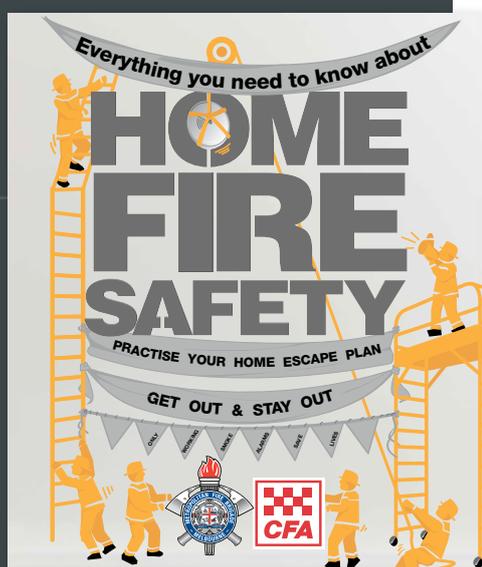


HOME FIRE SAFETY

LESSONS FOR
YEARS 1 & 2



OVERVIEW

These fire safety lessons have been designed to help you teach essential home fire safety knowledge and behaviours. Students will learn about the Fire Triangle and the characteristics and behaviour of smoke. They need to know that smoke alarms are an essential early warning of fire and that they must crawl low in smoke and exit the building quickly. On exiting, they must stay outside and wait at a safe meeting place such as the letterbox. It's also important that students identify common home fire hazards and how to use the Stop, Drop and Roll procedure in the event of their clothing catching fire.

WHAT YOU WILL NEED

- Get Down Low and Go, Go, Go! take-home colouring-in sheet
- Coloured pencils
- A working smoke alarm or a photo of an alarm

LESSON TOPICS

1. What is fire?
2. Smoke and smoke alarms
3. Get Down Low and Go, Go, Go!
4. Stop, Drop and Roll

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. The lessons are particularly relevant to the Health and Physical Education learning area where 'the curriculum focuses on supporting students to make decisions about their own health, safety and wellbeing and on developing the knowledge, understanding and skills to support students to be resilient.'

Health and Physical Education

Levels 1 and 2

Practice strategies they can use when they need help with a task, problem or situation at home and/or at school

Elaborations

- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends
- locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero
- identifying situations at home and at school that may require the help of emergency services
- recognising photos and locations of safe places and people who can help

Recognise situations and opportunities to promote their own health, safety and wellbeing

Elaboration

- describing actions to stay safe in a range of environments, including home, water, road, nature and outdoors

Source: victoriancurriculum.vcaa.vic.edu.au August 2017.



HOME FIRE SAFETY

LESSONS FOR
YEARS 1 & 2

WHAT IS FIRE?

20 MINUTES

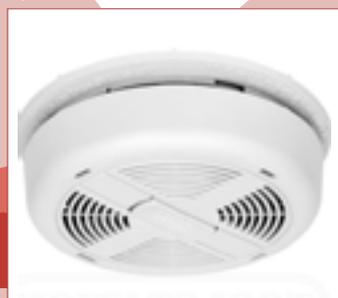
1. Draw and label the Fire Triangle on the board. Students can copy it down in their workbook.
2. Explain that a fire needs these three things to burn: oxygen (air), fuel and heat. Tell them when we talk about fuels for a fire we don't mean the liquids that run our cars – petrol, diesel or gas – though these things can certainly burn. Explain that fuel can be many different things like paper or wood. Emphasise that all three things need to be present for a fire to start and continue burning.
3. Explain that fire produces light, smoke and heat. Heat is invisible. You can only feel it. You can see light (flame) and smoke. You can only smell smoke when you are awake. It's very dangerous to breath in smoke.
4. Ask students, **'How do you put out a fire?'** Prompt them with options such as **'With water?'** or **'What about covering it with a fire blanket?'** Remind them that fire can be dangerous and adults should be the ones to put out a fire.
5. Explain that a fire stops burning when one element of the triangle is removed. When water is used, it removes the heat and the fire stops. When fuel, such as paper or wood is removed, the fire stops. When there is not enough oxygen (air), for instance when flame is covered with a fire blanket, the fire stops.



