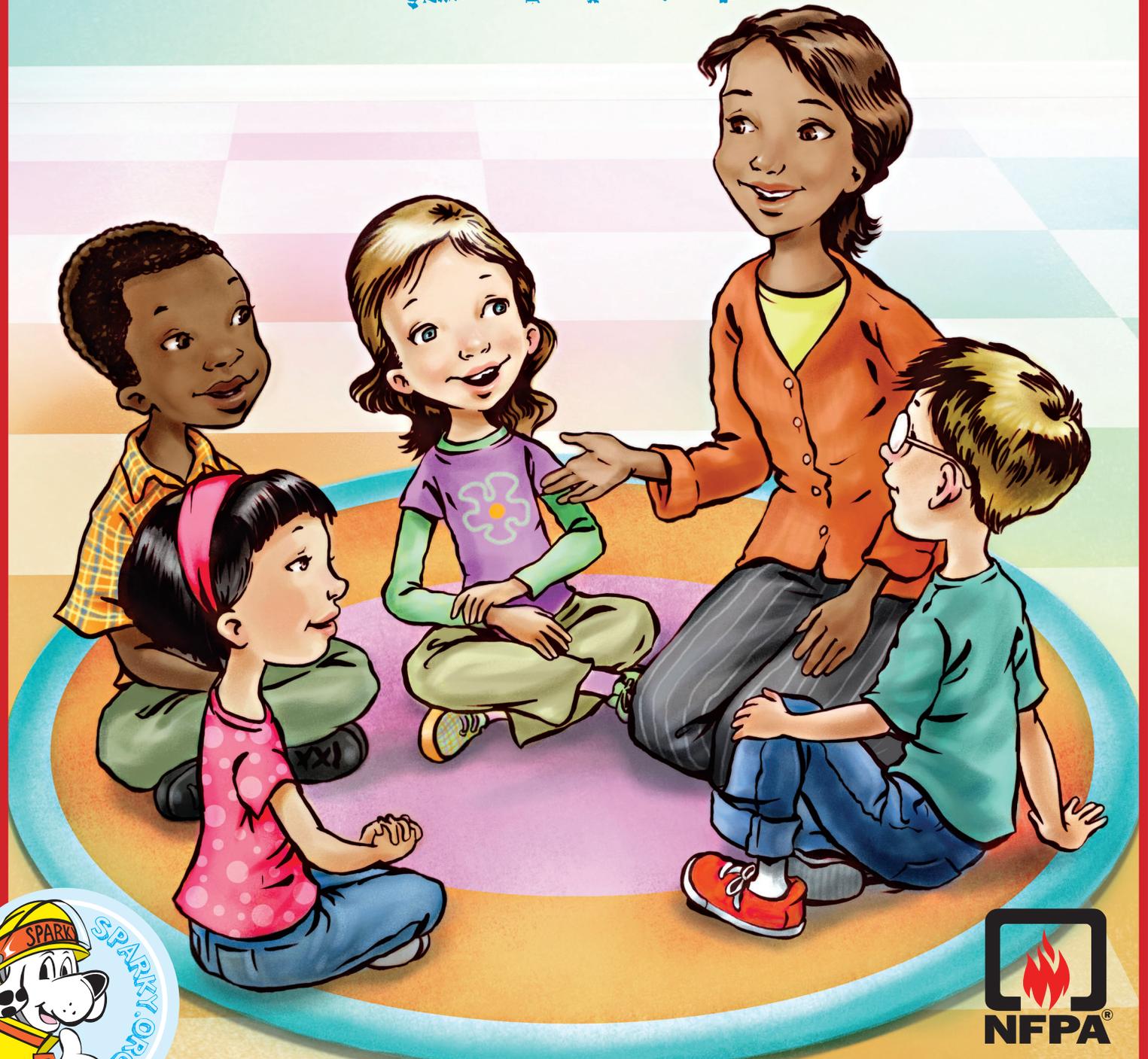


Learn Not to Burn[®] Grade 1



Learn LEVEL 1 Not to Burn®



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Introduction

A FIRE SAFETY EDUCATION PROGRAM FOR GRADE 1 STUDENTS

Introduction

Welcome to the NFPA *Learn Not to Burn* family. *Learn Not to Burn* has served as the pillar of NFPA educational programs for more than 40 years. It has evolved over the years to address the changing fire safety and educational needs of students and teachers. We hope you find the on-line version of the program to be easy to use and meet the high standards you expect from NFPA.

As an educator you work hard to help children prepare for a bright and challenging future. Teaching your students how to prevent fires and how to respond properly in a fire situation are skills your students will remember and practice throughout their lives. With *Learn Not to Burn* you are teaching your students to recognize and avoid fire risks, helping them lead fuller and more productive lives and reaching beyond the classroom to families in this process.

Learn Not to Burn is a comprehensive fire safety curriculum available on nfpa.org for use in schools. Developed by the National Fire Protection Association, *Learn Not to Burn* Level 1 is based on the field-tested results of the original *Learn Not to Burn* program. It presents six fire safety messages using classroom lessons, activities and home connections. It provides you with maximum flexibility so that it can be taught as a stand-alone fire safety unit or easily integrated in language arts core curriculum lessons. Throughout the program, you can invite the local fire department into the classroom to support the lessons.

Make time for fire safety education in your classroom.

How to Use *Learn Not to Burn* Level 1

1. The first step is to review the program and become familiar with the format presented with each fire safety behavior.
2. It is important to give the knowledge test before beginning the program and to record students' results on the knowledge test summary sheet. This will reveal your student's baseline knowledge of the key fire safety messages and will help you identify their areas of strength and weakness.
3. Gather the materials you will need for your first lesson.
4. Present the lesson following the step-by-step lesson plan.
5. Duplicate the family letter to go home with students. This will help families work together to review the important fire safety messages learned at school.
6. Present all 6 fire safety lessons.
7. Administer the knowledge test after all lessons have been taught and record student's results on the knowledge test summary sheet. This will demonstrate any knowledge gained as a result of the program. Testing is not the only way to evaluate the program. Throughout *Learn Not to Burn*, there are opportunities for the classroom teacher to observe and evaluate the results of lessons. Encourage students to share stories of real-life application of the fire safety behaviors they have learned.
8. Continue reinforcing the fire safety lessons throughout the school year. Make time for fire safety – it's a commitment to keeping your students, their family and the community safe from fire.

Acknowledgements

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Smoke Alarms are Important

LESSON PLAN

Teacher Information

- Smoke alarms save lives. Every home needs smoke alarms. They should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. A smoke alarm makes a “beep, beep, beep” sound. Between each set of three beeps is a slight pause – “beep, beep, beep, pause, beep, beep, beep, pause”, and so on. A smoke alarm senses smoke. It will sound if there is smoke in the home – possibly from a fire. When the smoke alarm sounds, everyone should leave the home right away

Teaching Points

- A smoke alarm will let you know if there is a fire in your home.
- It will make a loud “beep, beep, beep” if there is smoke.
- If the smoke alarm sounds, everyone should leave the home right away.
- You need smoke alarms in your home.

It is important to have a smoke alarm in your bedroom so the smoke alarm will beep where you sleep. It will wake you if there is a fire. Once outside, stay outside until the fire department or a family member says it is safe to go back inside.

Objectives

The students will:

- Identify the sound of a smoke alarm.
- Identify where you sleep as an important place to have a smoke alarm.
- Respond to the sound of a smoke alarm.

