

Fire & Life Safety Education



Title: Would You Be Able to Get Out of Your House at 3 AM?

Subject: Third Grade Lesson Plan

Section: 3-1

Reference: *North Carolina Common Core State Standard for English Language Arts for Grade 3, North Carolina Essential Standards for Grade 3, Charlotte Fire Department 3rd Grade lesson*

Learning Environment: Cognitive & Psychomotor

Time: 40 minutes

Materials: lesson plan, props—smoke alarm, smoke sheet, laminated floor plans, etc., handouts, bookmarks, coloring books, etc.

Facilitator Information

This lesson is a great lesson to ask the teacher to help. At least a week before going to the class, have the teacher to get the students to draw a floor plan of their home, labeling all doors and windows and placing all smoke alarms.

North Carolina Common Core State Standards

NCSS R.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

NCSS R.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).

NCSS SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NCSS L.3.5.b: Identify real-life connections between words and their use.

NC Essential Standards: Personal and Consumer Health (PCH)—

3.PCH.3: Understand necessary steps to prevent and respond to unintentional injury.

3.PCH.3.1: Use methods for prevention of common unintentional injuries

3.PCH.3.4: Implement a plan to escape fire at home while avoiding smoke inhalation.

Terminal Objective:

After participating in a 40 minute program, conducted by a facilitator (fire and life safety educator, firefighter, etc.) each third grade student shall identify and explain the sequence of events necessary to escape a fire and how to create a home fire escape map by oral response with 100 percent accuracy.

Enabling Objectives:

1. During a 10 minute presentation led by a facilitator, each third grade student shall explain the importance of having working smoke alarms in the home by oral response with 100 percent accuracy.
2. During a 15 to 20 minute presentation led by a fire and life safety educator, each third grade student explain how to design a home fire escape map and plan by oral response with 100 percent accuracy

Preparation:

Prior to beginning lesson, remember to introduce the team members present and tell the purpose of the visit. In the explanation the fire and life safety educator, will explain what the students will learn and do during the program. He/She will discuss the sequence of events to escape from fire and the components of the escape plan and the purpose of a fire escape plan as well as the importance of practicing that plan.

Enabling Objective 1

While participating in a 10 to 15 minute presentation led by a facilitator, each third grade student shall explain the importance of having working smoke alarms in the home by oral response with 100 percent accuracy.

Content

8 minute video—"Blaze into Safety" is a video that Charlotte Fire Department uses with this lesson. **You may have another title or choose not to use one.**

Discuss the following points:

Smoke Alarms

- Adults should test alarms once a month; change batteries twice a year.
- Practice your home fire drill twice a year by pressing the test button
- Discuss the importance of working smoke alarms
 - Demonstrate the test button and
 - discuss why alarms are loud
- Never remove batteries without replacing them
- When a fire happens it makes smoke, smoke is a deadly gas that rises, therefore alarms are on the ceiling or high on the wall (and you should be low)

- When the alarm sounds, react
- Stay low to the ground and go
- Never hide under the bed or in the closet, go outside immediately
- Do not stop to do anything or pick up anything

Application:

- Demonstrate get low and go—useful prop is a sheet or something to represent smoke
- (everyone crawls: children, adults and firefighters, too)

Enabling Objective 2

During a 15 to 20 minute presentation led by a facilitator, each third grade student explain how to design a home fire escape map and plan by oral response with 100 percent accuracy.

Content

Discuss the following points:

Know 2 ways out of each room

- Door(s)
 - Touch interior doors with the back of your hand (if hot, find another way out)
- Window(s)
 - What to do with window screens (push them out)
 - What to do at a high window – climb out if you can; if the window is too high do not jump; yell & make noise)

Go to a pre-designated meeting place

- Front of the building (visible landmark) where fire trucks will arrive
- Stationary landmark (tree, mailbox, bush, end of driveway; never a car, tree house – don't hide, always a safe distance from the building)

Once you are outside, stay outside; do not go back in for anyone or anything

- Items are replaceable; people are not
- Plans should include who is responsible for other children
- Fire Departments will search for people and pets
- Are you a firefighter? No, allow the fire department to go into a burning building.

Go to a neighbor or find a phone to call 911

- Only call for emergencies—(Review should have learned in K, if not spend more time)
 - Define an Emergency: an urgent situation in which you or another person is badly injured, in immediate danger or threatened by that situation and you cannot control it by yourself.
 - When mom/dad have fallen and cannot speak (medical)
 - When the house is on fire (fire)
 - 9-1-1 reaches Police, Fire Department and Medic
 - Police Department – when there is a serious crime being committed or there is a dangerous situation
 - Fire department – when there is smoke or fire
 - Paramedics – when sick or injured
 - Know your name, street name and house/apartment number, telephone number; and what is the emergency

Additional information (time dependent)

- Fire Hazards or things that start fires (review from 1st grade)
 - Overloaded outlets; unattended food on the stove; etc.
 - Matches and lighters
 - Tools for adults to make good fires (fire in the fireplace; cook out; campfire; candles); never toys for children.
 - Children should always tell an adult if matches and lighters are found; never pick them up themselves; adults should pick them up and lock them away
- Stop, Drop, and Roll (when your clothes are on fire; not the house!) – review from 1st grade

Question and Answer time

Closure

Review the main topics covered in the presentation—importance of smoke alarms, major components of a fire escape plan, importance of practicing the plan with a fire drill.

Thank the class again for allowing you to come.

Leave the student handouts and teacher incentives.