

Fire & Life Safety Education



Title: What Happens when a Dragon Comes to a Tea Party?

Subject: Fire Escape Planning

Section: 3-2

Reference: *North Carolina Common Core State Standards for Grade 3, North Carolina Essential Standard for Healthful living for Grade 3, Essential of Firefighting, 4th Edition; Fire and Life Safety Education, 3rd Edition*

Learning Environment: Cognitive & Psychomotor

Time: 45 minutes

Materials: lesson plan, *No Dragons for Tea* by Jean Pendziwol, fire triangle, smoke alarm, large floor plan, smaller floor plans for anyone who does not have their own,

North Carolina Common Core State Standards

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

CCSS R 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

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

CCSS L 5.b: Identify real-life connections between words and their use.

CCSS W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NC Essential Standard for Healthful Living for grade 3—Personal and Consumer Health (PCH)

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

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

Terminal Objective:

After participating in a 30 to 40 minute presentation, each third grade student shall identify and explain the sequence of events necessary to prevent and respond to unintentional injury during a fire while avoiding smoke inhalation by oral and or physical response with 100 percent accuracy.

Enabling Objectives:

1. While participating in a 5 minute facilitator led presentation/review, each third grade student shall identify the characteristics of smoke and explain the danger by oral response with 100 percent accuracy.
2. While participating in a 5 minute facilitator led review, each third grade student shall explain the importance of having working smoke alarms in the home by oral response with 100 percent accuracy.
3. While participating in a 5 minute facilitator led review, each third grade student shall explain what they would do if they saw smoke and flames in their home or if the smoke alarm sounds by oral response with 100 percent accuracy.
4. While participating in 15 to 20 minute presentation, each third grade student shall design a home fire escape plan with 100 percent accuracy.

Preparation:

Contact the teacher at least a week in advance and see if she will get the children to draw a floor plan of their home labeling the doors and windows of each room. Also label the smoke alarms.

Read *No Dragons for Tea* to be familiar with the content and how it relates to fire escape planning and other fire safety concepts.

Prior to beginning lesson, remember to introduce the team members present and tell the purpose of the visit. In the explanation facilitator will explain what the students will learn and do during the presentations. They will discuss the purpose of a fire escape plan, the components of a plan and the importance of practicing that plan.

Much of this lesson is review including the smoke lesson and the smoke alarm lesson. The new information is the actual fire escape plan and practicing that plan.

Content

Tell the children you are going to read a story about what to do if there is ever a fire in their home

Read the story—No Dragons for Tea

Discuss the story by asking the following questions:

Ask—Have you ever read a book about fire safety?

If you were able to meet a dragon what would you invite him to do?

Would you like to have tea with a dragon?

What do you know about fire safety?

Read the story

1. After the story ask some of the following questions
2. What did the little girl and the dragon have for snack?
3. How did the fire start?
4. What made the beep, beep, beep sound?
5. What did the dragon want to do when he heard the smoke alarm? What did the little girl do? Why?
6. What did the little girl and the mom do?
7. What did they do once they were outside?
8. What did the dragon want to do when he go outside?
9. Was the dragon upset with what happened? Why?
10. What did the firefighters do when they arrived?
11. Do you think the little girl will invite the dragon to her home again?
12. What important messages did we learn from this book?
(what is fire, importance of having smoke alarms, when smoke alarm sounds, get out and stay out, call 9-1-1 when you get outside, smoke, have a fire escape plan, don't hide, practicing that plan, have a meeting place,)

Review the concepts from #12—Below you will find facilitator information to help if needed.

Enabling Objective 1

While participating in a 5 minute facilitator led presentation/review, each third grade student shall identify the characteristics of smoke and explain the danger by oral response with 100 percent accuracy.

Facilitator Information for review of concepts in the objective

What is fire?

Show the fire triangle

How does a fire make you feel when you get close to it? Show pictures of fires.

Fire is a rapid chemical chain reaction that occurs when a fuel is ignited and combined with oxygen to give off light, heat and smoke.

Fires are scary and confusing.

Fires are hot and burn fast. Show the fire is hot—how hot? Picture and discuss with students. It doubles in 60 sec.

Review with the children about smoke. Ask—class what do you know about smoke? They may say it makes you cough, burns your eyes

Review with the students the characteristics of smoke.

Smoke rises

Smoke is dangerous. It contains particles that makes it dirty and blocks vision, irritates the eyes and lungs. It is also gives off poisonous gases that are harmful to your lungs and body.

Smoke is Dark and Dirty

Smoke is Hot.

Activity: (Optional) Just an activity to illustrate what you are presenting about smoke

Have students to stand up and if necessary move to an area that is safe. Have other team members space themselves to help children stay safe. Have the children move around maybe try to come to your voice. After a few seconds have the children stop, open their eyes and go back to their desks. Ask—What did you hear? What were you thinking? How did you feel? Could you tell exactly where you were at all times during the activity?

Do we want to stand up tall and walk out quickly? No we want to get down as low as we can and go. Why?

Enabling Objective 2

While participating in a 5 minute facilitator led review, each third grade student shall explain the importance of having working smoke alarms in the home by oral response with 100 percent accuracy.

Facilitator information for review of Concepts in the objective

Show the smoke alarm Let them answer.

Review the information on Smoke alarms.

When should a smoke alarm be tested?