Materials

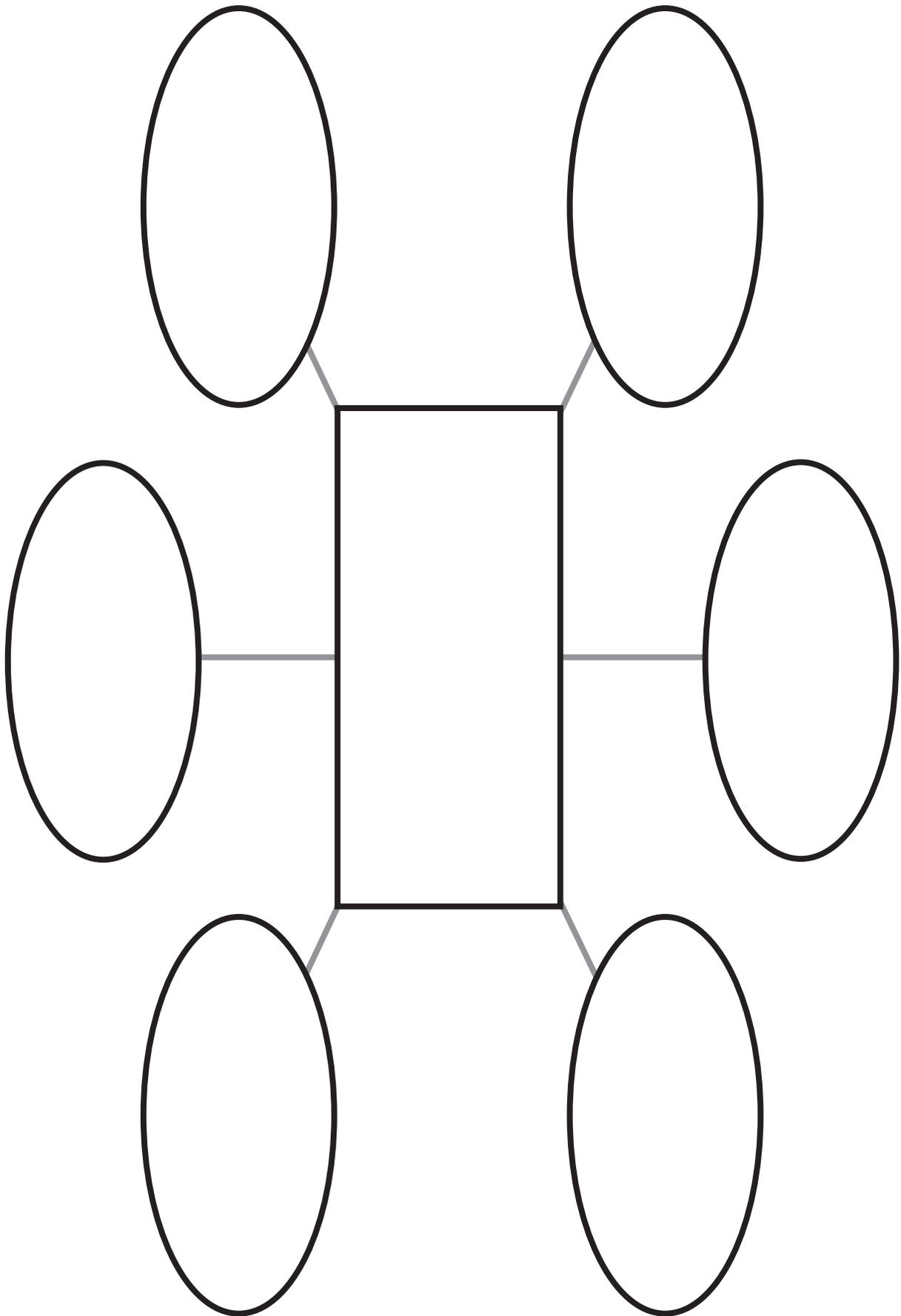
- *Learn Not To Burn* concept web (on transparency, whiteboard, or chart paper)
- *Sparky the Fire Dog*® by Don Hoffman
- Smoke alarm
- Red and white beads
- String
- Shoeboxes (one for every child)
- Bottle caps (twist caps) or any other small white object that can represent a smoke alarm



Procedure

1. Introduce the *Learn Not to Burn* concept web. The teacher should explain that over the course of this unit students will be learning about the different ways they can practice fire safety. Each time a new concept is learned it will be added to the concept web. Write “Smoke Alarms are Important” on the first arm of the concept web, leaving five remaining spaces for the upcoming lessons.
2. Activate prior knowledge by asking students what they know about smoke alarms and whether or not they have ever seen or heard one.
3. Show the students the smoke alarm; explain that smoke alarms are used to keep you safe in your home. Explain that even if you cannot see a fire, it is still very dangerous. Tell the children that smoke alarms let you know if there is smoke in your home by making a loud “beep - beep – beep” sound. Gather the students in one area, such as a rug in the front of the classroom. Activate the smoke alarm and ask the students to leave the rug when they hear the sound and meet at a safe place in the room, just like they would leave their home and meet at their family’s meeting place. Do not allow the children to return to the rug until you tell them that it is safe. Practice this game with their eyes open and closed to show that the smoke alarm will let them know there is a fire during the day and at night.
4. Have the children practice making the sound of the smoke alarm. Remind them that it has to beep three times in a row and then pause.
5. Give each child a string and have them return to their tables. Place a small bowl of red beads and a small bowl of white beads at each table. Explain that the red beads represent the beeps and the white beads represent the pause. Have the children create smoke alarm necklaces or bracelets using the sound patterns, three reds and one white.
6. Return to the rug and review that smoke alarms go “beep-beep-beep” when there is smoke or fire in the home. Reinforce that whenever they hear that sound they must immediately leave their home and go to their meeting place.
7. Discuss that it is important to not only have a smoke alarm in every home, but to have a smoke alarm in every bedroom and on every level of the home, including the basement.
8. Ask the children why it is important to have a smoke alarm in their bedroom. Record their answers and discuss how a smoke alarm wakes you up in case of an emergency and tells you to leave your home. Have each child create a diorama of their bedroom using a shoe box. Give each child a white bottle cap and have them glue it into their bedroom to represent the smoke alarm that they must have in their bedroom.
9. Allow the children to display and share their dioramas, reinforcing that everyone’s bedroom must have a smoke alarm.
10. Read *Sparky the Fire Dog* to the students. Introduce Sparky as the class mascot for the fire safety lessons they will be learning. Bring Sparky to life with a bulletin board, Dalmatian stuffed animal or contact your local fire department to invite Sparky to visit your classroom. After you read the story, ask the students questions to reinforce the lesson:
 - a. Which animal had Sparky inspect the smoke alarms in the home? (Mrs. Sheep)
 - b. What did Mrs. Sheep’s smoke alarms need? (A battery)
 - c. How did Sparky know it needed a battery? (He tested it)
 - d. What sound does Mrs. Sheep’s smoke alarm make? (Beep, beep, beep)
 - e. What should Mrs. Sheep do when the smoke alarm sounds? (Get outside, stay outside)

LEARN NOT TO BURN® - CONCEPT WEB



SMOKE ALARMS ARE IMPORTANT

Dear Family,

Our class is learning about fire safety. Today we learned “Smoke Alarms are Important”. Your child learned to identify the sound of a smoke alarm and its important role in keeping us safe from a fire. We discussed how important it is to get outside when the smoke alarm sounds and go to your outside meeting place. Having a smoke alarm on every level of your home and inside each sleeping room is crucial. You must be able to hear the smoke alarm if you are asleep.

Please talk to you child about the importance of smoke alarms in your home.

Together we can keep your family safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Test Your Smoke Alarm



- Find a smoke alarm in your home.
- Push the smoke alarm button so you can hear the sound.
- Have your child tell you what he/she would do if the smoke alarm sounds. (Get outside and stay outside. Go to your outside family meeting place like a tree, a neighbor’s porch or streetlight.)
- Practice how you and your child would get outside. Go to your family meeting place.
- Find all the smoke alarms in your home. Push the test button so your child can hear the sound and tell you what he/she would do if the smoke alarm sounds.
- Make sure there is a smoke alarm inside every bedroom in your home. A smoke alarm should be where you sleep.

Fire safety fun for families at sparky.org!



Get Outside, Stay Outside

LESSON PLAN

Teacher Information

- Smoke and fire spread very quickly, so it's important that everyone knows exactly how to get outside to safety calmly and quickly. Every family must have a home fire escape plan. A home fire escape plan is a plan to get out of the home quickly in case there is a fire. Every room in the home needs two ways out. One way out would be the door and the second way out may be a window. If a student in your classroom does not have two ways out (especially the room where they sleep), contact the family to discuss ideas to help the student have a safe way out of the room. Your students should be able to explain how they would get outside of their home if the smoke alarm sounds and where they would go to meet their family once they have safely escaped. Students must understand the importance of staying outside the home once they have escaped.
- Every home fire escape plan needs an outside meeting place. A meeting place is a permanent location in front of the home, a safe distance from the home. A good meeting place might be a neighbor's home, a street light, a mailbox, a neighborhood store next door or a special tree. Everyone in the home should go to the meeting place so everyone will be together and grown-ups will know that everyone is safe.
- Families should practice home fire escape drills at least twice a year. Practicing using different ways out of the home in case one way out is blocked by fire or smoke is important. Never practice climbing out a window that is not on the first floor. For second- and third-story windows, practice opening the window and deploying an escape ladder – never climb down the escape ladder unless it is a real fire emergency.
- Remember, if the smoke alarm sounds, get outside and stay outside.

Teaching Points

- Every room needs two ways out.
- One way out would be the door and the second way out may be a window.
- Make sure your bedroom or where you sleep has a smoke alarm so you will wake up quickly and be able to use the door to get outside. You must be able to hear the "beep, beep, beep" of the smoke alarm wherever you sleep.
- It is important to have a meeting place outside the home. A good meeting place might be a neighbor's home, a special tree, a neighborhood store next door, a mailbox, or a street light.
- If the smoke alarm sounds, get outside and go to your meeting place. Wait for your family to meet you. Grown-ups will know that everyone is safe.
- It is important that after hearing the smoke alarm you get outside and stay outside.



Objectives

The students will:

- Explain how they would get outside of the home if the smoke alarm sounds.
- State when to use the home fire escape plan.
- Describe the outside family meeting place.

