

Welcome to the Richmond Fire-Rescue Grade 2 Safety Workbook

Our Grade 2 Workbook has been created to align with BC's redesigned curriculum promoting strong communities by achieving common goals through the networking of family and community. Students will learn to identify and appreciate the roles and responsibilities associated with the fire and life safety procedures and techniques necessary to keep themselves, other family members and friends safe in and around the home.

This workbook will allow students to inquire into what their rights and responsibilities are to keep themselves safe in the community and in their homes. It encourages them to analyze their daily lives and learn how to make safer choices for personal and community well-being, and it promotes communication amongst peers, classmates, community and family.

This pilot project is intended to allow you to teach interactive fire and life safety lessons with your class culminating with a visit from a member of the Richmond Fire-Rescue Public Education Division to explain and demonstrate firefighter's personal protective equipment (P.P.E.) and answer any questions from the previous lessons taught in class.

The intent of the program is for you to teach 4 of the 5 lessons plans in class and then schedule a 30 minute visit from with member of the Richmond Fire-Rescue public education division to complete the program.

This workbook has been provided with lessons plans to help you successfully communicate the appropriate material and provide the intended key messages.

For more information about the program, its intended curriculum or to book an appointment for us to come support the education first hand, please contact me anytime.

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Lesson Plans

Essential Question

How can I make choices which benefit my well-being and keep me safe?

One: Hot or Not / How to Cool a Burn (pages 3,4,5,6)

Teaching Point Key Messaging

1. There are things inside and outside the home that are hot or can get hot.
2. Things that are hot or can get hot include bath water, a stove, a fireplace, coffee, soup, matches, lighters, and many other things.
3. Stay away from hot things. Don't touch them. If you are unsure if something is hot, stay away and check with a grown-up.
4. Do not touch matches or lighters. Matches and lighters are dangerous and can be hot.
5. Walk away and tell a grown-up if you find matches or lighters.
6. Only grown-ups should use matches and lighters.
7. How to properly cool a burn

Objectives

The students will:

1. Identify items that are hot or could become hot.
2. Explain how to remain safe around hot things.
3. Acknowledge the importance of telling a grown-up when matches and lighters or other potentially dangerous items are within reach of a child.
4. Learn how to properly cool a burn.

Procedure

Activate prior knowledge by asking students what they know about hot items around the home, burns and potential dangers in the kitchen. Tell the students that today they will be learning about the importance of staying away from hot things. Explain there are items both inside and outside of their homes which are hot or can get hot. Talk about how items can be hot and dangerous because they can hurt you and/or cause a burn.

Page 3

What is dangerous in this picture? Why?

- The stove window (burn potential)
- What's inside the the stove is hot (baking pans), including the air that rushes out when you open the oven door, always be careful when opening the oven door to smell the cookies!
- The burner is dangerous (burn potential, possibility of catching loose hanging sleeves on fire)
- The pot on the stove (burn potential, spillage of hot liquids, the handle is turned outwards causing potential accidents)
- The ON LIGHT indicates the burners are still hot even if the stove in not in use and the burners are not red (electric) and/or there are no open flames (gas)
- You should always remain at least 3 Feet away from all potentially hot things (if the children spread their arms wide out, that's about the distance required to meet the standard) - like stoves, BBQ's, campfires, fireplaces

Now that we have discussed some potentially hot things, let's explore what is either a TOOL or a TOY and if it is HOT or NOT on the next page.

Page 4/5 - Please Note: On Page 6 there is space to add any items NOT on our list below

Picture	TOOL or TOY(pg.4)	HOT or NOT(pg.4)	IF Then Worksheet (pg. 5)
Flashlight	TOOL - if you have one at home, you should always have spare batteries just in case you need it to work when the power is out	NOT - flashlights are pretty safe unless you drop them on your toes	Not Applicable
Basketball	TOY - may also be considered a TOOL for playing basketball	Not	Not Applicable
Continued on Next Page....			
Iron	TOOL - Where would you find one of these? What are they	Can be HOT - How would you know if they are hot? How	Do not touch or attempt to unplug an iron. Go tell an adult

