



Fire Prevention and Safety K-2

Fire and Fire Prevention

LESSON PLAN 2

Fire: Helpful or Harmful?

Children need to understand that fire can be harmful as well as helpful, and that even helpful fires can become harmful if left unattended or if started in an unsafe place.

Key Terms and Concepts

bad fire
control

fireworks
good fire

harmful
helpful

Purpose

To introduce the students to the concept that fire can be helpful or harmful

Objectives

The students will—

- Work together to identify ways that fires are helpful or harmful.
- Use sentence strips to complete sentences about helpful and harmful fires.
- Draw pictures to represent helpful and harmful fires.
- Work with their families to create lists of helpful fires at home. (Home Connection)
- Use the fire triangle to describe ways to keep helpful fires under control. (Linking Across the Curriculum)
- Use *Good Fires and You* to write and illustrate stories about helpful fires. (Linking Across the Curriculum)
- Discuss the use of fireworks in their community.
- Make a class list of things families can do to stay safe when using fireworks.
- Create construction paper displays of fireworks and write safety messages.
- Share firework safety messages at home. (Home Connection)



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



Fire Prevention and Safety K-2

LESSON PLAN 2

Fire: Helpful or Harmful?

Activities

“Fire: Helpful or Harmful?”

“Fireworks and Fire Safety”

TEACHING NOTE As you introduce the idea of harmful or “bad fires,” be aware of any student who has suffered a loss because of a fire. Consult with the school counselor to determine the best way to support a student who has been affected by fire.



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



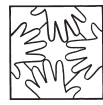
Fire Prevention and Safety K-2

LESSON PLAN 2

Fire: Helpful or Harmful?

Materials


- Sentence strips
- Bulletin board paper
- Crayons or markers
- *Good Fires and You*, 1 copy per student (Linking Across the Curriculum)

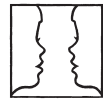


“Fire: Helpful or Harmful?”

SET UP 5 minutes CONDUCT 20–30 minutes

Language Arts: Vocabulary and Writing; Fine Arts: Visual Arts

1.  Ask the students if they think fire is good or bad. Why? Write the words “helpful” and “harmful” in two columns on the chalkboard. As the students describe why fires are good or bad, put their answers on the board in the correct columns. (Answers will vary, but may include—Fire is good, because without fire you would have to eat raw hamburger; or fire is bad because it burned down the tree in our backyard after lightning struck it.)
2. Create sentence strips that begin—Fire helps people because . . . ; or, Fire hurts people because . . . Have small groups of students help you finish each strip. Place the sentence strips on bulletin board paper and tell the students to draw pictures that represent the sentences.



Wrap-Up

As the students look at the pictures and the sentence strips, discuss:



Can a helpful fire become a harmful fire? (Answers will vary, but may include—If the flames on your barbecue grill become too high, they might burn the hamburgers, and some of the picnic items could catch fire. If a spark jumps out of your fire-place while you are sitting next to it getting warm, it might burn you, or the rug could catch fire.)



Discuss with your students the ways to make sure that the helpful fires they have talked about on their sentence strips and pictures do not become harmful. Introduce the concept of “control.”

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



Home Connection

Have the students work with their families to create lists of helpful fires at home. How do their families make sure that the fires do not become harmful? The students should share their lists with the class.



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



Fire Prevention and Safety K-2

LESSON PLAN 2

Fire: Helpful or Harmful?



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

Linking Across the Curriculum

Science: Physical Science and Health

Ask the students to think about the three things needed for fire—heat, fuel and oxygen—and then ask them to describe ways to keep fire under control. (For example, if the flames of the barbecue grill become too high, a nearby adult could close the lid to cut off oxygen or turn off the butane or gas to eliminate the fuel. To put out a campfire, douse it with water, which lowers the temperature.)

Language Arts: Writing; Fine Arts: Visual Arts

Distribute *Good Fires and You*. Have the students use the questions on the activity sheet to dictate or write their own stories about fire. The stories can be fact or fiction, and they will illustrate their stories, using one page for each question and its answer. Place these in a book or on a bulletin board as appropriate.



Fire Prevention and Safety

K-2

LESSON PLAN 2

Fire: Helpful or Harmful?

Materials

- Chart paper and markers or chalkboard and chalk
- Construction paper
- Glitter and/or other shiny materials to create pictures of fireworks
- Glue



“Fireworks and Fire Safety”

SET UP 10 minutes CONDUCT 30 minutes

Science: Health; Language Arts: Writing; Fine Arts: Visual Arts

TEACHING NOTE Check to see if fireworks are legal in your area or surrounding areas. If so, use this activity to stress how dangerous they are and that only responsible adults must handle fireworks. Many accidents with fire crackers and fireworks occur where they are illegal, but the law is not enforced. Students must know the rules whether or not they are legal in their area.

1. Ask—When and how do you and your family see fireworks? (At public displays on holidays; at the ballpark; on the beach) Why do you believe many places outlaw fireworks? (Fireworks are dangerous. They can cause loss of vision, burns, loss of fingers and toes, or worse.)
2. As a class, make a list of things families can do to stay safe when using fireworks.
Answers will vary, but may include—
 - Stay a safe distance from fireworks.
 - Only adults must handle fireworks and they must—
 - Use fireworks only outdoors.
 - Have water readily available.
 - Use only manufactured fireworks, not homemade fireworks.
 - Never relight a “dud.”
 - Soak fireworks thoroughly before throwing them out.
 - Wear protective eyewear.
 - Wear shoes.
 - Never throw or point fireworks at others.



TEACHING NOTE To guide students who might need help in thinking of safety messages, check these Internet sites:

National Council on Fireworks Safety:

<http://www.fireworksafety.com/home.htm>

National Fire Protection Association (NFPA) Fact Sheets on Fireworks:

<http://www.nfpa.org/categoryList.asp?categoryID=297&URL=Research%20&%20Reports/Fact%20sheets/Seasonal%20safety/Fireworks>



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



Fire Prevention and Safety K-2

LESSON PLAN 2

Fire: Helpful or Harmful?



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



Wrap-Up

Have the children glue glitter and other shiny materials to construction paper to make their own displays of safe fireworks.



Have each student write or dictate at least one safety message for his or her picture.



Home Connection

Students will take home their displays of safe fireworks to share with their families.



Good Fires and You

Page 1 of 2

Name _____

Directions: Write your own story about a helpful fire. Your story may be real or made up. Answer the questions in each box, in words or pictures, to tell the who, what, when, where and how of your fire.

What is the name of your fire story?

Where was the fire?

Who was with you at the fire?





Good Fires and You

Page 2 of 2

Why was the fire helpful?

What did the fire look like?

What did each person do?

Could it have become harmful? How?