Materials

- “Learn Not To Burn” concept web (on transparency, whiteboard, or chart paper)
- “Get Outside, Stay Outside” schema chart (on transparency, whiteboard, or chart paper)
- *No Dragons for Tea* by Jean E. Pendziwol and Martine Gourbault
- Markers (red and green)
- “Get Outside” activity sheet
- “Stay Outside” activity sheet
- “How to Make a Home Fire Escape Plan” activity sheet
- “Get Outside, Stay Outside” home-school connection letter

Procedure

1. Revisit the “Learn Not to Burn” concept web and explain that the next topic they will be learning about is “Get Outside, Stay Outside”. Add that topic to the concept web.
2. Review what was learned in the “Smoke Alarms are Important” lesson. Remind children that smoke alarms must be in each bedroom, outside sleeping areas, and on every level of their home. Reinforce that when they hear the loud “beep, beep, beep” they must leave the home right away.
3. Activate prior knowledge by asking children what they already know about home escape plans. Record what they know about home escape plans on the “Get Outside, Stay Outside” schema chart. (Teacher tip: record their schema on post-it notes in case any ideas need to be moved into the “misconceptions” section.)
4. Explain to the children that they will be hearing a story about what to do if there is ever a fire in their home. The story is about a dragon who visits a family. Read and discuss *No Dragons for Tea*.
5. Ask the following questions:
 - a. Where did the little girl meet the dragon? (*At the creek*)
 - b. What did the dragon do that started the fire? (*He sneezed*)
 - c. What made a “beep, beep, beep” sound? (*The smoke alarm*)
 - d. What did the little girl and her mom do? (*Went outside, stayed outside*)
 - e. Where did they meet? (*At the special tree - their outside meeting place*)
 - f. Who did they call? (*The fire department*)
 - g. What important message did they remember when the smoke alarm beeped? (*Get outside and stay outside*)
 - h. What did the fire department do? (*They put out the fire*)
 - i. Why did the dragon feel sad? (*He thought the fire was his fault*)
 - j. Do you think the little girl will invite the dragon to her home again? (*Not for tea*)

6. Explain to the children that the little girl and her mom had a fire escape plan. A fire escape plan is a plan to get out of your home calmly, quickly and safely in case of a fire.
7. Every room must have two safe ways out in case of a fire. At school, each room has two ways out – locate the two ways out of the classroom. You need to have two ways out of every room at home, too. Explain that every room should have a way out that you go to first and then another way if the first is blocked by fire or smoke. Discuss how, if a room only has one door the second way out may be a window. If time allows, take a walking tour of the school and explore the different ways out of other rooms.
8. Explain to the children that they are going to be learning two safe ways out of their room just like they have learned two safe ways out of the classroom. Have the children return to their seats and complete the “Get Outside” activity sheet. Using markers have them mark the smoke alarm in their bedroom in red and two ways out in green. Remind the children that they may have to use a window as their second way out.
9. Have students explain that they now know how to get outside in case of a fire and will be learning about what it means to stay outside. Remind students that they should never go back into the home, for any reason (such as another family member, for belongings, or for a pet). Ask the students what they think they should do once they are outside safely and discuss the importance of having an outside meeting place. Explain that a meeting place is where everyone in the family will meet a safe distance from the home if the smoke alarm sounds. As a class, create a list of good meeting places (i.e. a neighbor’s home, a street light, a mailbox, a neighborhood store next door or a special tree) and discuss how waiting and meeting at these places helps grown-ups to know that everyone is safe.
10. Give each child a copy of the “Stay Outside” activity sheet and explain that they will now think of a meeting place for their home. Have the students work independently. Their “Get Outside” and “Stay Outside” sheets could be mounted together on a piece of construction paper to display their completed fire escape plan.
11. As a group, discuss what they have learned about “Get Outside, Stay Outside”. Revisit the class “Get Outside, Stay Outside” schema chart. Add new knowledge to the “New Learning” section and move any misconceptions.
12. Review the “How to Make a Home Fire Escape Plan” activity sheet with students. Help students identify the two ways out of every room in the sample escape plan. Send the activity home with students. They will create and practice a home fire escape plan with their families.

GET OUTSIDE, STAY OUTSIDE - SCHEMA CHART

Our Schema:

New Learning:

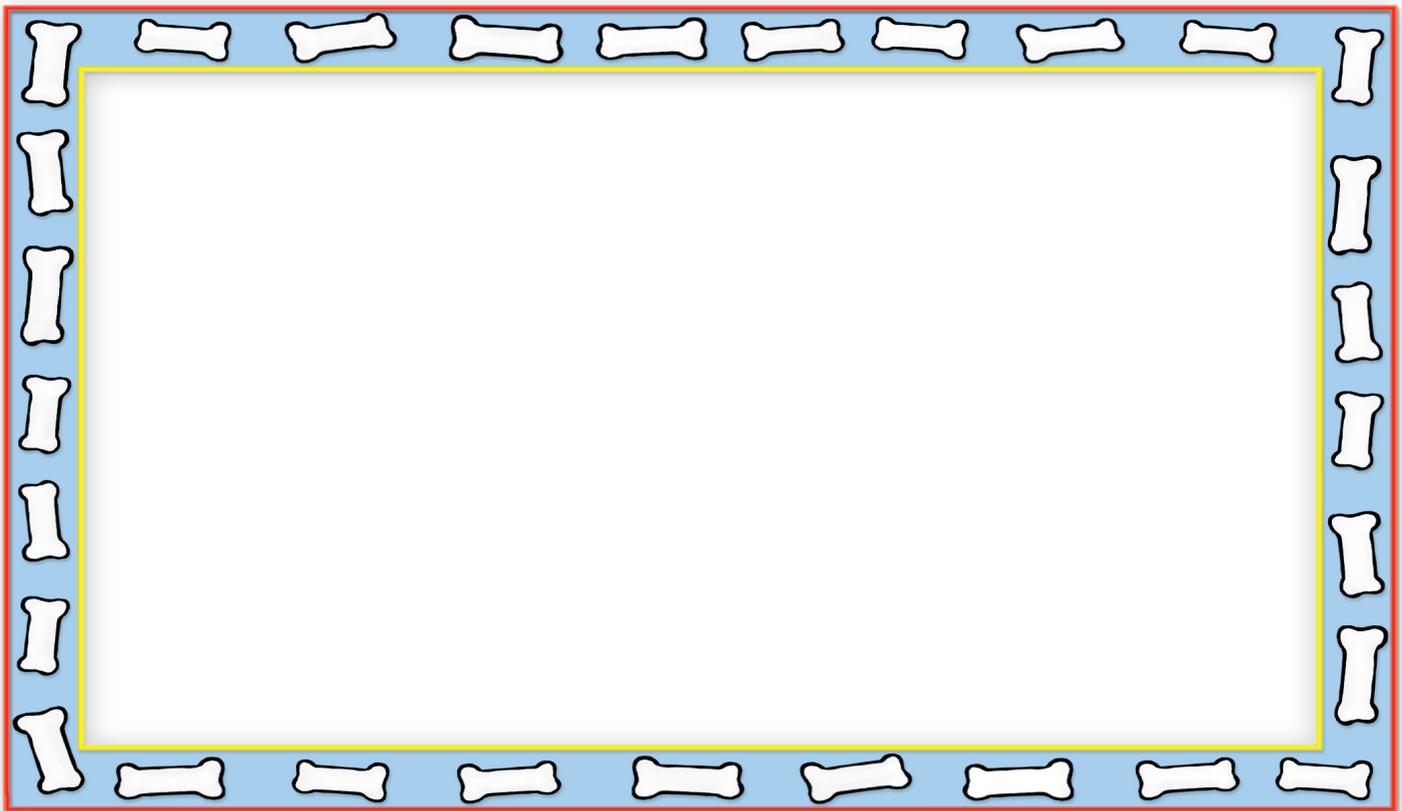
Misconceptions:

GET OUTSIDE - ACTIVITY SHEET

Name: _____ Date: _____

Your bedroom must have 2 things: 1. A smoke alarm 2. Two ways to get out.

- Draw a picture of your bedroom in the box below.
- Use a **RED** marker to circle your smoke alarm.
- Use a **GREEN** marker to circle the two ways that you can get out of your room.
Remember, that the second way might be a window.
- Answer the questions at the bottom of the page.



List the 2 things you need in your bedroom in case of a fire:

1. _____ 2. _____

Did you mark your smoke alarm? Yes No

Did you find and mark the best way out of your room? Yes No

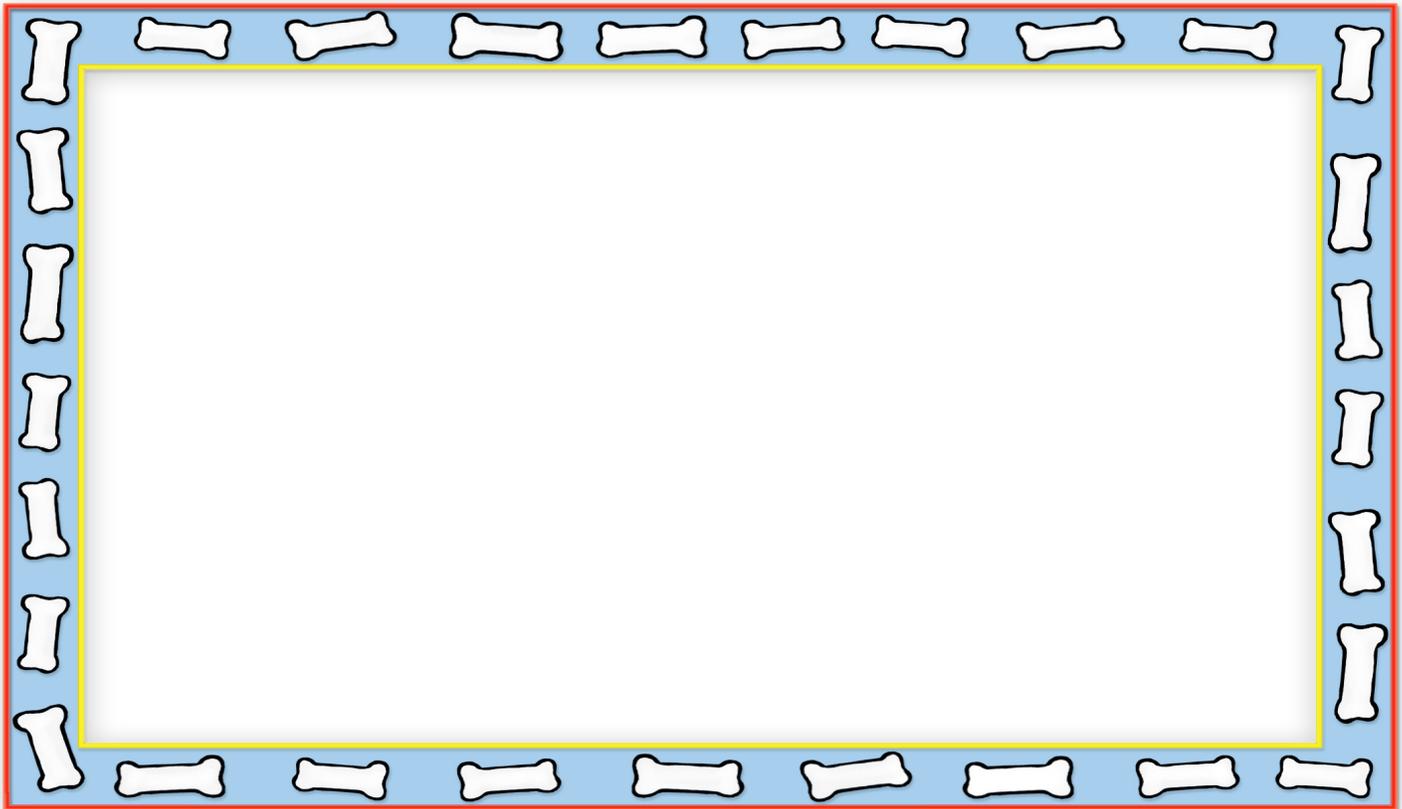
Did you find and mark a second way out of your room? Yes No

GET OUTSIDE - ANSWER KEY

Name: _____ Date: _____

Your bedroom must have 2 things: 1. A smoke alarm 2. Two ways to get out.

- Draw a picture of your bedroom in the box below.
- Use a **RED** marker to circle your smoke alarm.
- Use a **GREEN** marker to circle the two ways that you can get out of your room.
Remember, that the second way might be a window.
- Answer the questions at the bottom of the page.



List the 2 things you need in your bedroom in case of a fire:

1. A SMOKE ALARM 2. TWO WAYS TO GET OUT

Did you mark your smoke alarm? Yes No

Did you find and mark the best way out of your room? Yes No

Did you find and mark a second way out of your room? Yes No

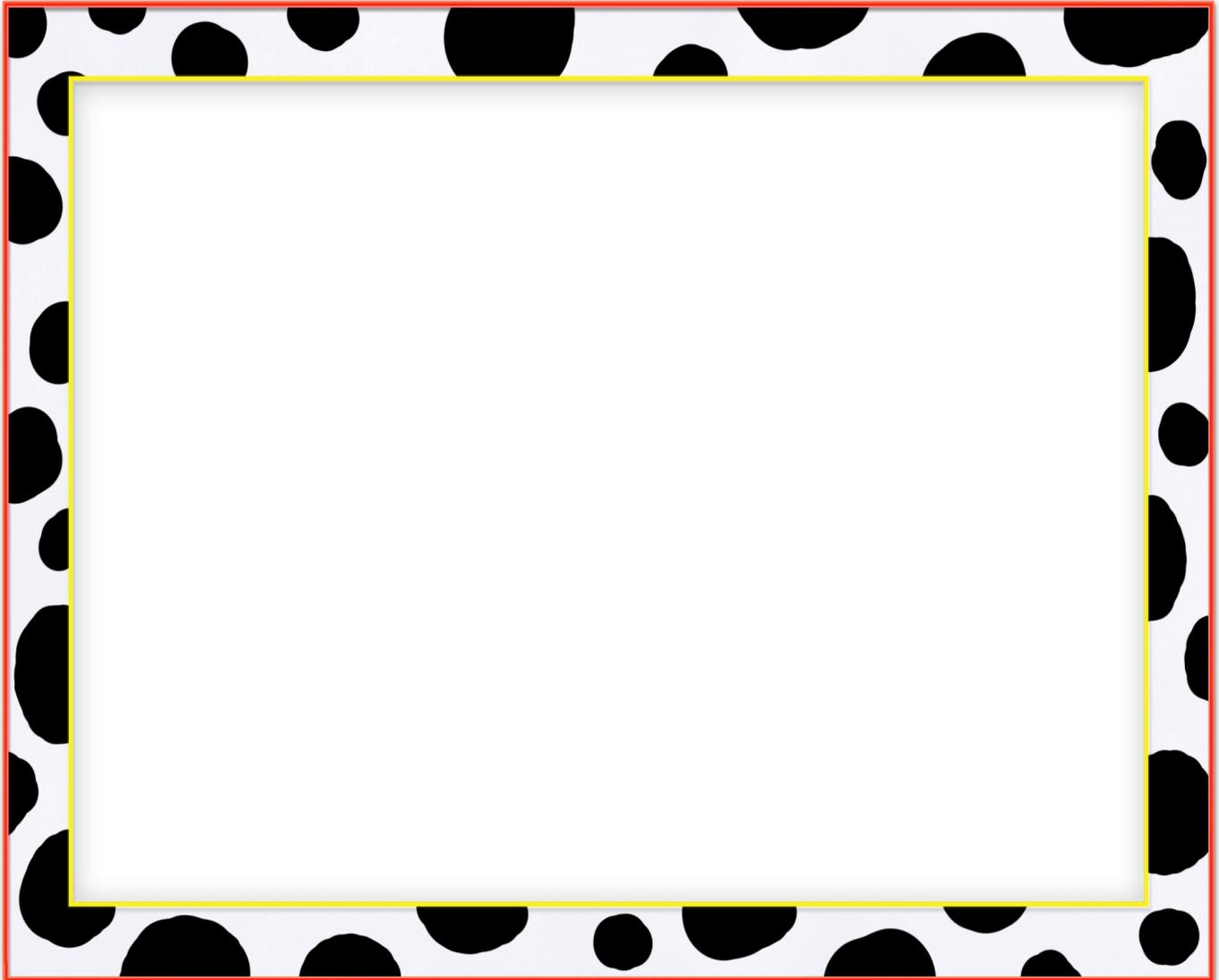
STAY OUTSIDE - ACTIVITY SHEET

Name: _____ Date: _____

Every family should have a meeting place in case of an emergency.
Think of a safe place for your family to meet outside your home.
Draw your meeting place.

If there is an emergency, I will meet my family at the

_____.



HOW TO MAKE A HOME FIRE ESCAPE PLAN - ACTIVITY SHEET

Name: _____ Date: _____

- Draw a map of your home. Show all doors and windows.
- Visit each room and find two ways out.
- All windows and doors should open easily. You should be able to use them to get outside.
- Make sure your home has smoke alarms. Push the test button to make sure each alarm is working.
- Pick a place outside where everyone will meet. It should be in front of your home.
- Make sure your house or building number can be seen from the street.
- Talk about your plan with everyone in your home.
- Learn the emergency phone number for your fire department.
- Practice your home fire escape drill!

Make your own home fire escape plan on the back of this paper.



GET OUTSIDE, STAY OUTSIDE

Dear Family,

Our class is learning about fire safety. Today we learned “Get Outside, Stay Outside”. Your child learned about the importance of having a safe way out of a home in the case of an emergency. We also discussed the importance of having a designated outside meeting place. Your family should know two ways out of each room in your home. The first way out is usually a door, the second way out may be a window.

It is important that all family members are aware of the two possible ways out for each room in your home, as well as your outside meeting place. Instructions to help you make your own plan are attached to this letter.

Together we can keep your family safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Find Two Ways Out



- Take a walking tour of each room in your home.
- Using post-it notes, find and mark your first way out for each room with the number one.
- Discuss how sometimes a way out may be blocked and how it is important to have a second way out. Find and mark your second way out with the number two.
- Choose an outside family meeting spot. Decorate a sign together as a family to label this important spot.
- Once you have located your ways out and an outside meeting place, it is important to practice! Practice your escape drill at least twice a year. Please practice carefully and never practice using a second way out if it is a window not on the ground floor. Instead practice how to open a window that may be used as a second way out. Remember, if the smoke alarm sounds, get outside and stay outside.
- Call the fire department from outside the home using a cell phone or neighbor’s phone.

Fire safety fun for families at sparky.org!



