

Fire & Life Safety Education



Title: What To Do If There Is Fire On YOU! --Stop, Drop, and Roll

Subject: First Grade Lesson Plan

Section: Grade 1-1

Reference: *North Carolina Common Core State Standards for English Language Arts for Grade 1, NC Essential Standards for Grade 1*

Learning Environment: Cognitive & Psychomotor

Time: 30 Minutes (May take longer depending on number of students in class. If applicable, determine number of students ahead of time and plan accordingly.)

Materials: Stop, Drop, and Roll by Margery Cuyler, lesson plan, Appropriate surface for performing Stop, Drop, and Roll: carpet, clean floor, gym mat, etc. (no dirt, gravel, asphalt, mulch), (optional) felt flames and double-sided tape, (optional) Jr. Firefighter Stickers or Stop, Drop, and Roll Stickers

North Carolina Common Core State Standards:

NCSS R.1.1: Ask and answer questions about key details in a text.

NCSS R.1.4: Ask and answer questions to help determine or clarify meaning of words and phrases in a text.

NCSS R.1.7: Use illustrations and details in a text to describe its key ideas.

NCSS SL.1.2: Ask and answer question about key details in a text read aloud or information presented orally or through other media.

NCSS SL.1.3: Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

NCSS L.1.5: Identify real-life connections between words and their use.

NC Essential Standard: Personal and Consumer Health—

Understand necessary steps to prevent and respond to unintentional injury.

1.PCH.3.3: Execute the Stop, Drop and Roll response

Terminal Objective:

After listening to a 20 minute facilitator led lesson and demonstration each first grade student shall identify and demonstrate what to do if their body or clothing catches on fire by oral and physical responses with 100 percent accuracy.

Enabling Objective:

After listening to a 20 minute facilitator led lesson each first grade student shall actively perform Stop, Drop, and Roll with 100 percent accuracy.

Preparation:

- A. Read the book Stop Drop and Roll by Margery Cuyler before the day of the lesson.
- B. Give a BRIEF Introduction and state the reason for the visit. **Our fire safety topic today is What To Do If There Is Fire On YOU!**

Content:

1. Begin with a few questions...

- 1) "How many of you have seen some good fires? What kinds of fires did you see?"

(Wait for responses: camp fire, grilling food, fire in a fireplace, etc. – If incorrect responses are given, guide students by sharing appropriate answers to good fires.)

- 2) "How many of you have seen some bad fires? What kinds of fires did you see?"

(Wait for responses: car fires, house on fire, fire where someone got hurt, fire where a pet got hurt, fires that are set to cause harm. etc. – If incorrect responses are given, guide students by sharing appropriate answers to bad fires.)

2. Talk in children's terms about what fire can do: good fires provide us with warmth, bad fires can harm our things, can hurt others, can even hurt us, etc.

3. Share that we must respect fire by staying away from fires. But if something should happen and we should get too close to fire, we need to know what to do to keep us safe.

4. Introduce the book, Stop, Drop, and Roll by Margery Cuyler. Read the contents. Let kids help by having them repeat Stop, Drop, and Roll throughout the reading.

5. Give a few children the opportunity to briefly re-tell the events in the story.

6. Ask a few simple questions if the answers haven't already been covered by the students:

1) “Who knows WHY you should Stop, Drop and Roll if your clothes catch on fire?”
(Wait for some answers. If answers are incorrect correct the students in a POSITIVE way.)

If the correct answer is not given to question 1...We Stop, Drop, and Roll when our clothes catch on fire to take the oxygen out of the fire.

2) “Who knows WHY you should not run if your clothes catch on fire?”
(Wait for some answers. If answers are incorrect correct the students in a POSITIVE way.)

If the correct answer is not given to question 2...

We should not run because that gives the fire more air and makes the fire grow bigger.

(You can encourage children to flap their arms around so that they can feel the movement of air in the room. This is the air that would make the fire grow bigger.)

7. Walk the students through the steps to successfully perform Stop, Drop, and Roll

- 1) Stop – whatever it is that you are doing.
- 2) Drop – to the ground on your knees and then your elbows (turning your palms up).
- 3) Place your face in your hands as you scoot your feet all the way back – getting on the ground as flat as a pancake).
- 4) Now, roll over and over in one direction until you are stopped by an object (chair, desk, shelf, etc.).
- 5) Then roll over and over in the other direction.
- 6) If in a tight space, roll back and forth.
- 7) While the person is performing, Stop, Drop, and Roll in a real emergency someone should find a phone and call 9-1-1. Report that someone is burned and to send help right away. If you make the call, don't forget to stay on the phone with the Dispatcher until they tell you to hang up.

8. Practice Stop, Drop, and Roll using Application 1 or 2.

Application 1

Now let's see what you have learned. Let's try performing Stop, Drop, and Roll:
(As space permits, let children perform Stop, Drop, and Roll individually or in small groups)

- 1) Stop – what you are doing.
- 2) Drop – to the group on your knees and elbows.
- 3) Face in hands and flat as a pancake.

4) Now – ROLL over and over and back the other way.

Give each child an opportunity to perform Stop, Drop and Roll.

Ask: Are there any questions about the activity we just did?

Application 2

Now let's see what you have learned. Let's try performing Stop, Drop, and Roll: (As space and materials permits, let children perform Stop, Drop, and Roll individually or in small groups)

1. Place one or two felt flames on students with double-sided tape. Put tape on the outside of the flame. (avoid the torso area because of arms up to the face)
2. Have the students Stop, Drop, and Roll
 - 1) Stop – what you are doing.
 - 2) Drop – to the group on your knees and elbows.
 - 3) Face in hands and flat as a pancake.
 - 4) Now – ROLL over and over and back the other way.
3. Taped flames should stick to the floor. If not, assist in removing flames so that child will know they have successfully performed Stop, Drop, and Roll.

Give each child an opportunity to perform Stop, Drop and Roll.

9. Summary (Closure) –

Ask: Are there any questions about the activity we just did?

Wrap up the lesson with a few positive ending statements. Review with the children the major terms and thoughts they need to remember from today's lesson.

Remind students and teachers that _____ (agency) is always available to assist families with performing Stop, Drop, and Roll and other fire safety activities such as checking/installing smoke alarms, creating escape plans, etc. (according to your agencies SOGs).

Leave coloring books, etc. for the children to take home to share with parents.