Why should a smoke alarm be tested

Smoke alarms are like big noses, they are always sniffing the air for smoke. (Point to your nose as if you are sniffing for something). Once it smells smoke, it makes a sound. It would even when we are asleep.

The smoke alarm keeps us safe. We need to place them in places so that we can hear them even at night when asleep—inside each bedroom, outside of sleeping area, in the commons spaces on each level of home including the basement. To make sure that it will continue to do that we must make sure that it is working properly so we test it. It

should be tested at least 1 time per year. Pick a date that everybody can remember—a birthdate, a special time of the year. That's why we recommend that it be tested when the times change in the spring and fall. As we change our clocks we will remember to change the smoke alarm battery. We also need to remember to replace them every 10 years.

Enabling Objective 3

While participating in a 10 minute facilitator led review, each third grade student shall explain what they would do if they saw smoke and flames in their home or if the smoke alarm sounds by oral response with 100 percent accuracy.

Facilitator information for review of Concepts in the objective

Ask--What should you do if you see or smell smoke in the room? Yes that's right When we hear that sound we should go outside.

Why? (It sounds to let us know that there might be a fire in the house.)

Where do you go outside? We go outside to our MEETING PLACE. Review meeting places with them.

A meeting place is a safe place outside in the front of the house. It is a place that is always there. An example is—mailbox, tree, neighbor's front porch, end of the driveway.

Everyone who is in the house needs to know where the meeting place is.

Once you are outside at your meeting place, what should you do next? (call 9-1-1)

Do you stop and pick up toys?

Do you hide?

When do you return to the house? (When a firefighter or grown up tells us its ok.)

Enabling Objective 4

While participating in a 15 to 20 minute facilitator led presentation/ discussion, each third grade student shall design a home fire escape plan with 100 percent accuracy.

Content

Optional: Give students a maze and let them find 2 ways out. Take only a minute or two to do the activity. They can finish later.

Refer to the story. Ask—Could you get out of your home if there was a fire? What about in the middle of the night after you have gone to sleep?

Have the students to get out their home floor plans. If they do not have one, hand one of the laminated ones in box. Ask Do you know what a home fire escape plan is? (is a plan to know what to do in case of a fire.

Why do you need a fire escape plan? (to escape a fire while avoiding smoke inhalation.

Talk about if fire is hot then smoke is hot since fire produces smoke. Talk about fire spreads quickly. You need a fire escape plan to be able to quickly leave the structure.) Talk about the fire drill map on the wall of classroom. Relate it to a home fire escape plan.

Activity:

A) Ask them to look at their floor plans and decide where smoke alarms should be placed so that they can be heard day or night.

B) Have them point to the windows and doors. Talk about exits from rooms. Ask why 2 exits?

Using the large floor plan, talk about the fire escape plan and that you need 2 ways out of each room as well as the meeting place (review). Talk about why you need a fire escape plan.

Talk about building the fire escape plan around the capabilities of the occupants. Give some examples.

Some examples of capabilities: If there is a baby, who will go get him/her? If there is a person in a wheel chair or an elderly person who moves slowly? If there is someone who is hard to get awake after he or she has gone to bed?

Talk about if sleeping not to jump up but to stay low. Most fires start at night when we are asleep. If you have to escape through smoke, also stay low and go outside.

Talk about before opening doors test them with the back of your hand beginning at the base of the door and going up as far as your can reach. If the door is not hot and there is no smoke coming in around the door, then carefully open the door a crack and look out for smoke. If no smoke use that exit, closing the door behind your and crawl low and go outside to the meeting place. Call 9-1-1.

If there is smoke then use the 2nd exit. If it is the window, be careful you will need to open the window and climb out. If you can't open it, you may have to break it. Be careful. If you cannot get out the window stay low and by the window and wave something and or make noise so that someone will hear you. If you go out the window, go to your meeting place. Call 9-1-1.

For bedrooms on upper floors, keep window open, wave a blanket or sheet. Drop a pillow or blanket out the window. Don't jump. If you have an escape ladder use it.

Ask: Why it is important to practice the fire escape plan? Since a fire spreads rapidly you have only 3 minutes to get out of your home.

Relate this to a school fire drill.

A home fire drill is the same thing. It is for the same reason.

Talk about the need to practice the plan at least 2 times per year during the day and at night.

Application

Have students complete A Home Fire Escape Plan—write a sentence. Give each pair of students a laminated copy of the activity. Have them complete the activity using an expo marker.

Closure:

Review:

1. Why is it important to have working smoke alarms in your home?
2. What is a meeting place?
3. Do you grab a door knob or handle? How do we check the door?
4. When we leave we should do what to the doors? Why?
5. When do we call 9-1-1?

Have students to write 3 components of a fire escape plan (two ways out of every room, working smoke alarms and identification of a safe meeting place), 2 reasons for having a fire escape plan (knowing what to do in case of a fire, preventing injury or death of persons in case of a fire by enabling you to get out quickly). 1 thing that is important to remember when writing a fire escape plan—build around abilities make sure doors and windows are not blocked and can be opened

Challenge the students to write a letter to their parents about what they learned today. Challenge them to share the additional information placed on their floor plans. Also challenge them to write their family plan and hang it somewhere that all can see and then practice their plans.

Leave activity sheets with the teacher of children if they have completed them. Leave coloring books, handouts and brochures with the teacher.

