



## Fire Prevention and Safety K-2

### Fire Preparedness

## LESSON PLAN 6

# Safety Rules and Tools

When young children learn and practice the rules they need to stay safe in case of fire, they will be more likely to follow those rules when there is an emergency.

### Key Terms and Concepts

|                  |                   |                       |
|------------------|-------------------|-----------------------|
| 9-1-1            | evacuation drill  | outdoor meeting place |
| Crawl Low and Go | fire extinguisher | smoke                 |
| emergency        | flames            | smoke alarm           |
| escape route     | hear              | Stop, Drop and Roll   |

### Purpose

To help the students recognize and demonstrate fire safety rules

### Objectives

The students will—

- Demonstrate Stop, Drop and Roll and Crawl Low and Go and identify when each is used.
- Create a bulletin board of fire safety rules and tools.
- Use *Fire Safety* to help families improve fire safety at home. (Home Connection)
- Read picture books about fires and fire safety to apply fire safety rules. (Linking Across the Curriculum)
- Play Fire Safety Bingo using *Fire Safety Bingo Scenarios* and *Fire Safety Bingo Cards* to identify proper safety responses to fire situations
- Write new fire safety scenarios to use with Fire Safety Bingo.
- Play Fire Safety Bingo at home with *Fire Safety Bingo Scenarios* and *Fire Safety Bingo Cards*. (Home Connection)
- Design fire safety posters to share rules and tools and write fire safety messages. (Linking Across the Curriculum)



Visit the American Red Cross Web site  
at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters)

**TEACHING NOTE** Introduce or reinforce the concept of Crawl Low and Go with the Fire Prevention and Safety DVD, Grades K-2; Scene 5: "Crawl Low."



# Fire Prevention and Safety K-2

## LESSON PLAN 6 Safety Rules and Tools

### Activities

- “Stop, Drop and Roll”
- “Crawl Low and Go”
- “Review the Rules”
- “Fire Safety Bingo”



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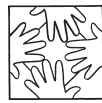


# Fire Prevention and Safety K-2

## LESSON PLAN 6 Safety Rules and Tools

### Materials

- Chalkboard and chalk or chart paper and markers
- Large, open space, outdoors on the grass or indoors with mats for padding



## “Stop, Drop and Roll”

SET UP none CONDUCT 15 minutes

### Science: Health and Physical Science

1. Discuss with the students possible ways clothing could catch fire. Explain that this is scary, but there are words they should remember: **STOP, DROP, ROLL**. Write these on the chalkboard. Then, have students discuss why each is important.

**STOP**—If you run, the fire will get bigger.

**DROP**—Fall flat on the ground and cover your face with your hands to protect it.

**ROLL**—Keep your legs straight like a log and roll over and over to smother the fire.

**TEACHING NOTE** Have the students practice one at a time, or have them spread out in a large open area to avoid unintentional collisions due to enthusiastic rolling.

2. In a large area of the classroom, or on the playground, have the students practice Stop, Drop and Roll until they are comfortable with it.

**TEACHING NOTE** Friends or bystanders are often the most helpful in a situation in which someone’s clothing has caught fire. It is hard to remember the rules when you are frightened, no matter what age, but especially when you are young.



### Wrap-Up

Gather the students together. Talk about how sometimes it is hard to remember rules when you are frightened. That is when you need a friend. Divide the students into pairs.



This time, as students practice Stop, Drop and Roll, have one student pretend that his or her clothes have caught fire and he or she does not know what to do. Have the partner act as a buddy to help remember and act out Stop, Drop and Roll. Make sure students play both roles and understand both how to help and what to do.



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# Fire Prevention and Safety K-2

## LESSON PLAN 6

## Safety Rules and Tools

### Materials

- 1 or 2 large blankets or sheets
- Chart paper and markers



## “Crawl Low and Go”

SET UP 5 minutes CONDUCT 20 minutes

### Science: Health and Physical Science

1. Tell the students that smoke rises and then “banks down.” Where would the safest place be in a room full of smoke? (Low; close to the floor)
2. Follow these steps to help students understand the meaning of “low.”
  - Instruct four students to stand and hold the edges of a large blanket or sheet about 4 feet from the floor. The sheet represents smoke.
  - Direct the other students to sit under the sheet.
  - Have the standing students lower the sheet over the sitting students—just as smoke would bank.
  - Then, have the students under the sheet crawl quickly on their hands and knees to escape, trying not to touch the sheet.

