



Fire Prevention and Safety 6-8

Fire and Fire Prevention

LESSON PLAN 3

Fire Prevention

The best insurance against a damaging fire in your home is fire prevention. It is important to know how to protect your home from fire, from the kitchen to the garage.

Key Terms and Concepts

candle	hazard	oil furnace
charcoal grill	incense	wood-burning
gas fireplace	kerosene	fireplace
gas furnace	LPG (liquid propane	wood stove
gas grill	gas)	

Purpose

To help students evaluate the ways their families use fire and the safety of their homes from fire hazards

Objectives

The students will—

- Consider ways their families use fire at home.
- Develop a list of questions to ask family members concerning their use of fire. (Home Connection)
- Create a list of generalizations about fire use in their homes.
- Compile a list of words and phrases that are key to home fire safety to create a fire safety dictionary for young children. (Linking Across the Curriculum)
- Evaluate the safety of fire use in their homes.
- Design and implement a fire safety checklist for their homes.
- Share the class fire safety checklist at home and lead the family on a home hazard hunt. (Home Connection)
- Write and publish fire safety checklists for the school and/or the community to create posters, brochures or Web pages. (Linking Across the Curriculum)

Activities

“How Is Fire Used in Your Home?”

“Home Fire Hazard Hunt”

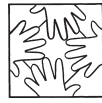


Visit the American Red Cross Web site
at www.redcross.org/disaster/masters



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“How Is Fire Used in Your Home?”

SET UP 5 minutes CONDUCT 25 minutes



Home Connection

Language Arts: Communication; Science: Health

1. Ask the students how fire is used in their homes:
 - Does your family have a fireplace or a wood-burning stove?
 - Does your family have a gas, liquid propane gas (LPG), or heating oil furnace?
 - Does your family light candles at special occasions or burn incense?
 - Does your family grill outside?
2. Have the students make a list of questions concerning fire use at home. For example:
 - Why do family members use fire the way they do?
 - How do we use candles in our home?
 - Why did/didn't we purchase a home with a fireplace or wood stove?
 - Why do/don't we grill outside?
3. The students will take home their interview questions and elicit answers from their family members.
4. By evaluating these answers, the students can identify and plan ways to improve safety at home. Questions for evaluation might include—
 - What are the fire hazards in your home?
 - What are some of the things family members can do to be safer?
 - What information do your family members need to use fire in a safe manner?
 - How will you encourage members of your family to act safely and change their unsafe behavior and dangerous practices?

TEACHING NOTE Explain to the students that candles frequently cause devastating fires in homes. Make sure to keep candles well away from any flammable/combustible materials, and never leave a candle unattended. The increasing popularity of candle usage has led to an alarming number of tragic fires. Warn students that lit candles are fire.



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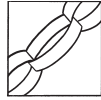
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Wrap-Up

Have the students—

- Create a list of generalizations about the use of candles and fires in their homes. Do they consider the use safe?
- Make a list of ways to keep candle and fire use safe and share the list with all family members.



Linking Across the Curriculum

Language Arts: Vocabulary

Guide a brief brainstorm session to list as many words and phrases that are key to home fire safety, for example, hazard, fireplace, candle, etc. Divide the students into small groups and challenge them to create a simple picture book on fire safety for children in kindergarten and first grade. The book will be a fire safety dictionary in which they define 10 to 15 important words from their brainstorming. The definition must include a simple fire safety message for each word. For example: "A candle gives light when it burns. Only adults light candles." The pictures for this message would include lighted candles; adults with matches lighting the candles or snuffing them; and a young child enjoying the candle at a safe distance.



TEACHING NOTE The *Masters of Disaster* Web site (www.redcross.org/disaster/masters) has links to the following sites for the students to use for ideas about fire safety at home:

- National Fire Protection Association (NFPA) Fact Sheets: Candle Safety
- U.S. Consumer Product Safety Commission (CPSC): Gas Grill Safety Tips
- NFPA: Gas Grills and Safety Valves
- CPSC: Fireplace Safety Tips
- Knowledge Hound: Home and Family Tips
- U.S. Fire Administration: Fact Sheets

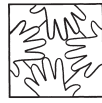


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"Home Fire Hazard Hunt"

SET UP 5 minutes CONDUCT: 25 minutes

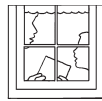
Language Arts: Communication; Science: Health

1. Discuss with the students:
 - Are any areas in your home safer from fire than others?
 - What makes them safer?
 - What can you do to improve fire safety in your home?
2. Divide the class into four, five or more small groups. Assign each group a room in the home—bedroom, kitchen, living room, garage/basement/utility or storage room, family room, etc. Have each group draw up a list of hazards that could be found in its assigned room.

TEACHING NOTE Consider sharing the information from Background and the Fire Safety Checklist with the students, or students could search online for fire hazards to use in creating their lists.

TEACHING NOTE Depending on where your students live, you might tailor some of the group assignments to apartment buildings, mobile homes or other types of housing.

3. Have each group share its list with the class and discuss ways to eliminate the hazards from every room.
4. Tell the students to take notes on each group's list of hazards, making sure that each student has a copy of the list from his or her own group.



Home Connection

Send the students home with their lists of fire hazards to discuss with their families.



Wrap-Up

Talk with the class about the effectiveness of their lists in finding and eliminating fire hazards throughout their homes. How could these lists be more useful? What changes or additions would they make?



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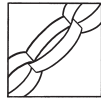


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Linking Across the Curriculum

Social Studies: Civics

Have students “publish” fire safety checklists for the school and/or the community. Working in small groups, students could create posters, brochures or Web pages.