Report an Emergency

LESSON PLAN

Teacher Information

- The fire department is a community helper. The firefighters will help if there is a fire or a medical emergency. Everyone in the home should know the emergency phone number to call to get help from the fire department. Most communities have 9-1-1, but some communities have a complete telephone number to call. Check with your local fire department to find out the emergency number to teach your students.
- An emergency could be a fire, a smoke alarm sounding, or someone hurt. There are many types of emergencies with which the fire department can help. Teach students that a firefighter is a helper if there is an emergency. Stress to the students that a person should only call the fire department in an emergency.
- Calling the fire department when there is no emergency can hurt someone else who might need help from the firefighters. 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 name, 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 cell phone or neighbor's telephone.

Teaching Points

- The fire department is a community helper.
- They will help if there is an emergency. An emergency could be a fire or it could be someone in your home who is sick or hurt. Emphasize the importance of what is an emergency – 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. Scraping your knee, sneezing, breaking a toy, and being mad at mom or dad are not emergency situations.
- Remember, you only call the fire department in an emergency. Calling the fire department when there is no emergency could hurt someone who really needs the firefighters' help.
- The number to call for our fire department is _____. (Check with your local fire department for the emergency number).



- When the fire department answers the phone, tell them:
 - The type of emergency,
 - Your name,
 - Your address, and
 - The telephone number from where you are calling.
- Stay on the telephone until the fire department tells you to hang up.

Objectives

The students will:

- Recite and point out the emergency phone number.
- Demonstrate how to report an emergency to the fire department.
- State when it is appropriate to call for help.

Materials

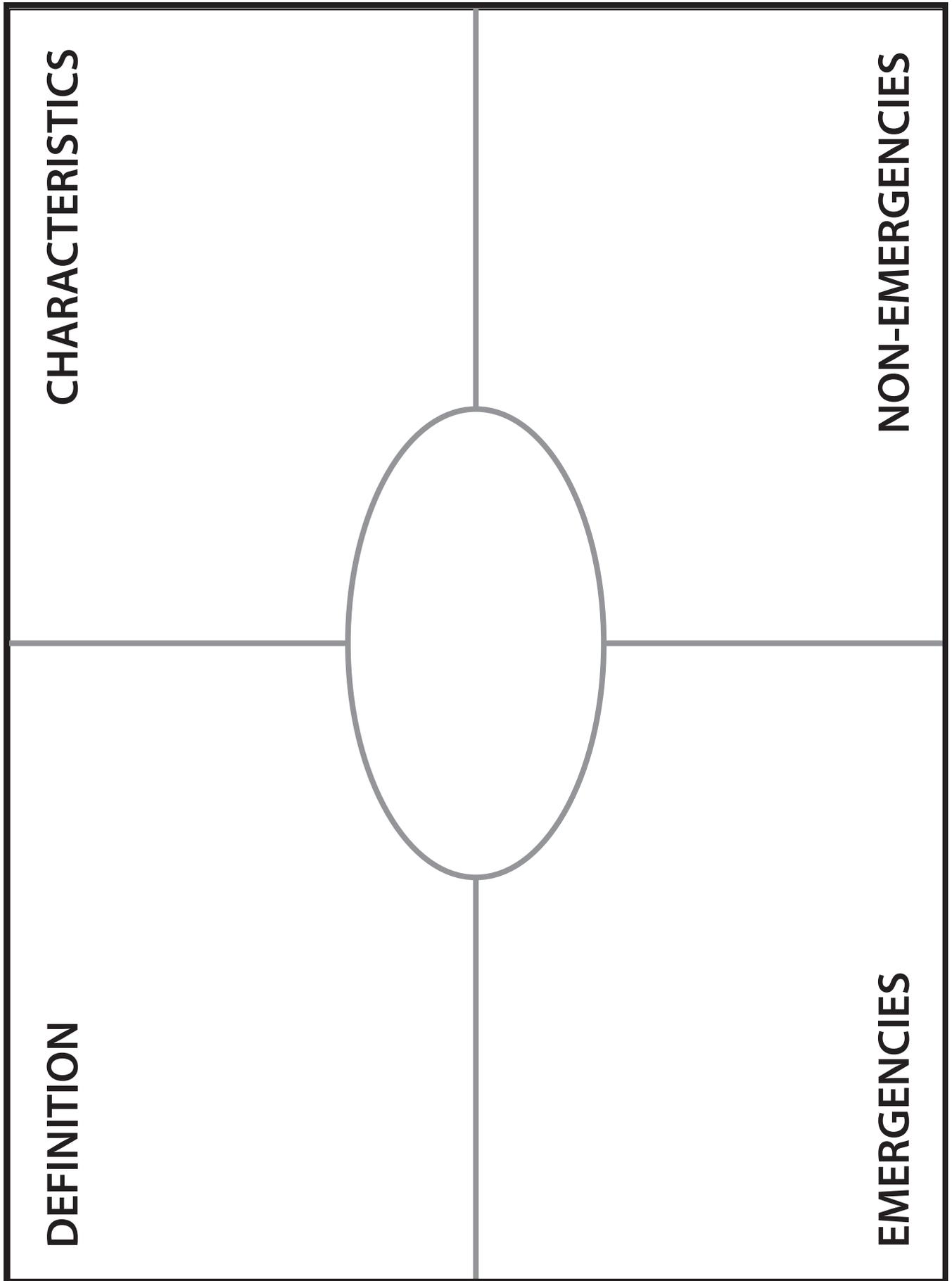
- “*Learn Not To Burn*” concept web (on transparency, whiteboard, or chart paper)
- *Impatient Pamela Calls 9-1-1* by Mary Koski
- Large “Emergency” Frayer Model chart (on transparency, whiteboard, or chart paper)
- “Report an Emergency” activity sheet.
- “What Do I Say?” checklist (on transparency, whiteboard, or chart paper)
- A nonworking telephone
- Emergency Cards for sorting
- “In Case of an Emergency” activity sheet
- “Report an Emergency” and “Emergency Flyer” home - school connection letter

Procedure

1. Revisit the “*Learn Not to Burn*” concept web and explain that the next topic they will be learning about is “Report an Emergency”. Add that topic to the concept web.
2. Activate prior knowledge by asking what the students know about emergencies.
3. Explain that the children will be hearing a story about the important things you need to know to report an emergency to the fire department. During the read aloud, the children should be thinking about the different things Pamela needs to know. Read and discuss *Impatient Pamela Calls 9-1-1*.
 - a. What did Pamela need to learn first? (Her address)
 - b. What did Pamela want to learn to use? (The telephone)
 - c. Did Pamela call 9-1-1 when the cat was in the tree? (No because her mom said the cat would get down by itself.)
 - d. Did Pamela call 9-1-1 when her friend’s bicycle broke? (No because her mom said you only call when a person needs help or there is a fire.)
 - e. Did Pamela call 9-1-1 when her friend Martin started to choke? (Yes)
 - f. What did she tell the fire department? (Martin is choking, her address and she stayed on the telephone)

4. Explain that firefighters are community helpers who are there to help in the case of an emergency. Ask the children if they have ever had to report an emergency to the fire department like Pamela did when her friend started to choke in the story. Discuss what it means for something to be a true emergency.
5. Introduce the “Emergency” Frayer model chart and explain that they will work together to decide what is an emergency and what isn’t an emergency. As a class, create a definition that explains what an emergency is as the first step in completing the emergency chart. The definition should explain that an emergency could be a fire but also includes situations when someone is sick or hurt. The class will think of characteristics of an emergency (i.e. scary or dangerous) and record those in the corresponding section. Finally, the class will think of things that would constitute an emergency and situations that would not and record their answers on the chart. Explain that only the situations they are recording under the “emergencies” section should be reported to the fire department and that reporting situations under the “non-emergencies” section can hurt someone else who might need the help of the fire department.
6. To check for understanding, the students will complete the “Report an Emergency Activity Sheet” independently. Have the children cut the six pictures off of the bottom of the page and sort them according to emergencies and non-emergencies. Use student work as a progress monitoring assessment and refer back to the class-created “Emergency” chart to help children who are struggling to understand the difference between the two.
7. Explain to the group that they now understand what an emergency is and the next step is to learn what to do when they find themselves in an emergency. Refer back to the story *Impatient Pamela* when she called 9-1-1. Discuss that every community has a number to call for the fire department and display your number for the children to see. It is important to determine the correct number to provide the students, in many cases the number is 9-1-1 but it should be noted that some areas have a complete telephone number to call. Check with your local fire department to find out the emergency number to teach the children.
8. Display a large “What Do I Say?” checklist for the class to see and explain that there is information that they must give to the fire department whenever reporting an emergency. Introduce each area of the checklist (type of emergency, your name, your address, the telephone number from where you are calling). Tell the students that once they have given this information they must remain on the line until they are asked to hang up.
9. Place the Emergency Cards for sorting in a basket and call on children to come up and choose a card. Read the card aloud to the class and then have the child make a decision. Is this an emergency? If the answer is yes, have the child call the emergency number on the nonworking phone and report the emergency using all of the information on the “What Do I Say?” checklist. Role-play with the student and be sure he/she provides the important information. Have the child remain on the phone until you ask them to hang up. If the situation chosen is not an emergency have the child explain that calling the fire department over that situation could hurt someone who really needs the firefighters help.

