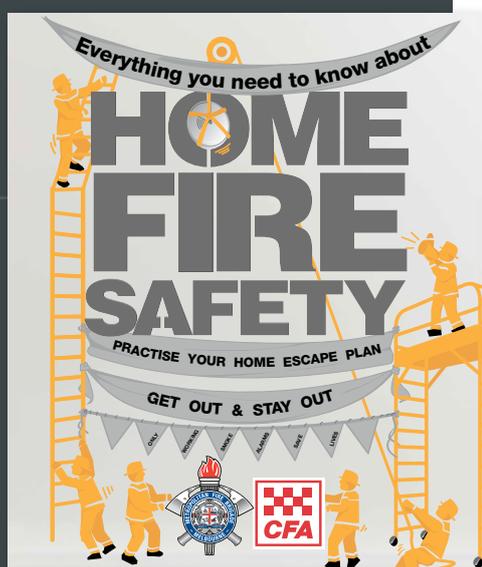


HOME FIRE SAFETY

LESSONS FOR
YEARS 5 & 6



OVERVIEW

Students need to be aware of common household items that can be dangerous if left unattended or misused. They need to learn how to identify fire hazards and how to prevent them. Prevention involves removing potential hazards and is the key to home fire safety. It is important to remind the students that any use of fire at home should be carried out and supervised by adults.

These fire safety lessons emphasise the importance and purpose of emergency exits in buildings, 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 *Home Fire Safety Checklist* handout
- Copies of the *Your 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 content has been mapped to the Victorian Curriculum. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Health and Physical Education	<p>Investigate community resources and strategies to seek help about health, safety and wellbeing</p> <p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Elaboration</p> <ul style="list-style-type: none"> • selecting and practising appropriate responses to promote safety in different situations, including the home...
Geography	<p>Represent the location of places and other types of geographical data and information in different forms...</p> <p>Elaboration</p> <ul style="list-style-type: none"> • creating maps such as flow and choropleth maps, or plans for specific purposes...

Sourced from victoriancurriculum.vcaa.vic.edu.au August 2017.



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HOME FIRE HAZARDS

50 MINUTES

Materials

Home Fire Safety Checklist handout

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. Please use the *Check Your Hotspots* poster as an example of hazards that the groups can come up with.

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

Your Home Fire Escape Plan worksheet

Activity

Hand out copies of the *Your 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 plan with the rest of their family. The students can highlight items that they aren't familiar with to follow up at home.



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EMERGENCY EXITS

45 MINUTES

Ask students **'Why does every building have an emergency exit or several exits?'** 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.

An extension activity could be for the class to draw up an escape plan for their school as a group to practice together. They could walk around the school and highlight where emergency exits, fire extinguishers and fire alarms are.

REPORTING A FIRE EMERGENCY

50 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 (000).

As an interest you could ask the class if anyone has had to dial Triple Zero (000) before. It is important for you as the teacher not to say Triple O (as in the letter), but to always say Triple Zero.

Explain the process of calling Triple Zero (000):

1. Call Triple Zero (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 so that the operator can identify your location and monitor your situation. Also emphasise the importance of the students knowing their address or location when calling Triple Zero (000).

Activity

In pairs or small groups students could practise calling Triple Zero (000) and reporting a fire. One student is to play the role of the operator and one the role of the caller reporting the fire. It may be helpful to give the students a basic script, and let them decide on what the emergency was for their role play.



> 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.



HOME FIRE SAFETY CHECKLIST

Smoke alarms

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

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.

Chimneys and flues

- Clean yearly.

Bedroom

- Never smoke in bed.
- Don't leave laptops on 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

Front door

- Never deadlock doors when you're at home. If you must keep doors deadlocked, leave your keys in the lock.
- 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.

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.
- Keep grills, fans and cooking surfaces free of grease residue.

Laundry

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

Remember...

- > If your smoke alarms have removable batteries replace them every year.
- > 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.

