

Fire & Life Safety Education



Title: Hazards around the House

Subject: First Grade Lesson Plan

Section: 1-2

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

Learning Environment: Cognitive & Psychomotor

Time: 30 minutes

Materials: Lesson plan, large hazard picture rooms, fire pictures, What's hot/cold pictures, matches and lighters, sheet, smoke alarm, (Optional—Puppet—Tiki, Turtle and Big Red the Dog), blank paper and markers, brochures for parents, coloring books and activity sheets.

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 (PCH)

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

1.PCH.3.1: Identify safety hazards in the home and injury prevention strategies.

1.PCH.3.2: Identify items that can cause burns, strategies to prevent fire and burn injury.

Terminal Objective:

After participating in five to ten-minute presentations, each first-grade student shall identify ways to prevent and respond to unintentional fire and burn injury by oral or physical responses with 100 percent accuracy.

Enabling Objectives:

1. Given a picture of a room with potential hazards, each first grade student shall correctly identify safety hazards in the home and explain how each hazard can cause an injury such as a burn.
2. After participating in a five to ten-minute presentation, each first grade student shall correctly identify strategies to prevent fire and burn injury.

Presentation:

Prior to beginning lesson, remember to introduce the team members present and tell the purpose of your visit. In that explanation facilitators will explain what the students will learn and do during the presentations. The students will identify causes of fires and how to prevent fire and burn injury.

Enabling Objective 1

Given a picture of a room with potential hazards, each first grade student shall correctly identify safety hazards in the home and explain how each hazard can cause an injury such as a burn.

Content:

Ask the students—What is a hazard? If no one can answer, tell them it is anything that can cause a fire or causes someone to be hurt or to be injured.

Ask—What are some things that can cause a fire? Have students answer. Show pictures.

Ask—What are some things that can cause injury? Have students answer. Show pictures.

Ask—What could cause a burn? Show them a picture of an ice cube or an ice cream cone and ask—will that cause a burn? Show other pictures—stove with a flame, hot biscuits coming out of oven, food in microwave, comb, sand bucket and shovel, electrical socket, bathtub full of water, Matches, lighters, candles, camp fire.

After each picture have them decide if it's hot or if it's safe to touch.

Tell the students that sometimes we have hazards I our home that can cause a fire, a burn or an injury.

Show a large picture of a messy kitchen and a clean kitchen and ask—Which is a safe kitchen? Why is the top one not a safe kitchen? What are the hazards?

Tell the students that they will be divided into groups and will look at a room of a house. They will be asked to find the hazards for that room.

Application:

1. Divide the room into 2 or more groups. Using the kitchen hazard picture and or the bedroom hazard picture, a team member will take a room and have the students to determine what the hazards are in the room and what could they cause?
2. Using the safety checklist, do a safety check for each hazard room you use. This will help the child understand the directions when they take the sheet home.

Enabling Objective #2

After participating in a five to ten minute presentation, each first grade student shall correctly identify strategies to prevent fire and burn injury.

Content:

Referring to 2 or 3 of the pictures from the previous section—bathtub, food in microwave, show picture of small boy reaching up, ask how can we help prevent a burn, fire or injury?

3. Show hazard room and ask the same question as in #1. Talk about other strategies such as kids free zone in the kitchen, cleaning up spills, fire escape plans and practicing fire drills (review). Also refer to the hazard pictures. How can we prevent injury/fire in those rooms? In the groups, have some one record the safety tip about the hazards

- Establish--3 feet "kid free zone"--show the strip

- Don't play with matches

- Helping clean up spills

- Cleaning up toys and not leaving them laying around

- Having a fire escape plan

- Practicing the plan

- Stop, drop and roll

- Checking doors before opening

- Cool food before eating it

- Remind parents to not leave the kitchen with cooking food

- Have an adult to check the water in the bathtub to make sure it's not too hot

4. Hold up the Smoke Alarm. Ask how does this help prevent fires and burn injuries? **Review** with them the information about smoke alarms and if they sound what they are to do as well as other things in their home that might have a beeping sound.

Facilitator Information: (Smoke alarms are like big noses, they are always sniffing the air for smoke. (Point to your nose and act as if you are sniffing for something). Once it smells smoke, it makes a sound to let us know that there might be a fire in the house. If the smoke alarm is working correctly is always sniffing for smoke even when you are asleep. When you go to sleep at night, your nose goes to sleep too, so it is difficult for you to smell smoke.)

Using the test button on the smoke alarm, make it sound. (Pre-warn them that you are about to sound the alarm so it won't scare the children.

Okay boys and girls, can you make the sound of a smoke alarm for me? (Let them make the sound that a smoke alarm makes).

Now who can name some things that are in your house that might make a beeping sound? (Let the children name a few things—microwave, alarm clock, cooking timer, toys, etc., and then discuss how they are different and sound different than a smoke alarm.)

5. Ask--What are you supposed to do when you hear the sound of a smoke alarm? (Let the children respond). That is correct, when you hear the sound of a smoke alarm, you are supposed to GET OUT of your house as fast as you can and STAY OUT!

Tie in with School Fire Drills and meeting places.

6. Bring out Tiki, the turtle and ask what Tiki does when he gets scared. Talk about that a few minutes.

Ask—Should we be like Tiki and hide in the closet or bathroom or under the bed if there is a fire?

7. Should we stop to pick up our favorite toy or stuffed animal?

8. Ask--What should you do if you see or smell smoke in the room? After a couple of students have answered, tell them that is correct you should get low and go because of the smoke.

9. Ask what they know about smoke? They may say it makes you cough, burns your eyes. Tell them Smoke goes up and we go down Smoke is bad and can hurt you if you breath it, burns your eyes so that you can't see very well.

Application:

Using the black sheet as smoke, have the students crawl under the “smoke”.

Closure:**Review:**

1. How do smoke alarms help prevent fires burn injuries?
2. Why should we get out quickly and never hide?
3. Why should we get low and go?
4. Why are fire drills important?
5. How can we help make sure our home is fire safe?

Leave the hazard coloring books, parent brochures and the check lists with the teacher.