EMERGENCY - FRAYER MODEL



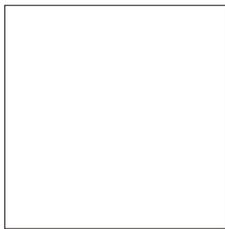
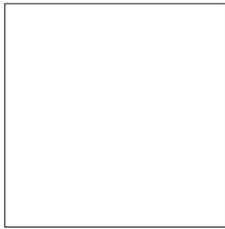
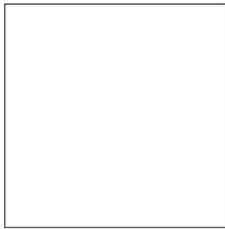
REPORT AN EMERGENCY - ACTIVITY SHEET

Name: _____ Date: _____

Cut and sort the pictures on the bottom of the page. If the picture is an emergency that you need the help of the fire department to solve, glue it under the "Emergency" side. If the picture is a problem you can solve on your own, glue it under the "Not an Emergency" side.

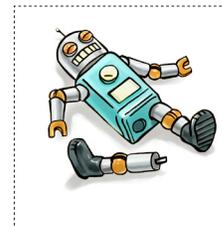
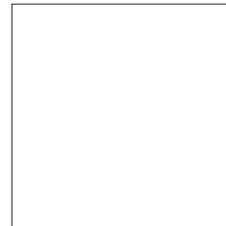
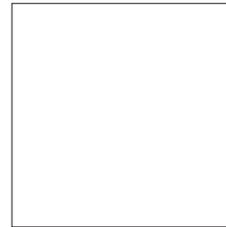
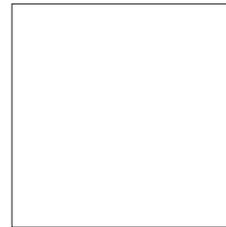
EMERGENCY

I need to call the fire department.



NOT AN EMERGENCY

I can solve this problem myself, or with help from a grown-up.



REPORT AN EMERGENCY - ANSWER KEY

Name: _____ Date: _____

Cut and sort the pictures on the bottom of the page. If the picture is an emergency that you need the help of the fire department to solve, glue it under the "Emergency" side. If the picture is a problem you can solve on your own, glue it under the "Not an Emergency" side.

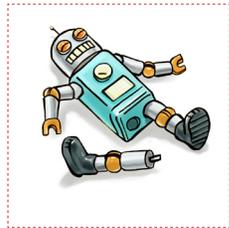
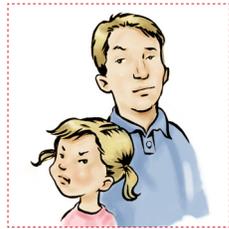
EMERGENCY

I need to call the fire department.



NOT AN EMERGENCY

I can solve this problem myself, or with help from a grown-up.



WHAT DO I SAY? - A CHECKLIST FOR REPORTING AN EMERGENCY - ACTIVITY SHEET

Name: _____ Date: _____

Did I call my community fire department?

Yes No

Did I give the type of emergency?

Yes No

Did I give my name?

Yes No

Did I give my address?

Yes No

**Did I give the number
I am calling from?**

Yes No

Did I wait until they told me to hang up?

Yes No



EMERGENCY SORTING CARDS

**I can't find my
favorite book.**

**My mom is on
the floor and
I can't wake her.**

**My dog
ran away.**

**Mom said that
I can't go
outside today.**

EMERGENCY SORTING CARDS

**I am home alone
and scared.**

**My grandpa fell
off the chair and
can't get up.**

**My aunt fell
and her nose is
bleeding really
badly.**

**My home is
on fire.**

EMERGENCY SORTING CARDS

**I am lost and
can't find my
mom or dad.**

**My baby sister
is sneezing.**

**My friend
can't breathe.**

**I have nothing
to do.**

EMERGENCY SORTING CARDS

**My friend fell off
the swing and
can't get up.**

I want to play.

It's my birthday.

**A stranger is in
my home.**

EMERGENCY SORTING CARDS

**I want to talk
to someone.**

There is a fire.

**My friend
broke his leg.**

**My grandma
fell down and
can't get up.**

EMERGENCY SORTING CARDS

**I am mad at
my mom.**

**I have a
paper cut.**

**My friend hurt
my feelings.**

**I want to
call someone.**

EMERGENCY SORTING CARDS

**I want to
practice calling
in an emergency.**

**I like to push
the numbers on
the phone.**

**My friend
is choking.**

**My cat is in
a tree.**

EMERGENCY SORTING CARDS - ANSWER KEY

EMERGENCY

My mom is on the floor and I can't wake her.
I am home alone and scared.
My grandpa fell off the chair and can't get up.
My aunt fell and her nose is bleeding really badly.
My home is on fire.
I am lost and can't find my mom or dad.
My friend can't breathe.
My friend fell off the swing and can't get up.
A stranger is in my home.
There is a fire.
My friend broke his leg.
My grandma fell down and can't get up.
My friend is choking.

NOT AN EMERGENCY

I can't find my favorite book.
My dog ran away.
Mom said that I can't go outside today.
My baby sister is sneezing.
I have nothing to do.
I want to play.
It's my birthday.
I want to talk to someone.
I am mad at my mom.
I have a paper cut.
My friend hurt my feelings.
I want to call someone.
I want to practice calling in an emergency.
I like to push the numbers on the phone.
My cat is in a tree.

REPORT AN EMERGENCY

Dear Family,

Our class is learning about fire safety. Today we learned about emergencies. Your child learned about what an emergency means. We worked together to distinguish between situations that are true emergencies and situations that are problems we can solve on our own and for which we do not need the help of the fire department. We also learned the correct way to report an emergency situation.

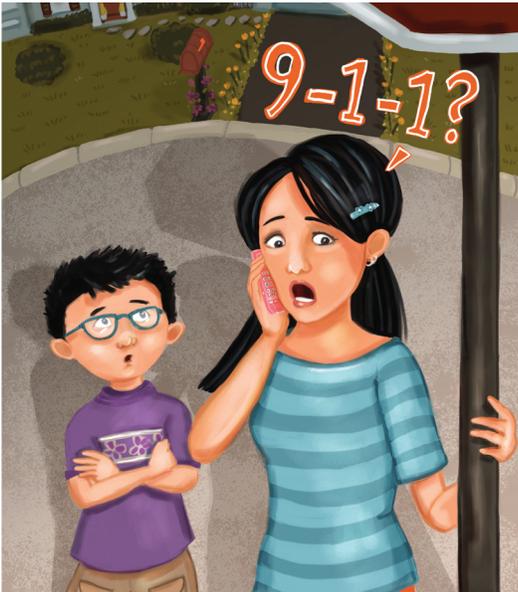
The number in our community to call in the case of an emergency is _____. It is important that this number be posted and readily accessible for your child to use in the case of an emergency.

Please take the time to talk to your child about the importance of using our local fire department as people who can help us when an emergency arises. Together we can keep your child safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Make and Emergency Plan



- Create an "In Case of Emergency" flyer for your home.
- Help your child to complete the information for the flyer.
- Use the bottom half of the flyer to draw a picture of your child using the telephone to report an emergency.
- Review what would be an emergency situation.
- Post this sheet near your telephone so your child can easily access it in the case of an emergency.

Fire safety fun for families at sparky.org!



IN CASE OF AN EMERGENCY - FLYER



EMERGENCY INFORMATION

Emergency phone number: _____

Name(s): _____

Home address: _____

City: _____

State: _____

Home phone number: _____



Stay Away From Hot Things

LESSON PLAN

Teacher Information

- There are many things inside and outside the home that are hot or can get hot. Things that get hot can cause serious burns. Students need to be able to identify things that can be hot or could get hot. Students should learn to stay away from anything that can get hot. Burn injuries can be thermal, electrical, or chemical. Thermal burns include radiation burns - burns caused by radiated heat, such as sunburn; contact burns - caused by touching a flame, such as a lit match or a lighter, or a hot surface, such as a stovetop or iron; and scald burns - caused by hot liquids or steam from a cup of hot coffee or soup or hot tap water. Burn injuries hurt and take a long time to heal.
- Matches and lighters can get hot. Students should be taught that they are hot and that they should tell a grown-up if they find matches or a lighter around. Matches and lighters should be locked in a cabinet, out of children's reach.
- Bath water can be very hot. Teach children to never turn the water on without grown-up supervision. A grown-up should always supervise a child in the bathtub.

Teaching Points

- There are things inside and outside the home that are hot or can get hot.
- Things that are hot or can get hot include bathtub water, soup, stove, radiator, fireplace, matches, lighter, flat iron, coffee, and many more things.
- Students should stay away from anything that is hot or could be hot. That means – don't touch anything that could be hot.
- If a student is unsure if something is hot, they should stay away and check with a grown-up.
- Things that are hot can burn and hurt you.

Objectives

The students will:

- Identify things that get hot.
- Explain how to be safe from hot things.

