

Fire & Life Safety Education



Title: Smoke Alarms, Smoke, Fire Drills

Subject: Kindergarten Lesson Plan

Section: K-3

Reference: *North Carolina Common Core Standard for English-Language Arts for Kindergarten, North Carolina Essential Standard for Kindergarten*

Learning Environment: Cognitive & Psychomotor

Time: 20 minutes total

Materials: lesson plan, smoke alarm, sheet prop for smoke, any other props, meeting place pictures, coloring books or activity sheets, brochures for parents.

North Carolina Common Core State Standards

NCSS. ELA-R.K.1: With prompting and support will ask and answer questions about key details in a text.

NCSS. ELA-L.K.5.C: Identify real life connections between words and their use.

NCSS. ELA-SL.K.2: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key points and requesting clarification of something that is not understood.

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

K. PCH. 2: Understand necessary steps to prevent and respond to unintentional injury.

K.PCH.2.4: Identify appropriate responses to warning signs, sounds and labels.

Terminal Objective:

While participating in five to ten-minute presentations, each Kindergarten student individually, shall identify appropriate responses to warning signs, sounds, and labels which help people prevent and respond to fire emergency situations by oral and or physical responses.

Enabling Objectives:

1. After a two to three-minute review led by a facilitator, each Kindergarten student, orally, shall identify a smoke alarm and the sound it makes as a warning that helps

people prevent and respond to fire emergencies with 100 percent accuracy.

2. While participating in a five to ten-minute presentation, the student shall demonstrate appropriate responses for fire emergencies such as get out and stay out and get low and go with 100 percent accuracy.
3. After a review led by a facilitator, each Kindergarten student shall practice a fire drill including going to a meeting place safely and seriously.
4. While participating in a five to ten-minute facilitator led presentation, each Kindergarten student shall identify the role of firefighters as individuals who help people prevent and respond to fire emergency situations by oral and or physical responses with 100 percent accuracy.

Enabling Objective 1

After a two to three-minute review led by a facilitator, each Kindergarten student, orally, shall identify a smoke alarm and the sound it makes as a warning that helps people prevent and respond to fire emergencies with 100 percent accuracy.

Content

1. Hold up the smoke alarm and ask them a series of questions. Talk about anything they don't know or if there is someone who lacks correct understanding
2. Ask—What is this? Correct--This is called a smoke alarm. Talk about smoke alarms

Facilitator information

A smoke alarm is like a big nose. It is 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 to let us know that there might be a fire in the house or building. The smoke alarm, if 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. So when you are sleeping, if a smoke alarm smells smoke, it makes a sound.

3. Ask—What sound does a smoke alarm make? (Sound the smoke alarm for them.) Can you make that sound?
4. Ask—What are some other things around the house that will make a beeping sound? (examples of things that beep—microwave, alarm clock, cooking timer, toys, etc., and then discuss how they are different and sound different than a smoke alarm.)
5. When does the smoke alarm make the beeping sound? That's right when it detects smoke.

Application:

Make a smoke alarm from a paper plate. Materials will be found in the supply box—wiggly eyes, pom-pom nose and wither licorice twist for mouth or a marker.

Enabling Objective 2

Content

Ask—Class, when you hear the sound of a smoke alarm (let the children make the sound of a smoke alarm to help reinforce what the sound is), what should we do? That is right, you are supposed to GET OUT of your house or building as fast as you can and STAY OUT!

Walk quick, but don't run. Go to your meeting place. Talk about good meeting places. Relate to school fire drills. If children do not have time to do a fire drill at least talk about what they do and how its related to a home fire drill.

To reinforce what is an emergency—ask—is a room filled with smoke an emergency or non-emergency? "Correct." Ask—after you are outside, you will do what?" That is correct, "call 9-1-1."

Ask—If you see or smell smoke in the room what should you do?

Briefly Talk about smoke

Smoke goes up and we go down!

smoke is bad stuff and can hurt you if you breath it.

It makes you cough and it burns your eyes and you can't see very well. It's dark and dirty. It's hot.

Talk about get low and go and why

(If needed you should crawl low on your hands and knees. When you crawl low under the smoke, you avoid having the smoke sting your eyes and the smoke causing you to choke, which makes it harder for you to escape. Under the smoke it is cooler, cleaner and easier to see. Make sure you exit as quickly as you can but remember to stay calm. You should go straight to your meeting place.)

Application: Demonstrate get low and go (Use Black Sheet)

Have the students to demonstrate get low and go

Enabling Objective 3

1. Talk about a School Fire Drill and the class meeting place— (You may want to obtain some examples of meeting places) Optional objective—schools are required to have monthly fire drills. If you do not do this one at least talk about them and relate to home fire drills.

Content

Facilitator Information

The purpose of a school fire drill is to practice what to do if there is ever a fire at school.

Ask what do you do when the fire drill bell sounds? Affirm correct answers. Where you stop is called your meeting place.

2. During the discussion ask

Should we hide in the closet, bathroom, under the bed?

Should we stop and get our favorite toys or stuff animals?

3. Reinforce: NEVER HIDE or stop to get your toys or other things.

Application: (Optional Activity because the schools are required to have monthly fire drills). With the help of the classroom teacher, have the students practice a school fire drill. Sound the demonstration smoke alarm.

Enabling objective #4

While participating in a five to ten-minute facilitator led presentation, each PreK4 student shall identify correctly the role of firefighters as individuals outside the family who care for others and aid in preventing illness and injury.

Content

Tell them that firefighters are community helpers. They come when someone is sick, hurt, someone needs help or when there is a fire. When they come for a fire, they are dressed in protective clothing. Emphasize firefighters are helpers and their gear as protective clothing rather than not being afraid.

Dress a firefighter telling about each piece as the firefighter puts it on

- Boots are to protect their feet from stepping on nails and glass.
- Pants are to protect their legs from heat and fire. The knee pads protect their knees while crawling on the floor looking for you
- Coat protects them from getting cut on anything that maybe low to the ground and protect them from the heat.
- Hood is to prevent ears and neck from burning.
- Air pack is to help them breathe while they are in poisonous smoke. They take the air we breathe and squeeze it into this tank.
- The mask keeps the space around the eyes clear for them to see you.
- Helmet is to protect their head from falling bricks and boards. It protects their head just like a football player who wears a helmet to protect his head during a game.
- Gloves protect hands from heat and sharp objects as they work to put out the fire
- Turn on the air pack and let the children hear you breathe. Talk to them through the sound piece.

Talk about

They should never hide

They call out or make noise so that the firefighters can find them

They should try to get to the firefighter.

Summary (Closure)

1. Review all concepts. Have the children each tell one thing they learned today.
2. Take the students out to the truck (optional activity)
3. Leave the coloring books and parent brochures with the teacher