	for?	can they injure you?	you think they forgot to turn off the iron. Irons need to be unplugged when not in use, and kept away from all combustible items
Kettle	TOOL - Where would you find one of these? What are they for?	Can be HOT - How would you know if they are hot? How can they injure you?	Tell parents they should always place all hot water devices in a safe non-combustible location. Make sure they won't fall off the counter or table and cannot be reached from below to avoid all potential spill burns.
Toaster	TOOL - for toasting	Can be HOT. They can also cause other problems (smoke) - what other issues are sometimes caused by toasters.	Tell parents to place the toaster in a non-combustible location. Make sure it won't fall off the table or counter and cannot be reached from below to avoid potential burns. NEVER unplug a smoke detector because of a smoking toaster.
iPad and/or TV	TOOL or TOY	Not Hot	Not Applicable
Continued on Next Page ...			
Lighters or Matches	TOOL for creating fire	Can be HOT, but can also be dangerous in other ways. What other dangers can	If you see matches or lighters laying around, or even outside in the school

		they cause? (fires)	yard, never touch them. Always report them to an adult and have the adult dispose of them.
Lit Cigarette	TOOL - for smoking	Can be HOT, but it can also be dangerous in other ways. What other dangerous can a lit cigarette cause?	If you see a lit cigarette in the grass, a planter, a garbage can or even in an ashtray, do not touch it, report it to an adult immediately
Microwave	TOOL for heating	Shouldn't be HOT. However, items coming from the microwave can be extremely HOT. Can you think of any items that may be hot from the microwave?	Always have an adult remove items from a microwave. Never remove items from a microwave that is above your head. Why not? Always wear hand protection when using a microwave. Open the door slowly and away from your face.
Oven	TOOL for heating	Can be HOT. How do you know its hot? How far should you stay away from hot things? (3 feet or arms length)	Tell an adult if the oven has been left on, never reach across it to turn it off. Always cook with the pot handles turned in. Always use hand protection. Never cook in long sleeves. Open the door slowly and away from your face.

Page 6

How to Cool a Burn

- A burn caused by boiling water or hot liquids is called a SCALD

- Cooling the burned area will lessen the severity of the injury if the procedure is performed immediately following the burn incident.
- Children need to know the correct procedure for cooling a burn injury.
- Within seconds of a burn injury the burned area should be placed in, or flushed with, cool water.
- Keep the burned area in the cool water for 10 to 15 minutes.
- NEVER use ice, ointments or butter.
- If they are burned, tell children to immediately seek assistance from an adult.
- If the burn injury is severe, or you are not sure of the intensity of the burn, immediately seek emergency assistance.
- Instruct children how to dial 9-1-1, or your community's local emergency number. (Page 18/19)
- **IMPORTANT:** Children will sustain more severe burns at lower temperatures and in a shorter period of time than adults due to their thinner skin.

Make Your Own List

- This section has been provided for students to make a list of items which may be HOT but were not included in this booklet as reference.
- Examples include: Gas/Wood fireplaces, coffee pots, soup, the Sun, automobiles and so on.

Lesson Plan Two: Smoke Detectors (pages 7,8,9,10)

Essential Question (page 7)

What tools exist to keep me safe?

Teaching Point Key Messaging (page 8)

1. A smoke alarm will let people know if there is smoke or a fire in their home.
2. Every home needs working smoke alarms.
3. If there is smoke, the smoke alarm will make a loud "beep, beep, beep, pause, beep, beep, beep pause."
4. Make sure there is a smoke alarm where people sleep so they will wake up quickly and be able to get outside.
5. Everyone must be able to hear the "beep, beep, beep" of the smoke alarm wherever they sleep.
6. Smoke alarms expire after 10 years.
7. Smoke alarms should be tested monthly and batteries changed every 6 months.
8. You should never leave your smoke alarm unplugged for any reason.

Four important things to include in your **Smoke Alarm Checklist** (page 9)

1. Stop what you are doing.
2. Choose the best and safest way out of the room.
3. Get outside as safe and quick as possible.
4. Go to your outside meeting place and stay there.

Objectives

The students will:

1. Identify the sound of a smoke alarm.
2. Identify where they sleep as an important place to have a working smoke alarm.
3. Learn the four important things to do in their Smoke Alarm Checklist.
4. Learn how to check for expired smoke alarms, and when they should be tested.

Procedure

Activate prior knowledge by asking students what they know about smoke alarms and whether or not they have seen or heard one before. Show the students a smoke alarm and tell them how smoke alarms are incredibly important because they save lives by alerting people if there is smoke or a fire. Explain to the students that a smoke alarm senses smoke and therefore can alert to a fire even if they cannot see it.

Inform the students you will be testing the smoke alarm for them to hear and they should listen for a loud “beep, beep, beep, pause, beep, beep, beep, pause” sound. If the smoke alarm is working, test it for the students to hear. (We will provide you with working smoke alarms for this section)

Tell the students how important it is not only to know what a smoke alarm sounds like and does, it is essential to know what to do next. Explain how there are four important things to do when the smoke alarm sounds. Encourage students to think about what they should do if a smoke alarm sounds and think about each action they would take.