Materials

- "Learn Not To Burn" concept web (on transparency, whiteboard, or chart paper)
- Two large bottles - one filled with very cold water and one filled with warm, not hot, water
- "Hot or Not?" Venn diagram (on transparency, whiteboard, or chart paper)



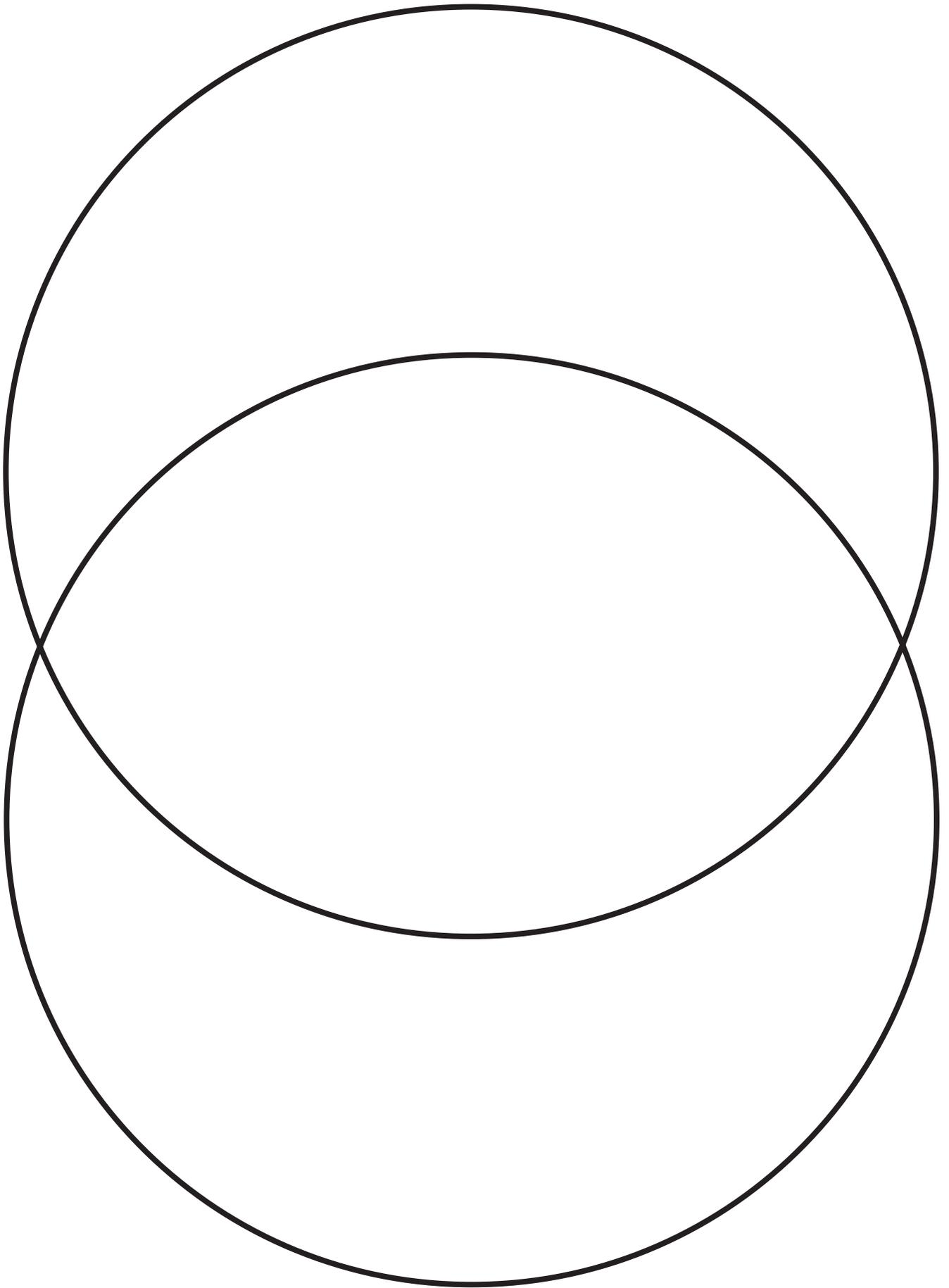
- Picture cards to sort. Pictures should include but are not limited to items that are always cold: ice, ice cream, popsicles, etc. Items that can be cold or hot: water, stove, iron, a bath, a heater, a pan, a coffee maker, etc. Items that are always hot: fire, matches, lighter, etc.
- Learning center picture cards. Pictures should include: ice, bathtub, stove, utility lighter, and matches.
- Five shoe boxes with a small hole cut out of the top, large enough for the children to stick their hand in but not large enough to see what is inside.
- Red paint
- “Hot or Not Hot Prediction” activity sheet
- “Stay Away From Hot Things” home-school connection letter

Procedure

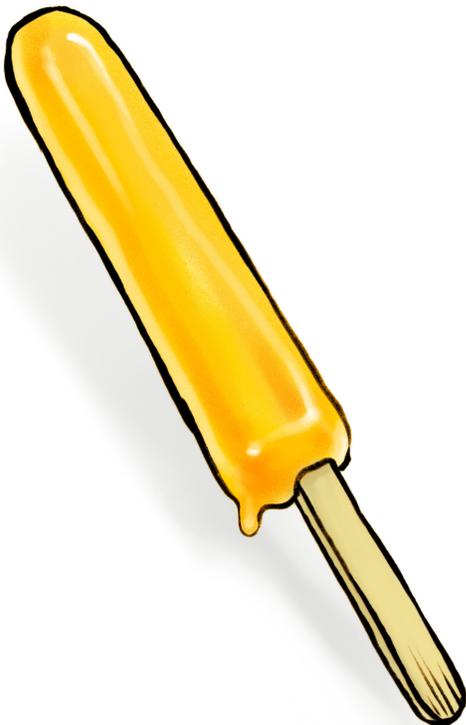
1. Revisit the “*Learn Not to Burn*” concept web and explain that the next topic they will be learning about is “Stay Away From Hot Things”. Add that topic to the concept web.
2. Activate prior knowledge by asking the students what they know about things that are hot.
3. Show the children two bottles of water that look identical. One bottle of water will contain very cold water. The other bottle of water will contain warm, but not hot, water. Explain to the children that even though both bottles look exactly the same that they are very different in a way that they could never see. Tell the children that one bottle of water is very cold to touch and the other bottle is warm to touch. Invite the children to make predictions about which bottle they think is warm and which bottle is cold, a class vote could be taken and recorded. Once the children have made their predictions invite a child to come up and feel the two bottles to determine which is cold and which is warm. Once the bottles have been correctly identified explain that sometimes things that get hot don’t always look hot. Tell the children that the bottle was only filled with warm water and ask them what would have happened if the student had touched the bottle and it was filled with boiling hot water? Would it have been safe to touch?
4. Introduce the “Hot or Not” Venn diagram and tell the children that there are things inside and outside of our home that can get very hot and burn us. Using the picture cards to sort, show each picture to the students. Discuss the picture and decide whether or not the picture is something that is always cold, can be cold or hot, or always hot. Place the card or write the word in the appropriate area on the Venn diagram.
5. Analyze the data on the Venn diagram and explain to the children that it can be very difficult to tell if something is hot, just like with the bottles of water. Show the children that there are many things that are dangerous and could burn us but we can’t always tell by just looking because all of the pictures or words in the middle of the Venn diagram could be hot or cold.
6. Ask the children what they think they could do to stay safe around things that can be hot? How can they tell if something is hot without touching it? Discuss how anytime a student is unsure they need to ask a grown-up to help and test the thing before they touch it.
7. Refer back to the Venn diagram and explore the items in the “Always Hot” section. Those things should include fire, matches, and a lighter. Tell the children that these things are always hot and are never safe to touch because they could burn their skin. Explain to the children that if they ever see matches or a lighter they need to tell a grown-up.

8. Set up five centers around the room for the children to explore using five of the picture cards (ice, bathtub, stove, matches, utility lighter). Explain that they will be looking at different things that they may have in their home. Some things will be safe to touch and others are things that they should stay away from and ask a grown-up to check because they can burn them. Each center should have one of the center picture cards for them to learn about and a shoe box. The shoe box at the "Ice" table should remain empty. The shoe boxes at the "bathtub," "stove," "lighter," and "matches" table should have a small amount of red paint at the bottom of the box. Invite the children to visit each center and discuss whether or not the thing is safe to touch or if it is something that could burn them. Have students record their predictions on the "Hot or Not Predictions" activity sheet. Once they have made a decision have them place their hand in the box to see if their prediction was correct. If it is safe to touch the child's hand will remain clean. If it is an item that isn't safe to touch then they will remove their hand and notice a red "burn" on their fingers. Have students record the result of each hot or not hot experiment on the "Hot or Not Hot Prediction" activity sheet.
9. Explain that this was a fun way to experiment with things that we see but real burns are very dangerous and hurt very badly. Remind the children that the best thing to do is stay away from anything that could be hot until a grown-up has checked.

