metre clear space around.

Heaters

- Install, maintain and operate according to manufacturer's instructions.
- Keep 1 metre clear space around.
- Turn off before going to bed or going out.

Candles

- Keep away from curtains.
- Always use on non-combustible surfaces.

Kitchen

- Never leave cooking unattended.
- Keep combustibles such as tea towels and curtains away from cooking and heat sources.
- Keep pot handles turned in.

Laundry

- Clean the lint filter on your clothes dryer after each load.
- Let the dryer complete its cooldown cycle before stopping.

Front door

- Never deadlock doors when you're at home and keep keys in deadlock when home.
- Develop and practise your home fire escape plan – have two ways to escape each room and a designated safe meeting point outside your home, e.g. letterbox.

Remember...

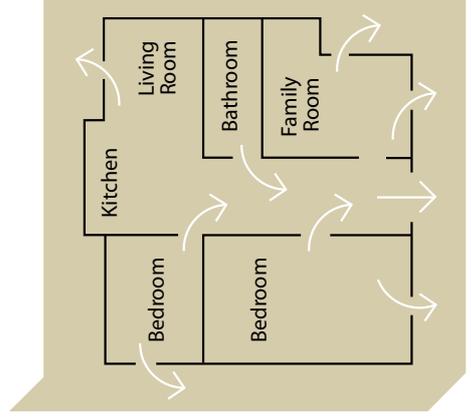
- Supervise children near heating equipment.
- Turn off electrical appliances at the power point when not in use.
- Keep electrical appliances and equipment in good working order.
- Replace damaged equipment e.g. power cords.
- Don't overload power boards.
- Have and know how to use your fire blanket and extinguisher.



YOUR HOME FIRE ESCAPE PLAN



- Draw your home floor plan in the grid and mark all the exits.
- Identify two ways out of every room.
- Decide on an outside meeting place, such as the letterbox.
- Practise your home fire escape plan regularly with the whole family.
- Keep this plan handy to remind everyone of the safe exits in case of fire.

A large, empty grid of small squares, intended for drawing a home floor plan. The grid is composed of 20 columns and 30 rows of squares, providing a structured space for the user to map out their home and mark escape routes.