Page 8 - Discussion bubbles with information

Page 9 - Expiry date locations and Smoke Alarm Checklist

Page 10 - Smoke Alarm Reminder Chart - they can cut out and hand up around the home.

Lesson Plan Three: Escape Planning (Pages 11,12,13)

Essential Questions

How will my escape plan support my physical and emotional well-being?

How will I build and maintain positive relationships with members of my community?

Teaching Point Key Messaging

1. Every room needs two ways out.
2. One way out would be the door and the second way out might be a window.
3. It is important to have a meeting place outside the home. A good meeting place might be a neighbour's home, a special tree, a mailbox, or a street light.
4. A home fire escape plan is a plan to get out of the home quickly in case there is a fire.
5. Families should practice their home fire drill at least twice a year.
6. It is important to know the home fire escape plan in each home where you sleep. It could be the home of a family member or a friend's house. You should know two ways out of each room and the predetermined outside meeting place in case there is a fire while you are visiting.
7. Every emergency situation is different, discuss the 3 bedroom scenarios at length.
(pages 16 & 17)

Objectives

The students will:

1. Explain the required components of a home escape plan.
2. Identify when to use the home fire escape plan and how often to practice with the family.
3. Justify the importance of knowing a home fire escape plan in each home where they sleep.
4. Understand the differences between the 3 bedroom scenarios.

Procedure

Activate prior knowledge by asking students what they know about fire drills and if they have ever been a part of one. Explain to the students they will be learning about the importance of planning and practicing escape drills from wherever they are sleeping. Have students complete the Home Fire Drill Worksheet (page 12). The students can complete the worksheet individually or work collaboratively with a partner or group. The teacher should monitor the students to ensure the students are answering the questions accurately.

Page 11 - Blaze working on his Home Escape Plan

Page 12 - A sample Home Escape Plan is provide, ask the students to establish 2 Way Out of each room by asking them how to escape from every room in the diagram. Discuss what makes a good Meeting Spot and why. Explain why it is important to have a Meeting Spot.

Page 13 - Escape Plan practice grid. Students can be assigned to work alone or in a group to draw and complete 2 Ways out of the classroom or their bedroom if they can recall it.

Page 14/15 - Puzzles are provided to be done as a class, to discuss answers and make sure everyone understands what the answers are. Answers to the puzzles are provided on **pages 22 & 23**.

Page 16/17 - This is a very important section of the workbook. This section provides 3 scenarios of what to do if the smoke alarm sounds while you are sleeping.

Scenario 1: This scenario is in the correct order to allow for proper understanding of what students should do if the smoke alarm sounds while they are asleep in bed.

1. Blaze wakes up to the sound of the smoke alarm.
2. Blaze looks at the bottom of his bedroom door to see if there is smoke coming in.
3. Blaze check the door for heat with the **back of his hand** to avoid burning his palms and fingertips.
4. Blaze slowly opens the door and peeks into the hallway to look for smoke or fire.
5. Blaze walks out of the house on his pre practiced route and meets his family at the predetermined **Meeting Place**

Scenario 2: This scenario is not in the correct order to allow students to critically think their way through a problem during an emergency. Teachers will help the students number the bubbles in the correct order by placing the numeric sequence in the squares provided.

Correct Order:

1. Blaze wakes up to the sound of the smoke alarm.
2. Blaze looks at the bottom of his bedroom door to see if there is smoke coming in.
3. Blaze check the door for heat with the **back of his hand** to avoid burning his palms and fingertips.
4. Blaze slowly opens the door a peeks into the hallway and notices smoke!
5. Blaze crawls low below the smoke "Stay Low and GO" on his pre practiced route.

6. Blaze walks out of the house and meets his family at the predetermined **Meeting Place**.

Scenario 3: This scenario is not in the correct order to allow students to critically think their way through a problem during an emergency. Teachers will help the students number the bubbles in the correct order by placing the numeric sequence in the squares provided.

Correct Order:

1. Blaze wakes up to the sound of the smoke alarm.
2. Blaze looks at the bottom of his bedroom door and notices smoke coming in!
3. Blaze quickly rolls up sheets or blankets from the bed and stuffs them up against the door to block the smoke from coming in.
4. Blaze calls 9-1-1 to let the Fire Department know he is in his bedroom, he tells the fire department smoke is coming in under the door, and he cannot get out.
5. Blaze then opens his bedroom window and waves a brightly coloured item of clothing or a sheet to alert people and fire fighters to his location.
6. Blaze is rescued and is safe with his family and friends.