Practice these steps once again, having different students hold the edges of the blanket or sheet.



### Wrap-Up

Discuss the process together in a group.



What did students learn? (Answers will vary, but may include—Low is really very close to the floor. Crawling quickly is easy if you know where to go.) Explain that smoke is dark and makes it hard to see. How would this make getting to safety more difficult? (It would be harder to know where to go if you can’t see.) How is this activity useful? (Practicing makes me feel safer. Practicing helps me know what to do fast.)

Guide the students to practice Crawl Low and Go at different intervals during the school day. Call out one to two names and then call out a scenario, such as “You’re in a smoke-filled room and need to get to the exit.”



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# Fire Prevention and Safety

## K-2

### LESSON PLAN 6

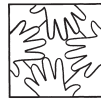
## Safety Rules and Tools

### Materials

- Chart paper and markers
- Bulletin board
- *Fire Safety*, 1 copy per student (Home Connection)



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## "Review the Rules"

SET UP none CONDUCT 15 minutes

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

1. Work with the students to make a list of Fire Safety Rules they know to use in case of fire. Write these on chart paper that can be posted as appropriate on a Fire Safety Bulletin Board. Examples:

### Rules

- Plan two ways out of each room.
- If you see smoke or fire in your first escape route, use your second way out.
- If you must exit through smoke, crawl low under the smoke to your exit; Crawl Low and Go.
- If a closed door feels warm, do not open it. Escape using your second way out.
- Get out fast—do not hide.
- Do not take time to pick up belongings or find pets.
- Call 9-1-1 from outside your home.
- Know the location outside your home where everyone will meet after escaping.
- Once you are out, stay out!

2. Next, work together to consider all the tools you can use for fire safety. Write these on chart paper as well. Examples:

### Tools

- Working smoke alarms need to be inside and outside each sleeping area (if you sleep with doors closed) and on each level of your home.
- For each smoke alarm, use the test button once a month to make sure the smoke alarm is working and change the batteries at least once a year.
- Learn how to crawl under smoke.
- Practice fire escape (evacuation) drills at school and at home.
- Know how to call 9-1-1.



### Wrap-Up

Use these lists as a reminder of fire safety. Add new ideas as students find out more information.



Have the students pantomime one of the rules or tools from the bulletin board lists. Have the class guess the rule or tool and explain why it is important.



# Fire Prevention and Safety K-2

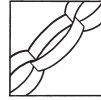
## LESSON PLAN 6

### Safety Rules and Tools



#### Home Connection

Send *Fire Safety* home to help families improve their home fire safety. Challenge the students to help their families say “Yes” to every question.



#### Linking Across the Curriculum

##### Language Arts: Reading

Visit the school or public library with your students to gather and read picture books about fires and fire safety. Consider *No Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean Pendziwol (Kids Can Press, Ltd., 2001). This story was written with the assistance of a fire department captain and teaches home fire safety to children.

In the story, a little girl invites a dragon home for tea. Unfortunately, the dragon sneezes, which sets the house on fire. The little girl leads the dragon to safety and is praised by firefighters for her knowledge of fire safety rules.



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# Fire Prevention and Safety K-2

## LESSON PLAN 6 Safety Rules and Tools

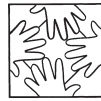
### Materials

- Fire Safety Bingo Scenarios
- Fire Safety Bingo Cards (copy enough sheets to provide each student with one card)
- Bingo markers (poker chips or M&Ms)
- Badges (for prizes)

**Note:** Be creative in designing your own badges.



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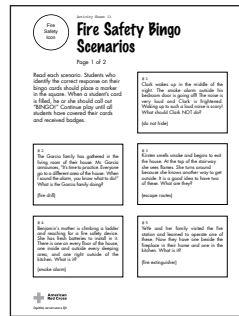
# "Fire Safety Bingo"

SET UP 10 minutes CONDUCT 30 minutes

Language Arts: Reading and Problem Solving; Science: Health

Before class, make a copy of *Fire Safety Bingo Scenarios* and cut out the 10 scenarios. Shuffle them.