SMOKE AND SMOKE ALARMS

20 MINUTES

1. Ask the students, **'Who has seen smoke before?'** Then ask them to describe what it looks, smells and tastes like. Explain that smoke is produced by fire. Smoke can be hot and it rises. It is also hard to see through and can sting your eyes. It smells and tastes horrible. When you breathe it in, it can make you cough.
2. Explain that because heat and smoke rises, the air near the floor will be cooler and cleaner, making it easier to breathe.
3. Show the students a working smoke alarm (or photo of an alarm). Ask them:
 - **'How many of you know what this is?'**
 - **'Where have you seen them?'**
 - **'What are they used for?'**
4. Explain if they are asleep and a fire starts, they won't be able to smell smoke. We need smoke alarms to wake us up.
5. Ask students if they know what kind of sound a smoke alarm makes. Prompt them with options such as **'Does it make a barking sound?'** or **'Does it make the same noise as a train?'**
6. If you have a working smoke alarm, ask students to cover their ears and press the test button to trigger the alarm (which is a high-pitched, and rapid, beep-beep-beep). Alternatively, you can show them a photo of a smoke alarm and an adult testing one. *See below for examples:*



HOME FIRE SAFETY

LESSONS FOR
YEARS 1 & 2

GET DOWN LOW AND GO, GO GO!

20 MINUTES

1. Ask students if they know what to do if they hear the smoke alarm, or see or smell smoke. Explain that they should never hide from a fire or from the noise of a smoke alarm. They can call for help but they must also crawl quickly out of the building.
2. Explain how they should escape – Get Down Low and Go, Go, Go! Emphasise that they should crawl low in smoke because the air is cooler and easier to breathe. Invite a student to demonstrate as the class provides instructions on how to Get Down Low and Go, Go, Go!
3. They should crawl to the nearest door and feel it with the back of their hand. Explain that you must always use the back of your hand rather than the palm, as the back of your hand is more sensitive, especially to temperature. If the door is hot, there might be a fire on the other side. If this is the case, they need to find another exit, such as a window or another door. When they are outside the building, they should find a safe place to wait for help, such as the letter box or front gate. They should never try to go back inside.
4. Encourage practice. Pair students up and have them take turns at performing the Get Down Low and Go, Go, Go! procedure, while the other student talks them through it.

STOP, DROP AND ROLL

20 MINUTES

1. Explain to the students that clothing can easily catch fire if they are not a safe distance from an open flame or heat source. Explain that different materials are made for different purposes, consider showing an example of a label on children's pyjamas. A safe distance is at least one metre. Ask students, '**What would you do if your clothes caught on fire?**' Prompt them with options such as '**Would you run around to put out the flames?**' or '**Would you blow on the flames?**' or '**Stop, Drop and Roll?**'
2. Explain the Stop, Drop and Roll procedure below.

If your clothes happen to catch fire, you should:

 - **STOP** where you are immediately
 - **DROP** quickly to the ground. Cover your face with your hands
 - **ROLL** back and forth to make sure all the flames on your clothing are out

You should then get help from an adult straight away to help cool the burn and get medical help.
3. Have students pair up and take turns in giving the three-step instruction (Stop, Drop and Roll) whilst the other performs the action. Swap so that both students get to perform each role.



HOME FIRE SAFETY

LESSONS FOR
YEARS 1 & 2

WRAP UP

Hand out copies of the Get Down Low and Go, Go, Go! colouring-in sheet for students to colour in and take home. Encourage them to discuss what they've learned at home.

They can ask their parents to:

- Clean the smoke alarm weekly, check the smoke alarm monthly, change the battery in the smoke alarm yearly
- Help find two exits from every room
- Decide where the safe meeting place will be

Watch students practise Get Down Low and Go, Go, Go! and Stop, Drop and Roll.





BEEP BEEP BEEP BEEP-BEEP-BEEP-BEEP BEEP BEEP BEEP

Don't hide.
Get Down Low
and Go, Go, Go!
Never go back inside.