Lesson 4: Understanding 9-1-1 (pages 18/19)

Essential Questions

What strategies can I implement when I need help?

When should I advocate for safety?

Teaching Point Key Messaging

1. The fire department will help you if there is an emergency.
2. Examples of an emergency include fire, serious injury or a crime. It is important to be able to determine what an emergency is — a fire or the smoke alarm sounding is an emergency. Someone who has fallen and can't get up or someone who is very sick and

needs to get to the hospital is an emergency. Someone committing a crime is an emergency. Scraping your knee, sneezing, breaking a toy and/or being mad at mom or dad are not emergency situations.

3. It is very important to call the fire department only during an emergency. Calling the fire department when there is no emergency could hurt someone who really needs the firefighters' help. It can also put firefighters in danger needlessly.
4. When the fire department answers the phone, tell them the type of emergency, your city, the location that you are calling from, the address and telephone number from where you are calling.
5. Always stay on the telephone until the person tells you to hang up.

Objectives

The students will:

1. Demonstrate how to report an emergency to the fire department on both a landline and a mobile phone.
2. Distinguish between when it is appropriate (emergency) and inappropriate (non-emergency) to call 9-1-1.
3. Identify what information is given when calling 9-1-1.
4. Know how to get an interpreter during a 9-1-1 call.

Procedure

Activate prior knowledge by asking students what they know about emergencies and how to get help in the case of an emergency. Explain how today they will be learning about what an emergency is and how to report an emergency if necessary. Tell the students there are many situations they could face and it is essential to determine whether or not the situation is an emergency.

An emergency could be a fire, a smoke alarm sounding, or possibly someone is hurt. There are many types of emergencies with which the fire department can help. Teach students firefighters are helpers if there is an emergency.

Emphasize to the students a person should call the fire department only in an emergency.

It is important to help children distinguish between emergency and non-emergency situations. There are some situations that can be solved by the students themselves or with the help of a grown-up. Some examples of a non-emergency situation: falling off a bike and scraping their knee, being mad at a family member, or breaking a favorite toy. These are all situations that the students can solve by themselves or with the help of a grown-up.

Calling the fire department when there is no emergency can hurt someone else who might need help and it can put firefighters in harm's way. When a person calls the emergency number, he/she should stay on the telephone until the fire department says to hang up.

Tell the fire department the type of emergency you are reporting, your city, your address, and the telephone number from where you are calling. If the emergency is a fire, you should leave the home and call the fire department from a telephone outside the home, using a mobile phone or a neighbour's telephone.

Most emergency calls are made from a mobile phone. It is important children know how to use a mobile phone to call 9-1-1. This is a challenge because of all the different types of mobile phones. While the phones have some different features, they also have many similarities. Teach the students how to access a "home screen" highlighting the "Emergency" option.

Page 18

The top section allows students to learn how to use a cell phone to make an emergency call, even if the phone does not belong to them and they do not know the password.

The middle section allows for discussion on the availability of translation in the 9-1-1 emergency system and how you can access a person who speaks your language during an emergency.

The bottom section allows for discussion on what constitutes an emergency and what is not an emergency. Creating a list allows for class participation.

Page 19

This page allows students to fill in the information they will need to make a 9-1-1 emergency call. It can be practiced as a group to allow the students to be comfortable with the proper procedure.

Lesson 5 : Firefighters Personal Protective Equipment (P.P.E.) / Firefighters are your Friends (Pages 20, 21)

Essential Questions

Who are member of my society who help keep me safe?
What roles and responsibilities exist in my community?

In this section, you are required to schedule an appointment once the first three lessons have been taught. A member of our Public Education Division will show up and provide a demonstration of what a firefighter looks like when they working at the fire station (uniform) and what they look like during an emergency (P.P.E.).

It will reiterate the importance of trusting a firefighter when they are in full P.P.E. due to the presence of danger and why it is important to properly protect yourself. It also provides the opportunity to eliminate “Fear of the Gear” by providing a live demonstration of the sights and sounds of a firefighter in P.P.E.

At the end of the demonstration the firefighter will check over the students workbooks and then sign their “Junior Firefighter Certificate” on **page 21**.

If there is time left, the firefighter will attempt to answer any remaining questions from the class.

Thank You

Thank you for taking the time and effort to ensure the safety of your class and the community.

This programs success depends on your participation and recommendations for improvement.

Please email with your thoughts, enhancements or areas you believed were ineffective.

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