1. Tell the students that you are going to test their problem-solving powers in fire safety. Distribute to each student one of the four bingo cards in *Fire Safety Bingo Cards*. Provide the students with a handful of bingo markers as well.



Fire Safety Bingo Scenarios



Fire Safety Bingo Cards

2. As you read a scenario, have the students place a marker on the proper response. Bingo rules are the same as in regular play. Keep playing until everyone wins.
3. Award Fire Safety badges to all the students.



### Wrap-Up

Ask Have the students to use their bingo cards to explain why each square is important in home fire safety.

**Extension:** Have the students create other scenarios for the responses on the bingo cards. Play the game again, including these scenarios.



# Fire Prevention and Safety K-2

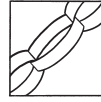
## LESSON PLAN 6

### Safety Rules and Tools



#### Home Connection

Send the students home with their bingo cards to see whether other family members can explain the importance of each square.



#### Linking Across the Curriculum

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

Work with the students to design fire safety posters. Each poster should be based on one of the rules and tools the students have learned about home fire safety. Copy appropriate activity sheets for students to cut out and use as graphics for their posters.



Instruct the students to write safety messages on their posters, using vocabulary they have learned.



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# Fire Safety

Page 1 of 1

Name \_\_\_\_\_

**Directions:** If a fire happens in your home, you and your family can be safer if you are prepared. Look at the questions below. See how many your family can answer with a “Yes.” Then, talk about what you can do as a family to change “No” to “Yes.”

## Think About It

1. Do you regularly check your home for fire hazards?
2. Do you have smoke alarms on every level of your home, inside and outside all sleeping areas, and right outside the kitchen?
3. Do all members of the family know what your smoke alarms or building fire alarms sound like?
4. Do you test and clean your smoke alarms monthly?
5. Do you change your smoke alarm batteries once a year?
6. Is there at least one fire extinguisher in your home and does everyone old enough know how to use it?
7. Does your family have a fire escape plan posted in full view?
8. Does everyone know two ways out of every room in your home?
9. Does everyone know what “crawl low and go” means?
10. Does everyone know to get out quickly and stay out?
11. Does everyone know NOT to hide in case of fire?
12. Is everyone aware of where the family meeting place is outside your home?
13. Does everyone in your family know how to call 9-1-1 after safely getting out of your home?
14. Has your family practiced a fire drill at home in the last six months?
15. When you have visitors, do you show them the fire escape plan and make sure they understand the rules?
16. If babysitters come to your home, do you instruct them in what to do in case of fire?





# Fire Safety Bingo Scenarios

Page 1 of 2

Name \_\_\_\_\_

**Directions:** Use these scenarios and the *Fire Safety Bingo Cards* on the next pages to play Fire Safety Bingo. Cut out the scenarios. Shuffle them and then randomly select and read them. The object of the game is to match the scenario with the correct safety response. Cover all the safety items on your *Fire Safety Bingo Card* to win.

## #1

Clark wakes up in the middle of the night. The smoke alarm outside his bedroom door is going off! The noise is very loud and Clark is frightened. Waking up to such a loud noise is scary! What should Clark NOT do?

(do not hide)

## #2

The Garcia family has gathered in the living room of their home. Mr. Garcia announces, "It's time to practice. Everyone go to a different room. When I sound the alarm, you know what to do!" What is the Garcia family doing?

(fire drill)

## #3

Kirsten smells smoke and begins to exit the building. At the top of the stairway she sees flames. She turns around because she knows another way to get outside. It is a good idea to have two of these. What are they?

(escape routes)

## #4

Benjamin's mother is climbing a ladder and reaching for a fire safety device. She has fresh batteries to install in it. There is one on every floor of the home, one inside and outside every sleeping area, and one right outside the kitchen. What is it?

(smoke alarm)

## #5

YeYe and her family visited the fire station and learned to operate one of these. Now they have one beside the fireplace in their home and one in the kitchen. What is it?

(fire extinguisher)





# Fire Safety Bingo Scenarios

Page 2 of 2

**#6**

Jackson and his family have left their burning home and have gathered at their outdoor meeting place. What should they do now?

(call 9-1-1)

**#7**

“Before we practice our fire drill,” Mr. Vuong said, “let’s make sure we know two ways out of each room in the house.” What is another word for “a way out”?

(exit)

**#8**

The Kims have decided to gather at the mailbox across the street. What is this for?

(outdoor meeting place)

**#9**

This was blocking Seth’s exit, so he stayed in his room with the door closed. He signaled for help using a bright-colored cloth at the window. What could have been blocking Seth’s exit?

(flames, smoke or heat)

**#10**

Mrs. Costello’s class was rolling around on the floor! Just before the students dropped to the floor, someone outside the classroom heard Mrs. Costello say, “Your clothing is on fire!” What were they practicing?

(stop, drop and roll)

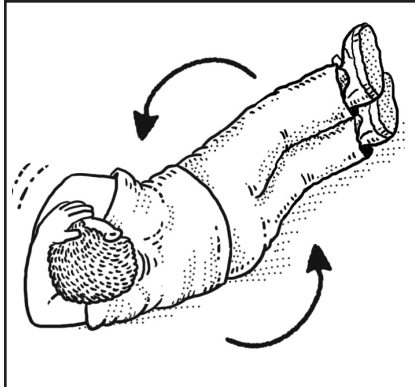




# Fire Safety Bingo Cards

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Name \_\_\_\_\_



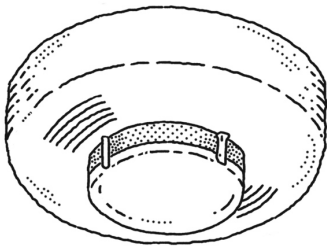
**Stop, Drop and Roll**



**Fire Extinguisher**



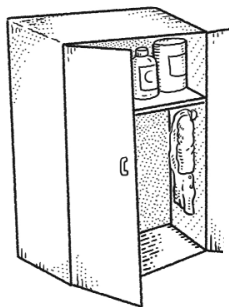
**Call 9-1-1**



**Smoke Alarm**



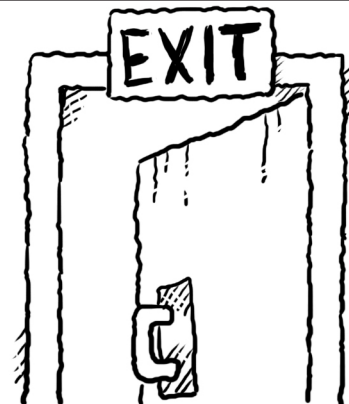
**Flames, Smoke,  
or Heat**



**Do Not Hide!**



**Outdoor Meeting Place**



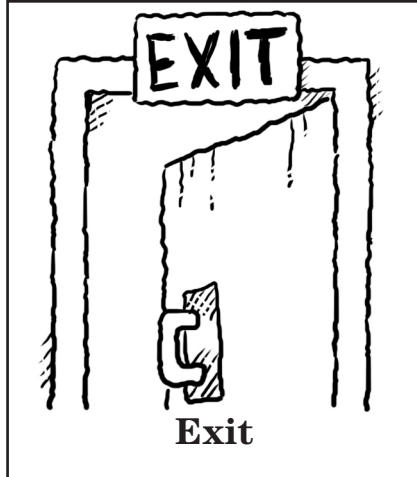
**Exit**





# Fire Safety Bingo Cards

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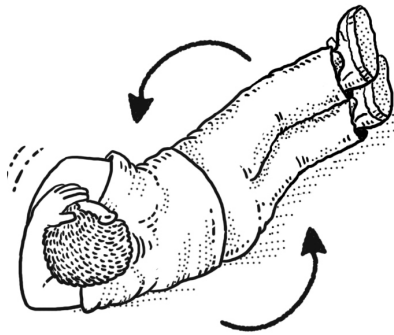
**Exit**



**Flames, Smoke  
or Heat**



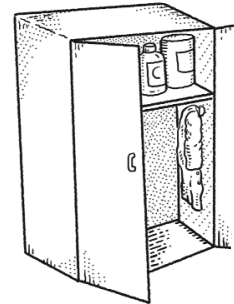
**Outdoor Meeting Place**



**Stop, Drop, and Roll**



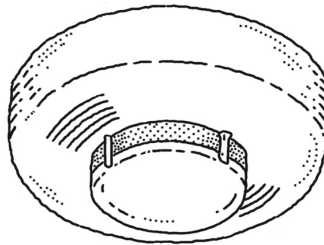
**Free  
Space**



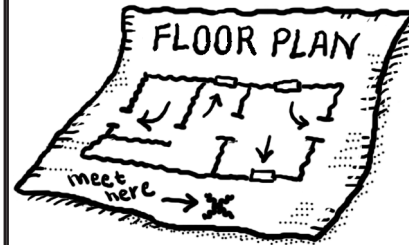
**Do Not Hide!**



**Fire Drill**



**Smoke Alarm**



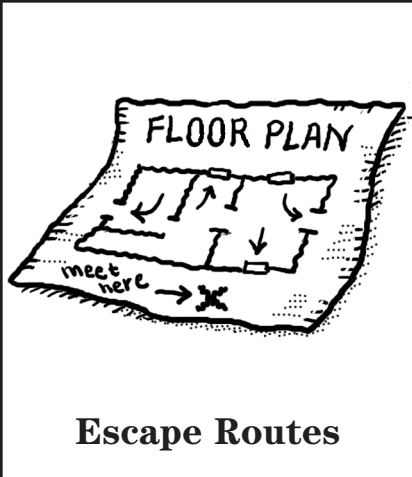
**Escape Routes**



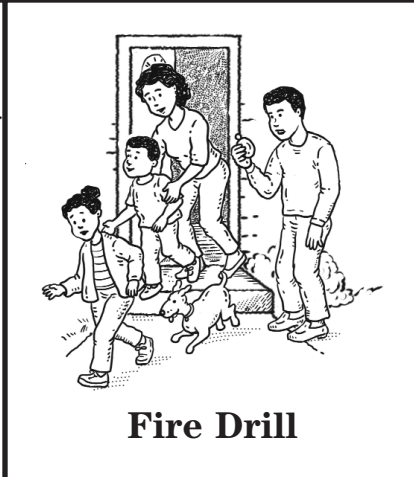


# Fire Safety Bingo Cards

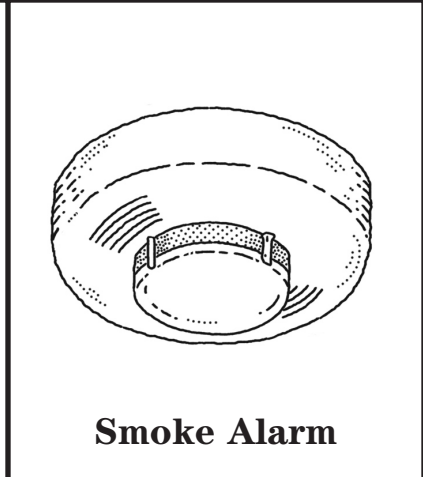
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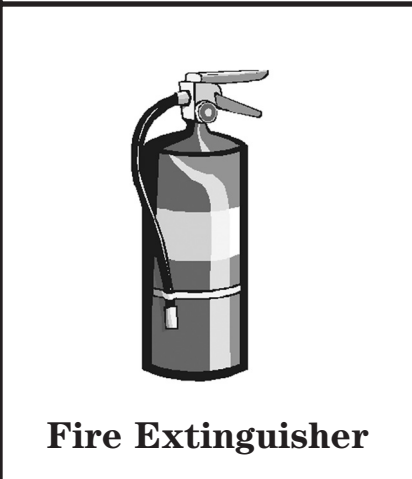
**Escape Routes**



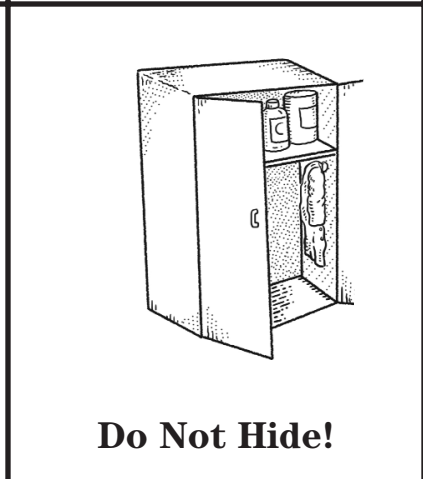
**Fire Drill**



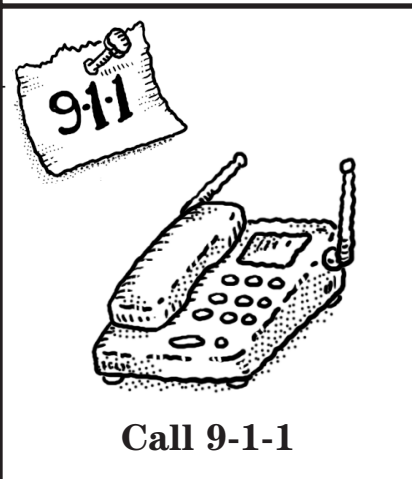
**Smoke Alarm**



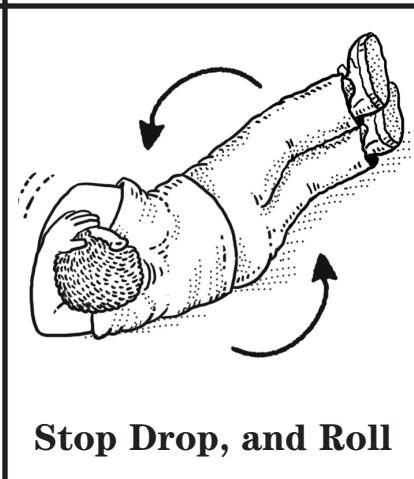
**Fire Extinguisher**



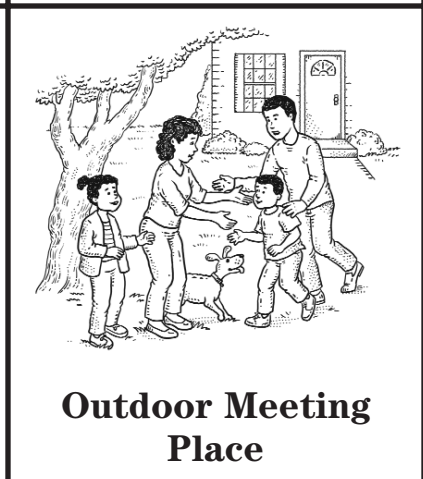
**Do Not Hide!**



**Call 9-1-1**



**Stop Drop, and Roll**



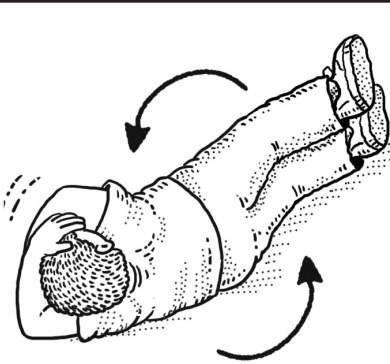
**Outdoor Meeting Place**





# Fire Safety Bingo Cards

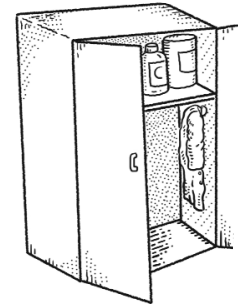
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**Stop Drop, and Roll**



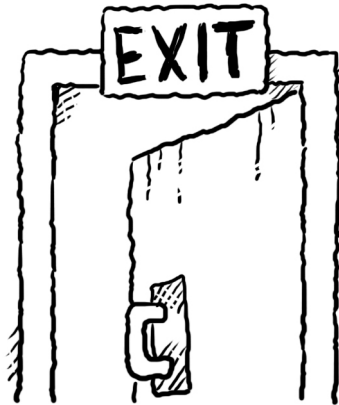
**Outdoor Meeting Place**



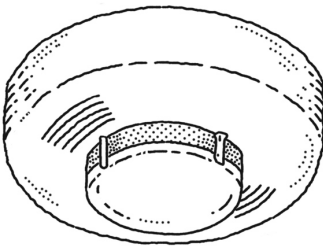
**Do Not Hide!**



**Call 9-1-1**



**Exit**



**Smoke Alarm**



**Fire Extinguisher**



**Flames, Smoke  
or Heat**