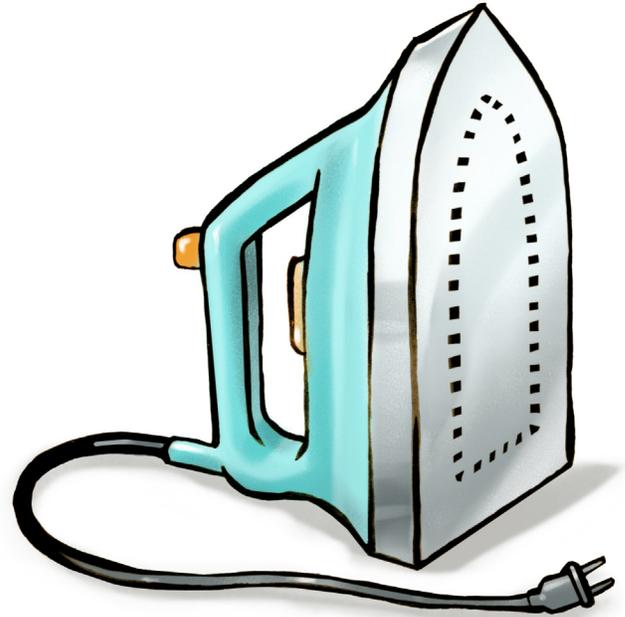
HOT OR NOT? - VENN DIAGRAM



PICTURE CARDS



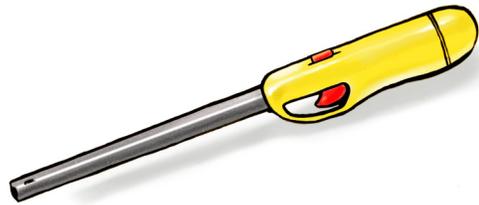
PICTURE CARDS



PICTURE CARDS



PICTURE CARDS



PICTURE CARDS - ANSWER KEY

ALWAYS COLD – OK to touch

Ice Cubes

Ice Cream Cone

Popsicle

CAN BE COLD OR HOT – Stay away unless a grown-up tells you it is not hot

Stove

Glass of water

Iron

Bath tub

Space heater

Pan

Coffee Maker

Bowl of soup

Grill

ALWAYS HOT – Stay away

Fire

Matches

Lighter

Utility Lighter

HOT OR NOT HOT PREDICTION - ACTIVITY SHEET

Name: _____ Date: _____

What do I want to find out? _____

	My Prediction (What I think – will it be hot or not hot?)	Result (Was it hot or not hot?)
		
		
		
		
		

STAY AWAY FROM HOT THINGS

Dear Family,

Our class is learning about fire safety. Today we learned "Stay Away From Hot Things". Your child learned about the dangers of touching things that are hot and how they can get burned from those things. Your child should ask a grown-up for help if they are not sure whether or not something is hot. For example when taking a bath they should have a grown-up check the water to make sure it is not too hot for them to touch. We also learned that there are some things that children should never touch, like matches and lighters. It is important that these are kept in a locked, safe place out of the reach of children.

Please talk to your child about the importance of staying away from things that can get hot as burns are very dangerous and take a long time to heal.

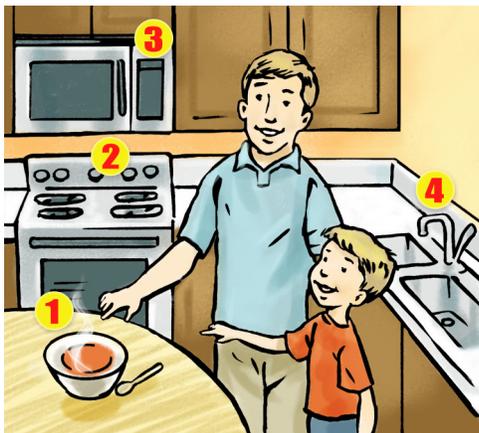
SAFETY TIP! *If someone is burned, the best action to take is to cool the burn right away with cool water. Place the burn under cool running water for 3 to 5 minutes. Get medical help if needed.*

Together we can keep your family safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Identify Hot Things



- Take a walking tour of your home and explore the things that can get hot and may cause a burn.
- Look through a home magazine and sort pictures of things that can get hot.
- Cut the pictures out and glue them in groups. Glue the safe things together and the things that they should not touch together.
- Review the information and encourage your child to always ask for your assistance in making safe decisions.

Fire safety fun for families at sparky.org!



Fire Drills at School

LESSON PLAN

Teacher Information

- School is a very fire safe place to be. Schools conduct fire drills several times a year to be sure everyone in the building knows how to get outside quickly and quietly. A school fire drill may be scheduled and announced in advance so that children can dress appropriately. The element of surprise is not important to practicing the school fire drill. School fire drills must be taken seriously – everyone in the building must participate. Sometimes a school official or the fire department might place a sign in the corridor that reads “smoke”. When the class reaches the sign, they should turn around and use a second way out. It is important to have two ways out of the school. Involve your local fire department in fire drill planning for your school.
- Students should know the sound of the fire alarm and respond immediately. Stop everything. Listen for instructions. Go quickly and quietly out of the classroom to the assigned meeting place outside the school for roll call.
- Children should respond to the fire alarm no matter where they are in the school. If a child is alone in the media center or bathroom when the alarm sounds, he/she should follow other students outside and report to a trusted teacher or principal to let them know he/she is safe. The teacher or principal will help the child find his or her teacher and classmates.

Teaching Points

- Discuss and walk through the fire drill plan for your classroom.
- When the alarm sounds, stop what you are doing; listen for instructions from your teacher or principal. Go quickly and quietly to your meeting place outside the school. Be sure to stay with your classmates. Your teacher will take roll call to make sure all students are safe.
- Visit other areas in the school and walk through what students should do if the fire alarm sounds – join a classroom and get outside. The student should find a trusted teacher or principal who will bring them to their teacher and classmates.
- When the fire alarm sounds, go quickly and quietly outside and stay outside.

Objectives

The students will:

- Respond to the sound of the school emergency alarm.
- Identify the outside classroom meeting spot.

Materials

- “Learn Not To Burn” concept web (on transparency, whiteboard, or chart paper)
- *Dinofours: It’s Fire Drill Day!* written by Steve Metzger



- “Our Meeting Place” activity sheet
- School maps (if available through your school), highlighters, and star stickers.
- “Fire Drill Promise” activity sheet
- “Fire Drill at School” home-school connection letter

Procedure

1. Revisit the “*Learn Not to Burn*” concept web and explain that the next topic they will be learning about is “Fire Drills at School”. Add that topic to the concept web.
2. Activate prior knowledge by asking the children what they know about fire drills at school.
3. Explain to the children that they will be hearing a story about what to do when they have a fire drill at school. Read and discuss *It’s Fire Drill Day!* Discuss the important fire drill messages - stop what you are doing, line up to leave, listen to your teacher, be quiet, walk, stay in line, get outside, go to you class meeting place.
 - a. Why did Mrs. Dee tell children it was a special day? (They were going to have a fire drill)
 - b. Who did not like loud noises? (Albert)
 - c. What did Albert do that upset his classmates? (He knocked the blocks down, splashed water, and clanged the cymbals)
 - d. Was Albert being a good friend? (No)
 - e. When the fire alarm sounded, what did the students do? (They stopped what they were doing, lined up and quietly left the classroom)
 - f. What did Mrs. Dee do to make sure all the students were out safely? (She counted the children to be sure they were all with her)
4. Remind the children of what they learned in the “Get Outside, Stay Outside” lesson. The children should recall getting out of the building as soon as a fire alarm sounds, having two safe ways out of every room in their home, and having an outside meeting place. If necessary, reinforce these three main concepts. Remind the children of the two ways out they will use in the classroom and school.
5. Tell the children that in school there are some extra things that they must remember to do when a fire alarm goes off. Discuss how in a school setting there are many more people and staying quiet is very important. The teacher should also explain that it is important to stay in line and walk together so that all students leave the building as safely, quickly and quietly as possible.
6. Discuss with the children that, just like at home, when they are at school and a fire alarm goes off they must immediately stop what they are doing and leave the classroom. The children should be able to explain that they will not clean up any materials or finish any work before leaving the room. To practice this idea have the children play a game much like freeze dance. The children will dance to music but must immediately stop when the music stops and line-up. Turn it into a challenge to see how quickly they can stop what they are doing and leave the classroom in a quiet and safe manner.
7. Perform a practice fire drill once the students have mastered stopping what they are doing and lining up. Go to your outside meeting place and clearly identify it with the students. Many times a meeting place is mandated by the school based on classroom location. Explicitly teaching about the meeting place to your students is important. Explain that this is your class meeting place and will be used during every fire drill. The students should be aware that if they are alone during a fire drill (i.e. in the bathroom) that they should still stop, leave the school, and find a trusted grown-up to help them go to their meeting space.

LEARN NOT TO BURN® - LEVEL 1

8. Take a walking field trip around the school and point out any other ways out that the students should be aware of.
9. Return to the classroom and have each student complete the "Meeting Place" activity sheet. If a school map is available through your school provide one to each child. Have the students trace their escape plan and mark their class meeting place with a star sticker.
10. In a group, review the fire drill rules. Review the classroom "Fire Drill Promise" stating that during a fire drill they will stop what they are doing, quickly and quietly leave, and meet at the designated meeting place. Have each child sign the chart to show that they promise to follow the rules of the fire drill.

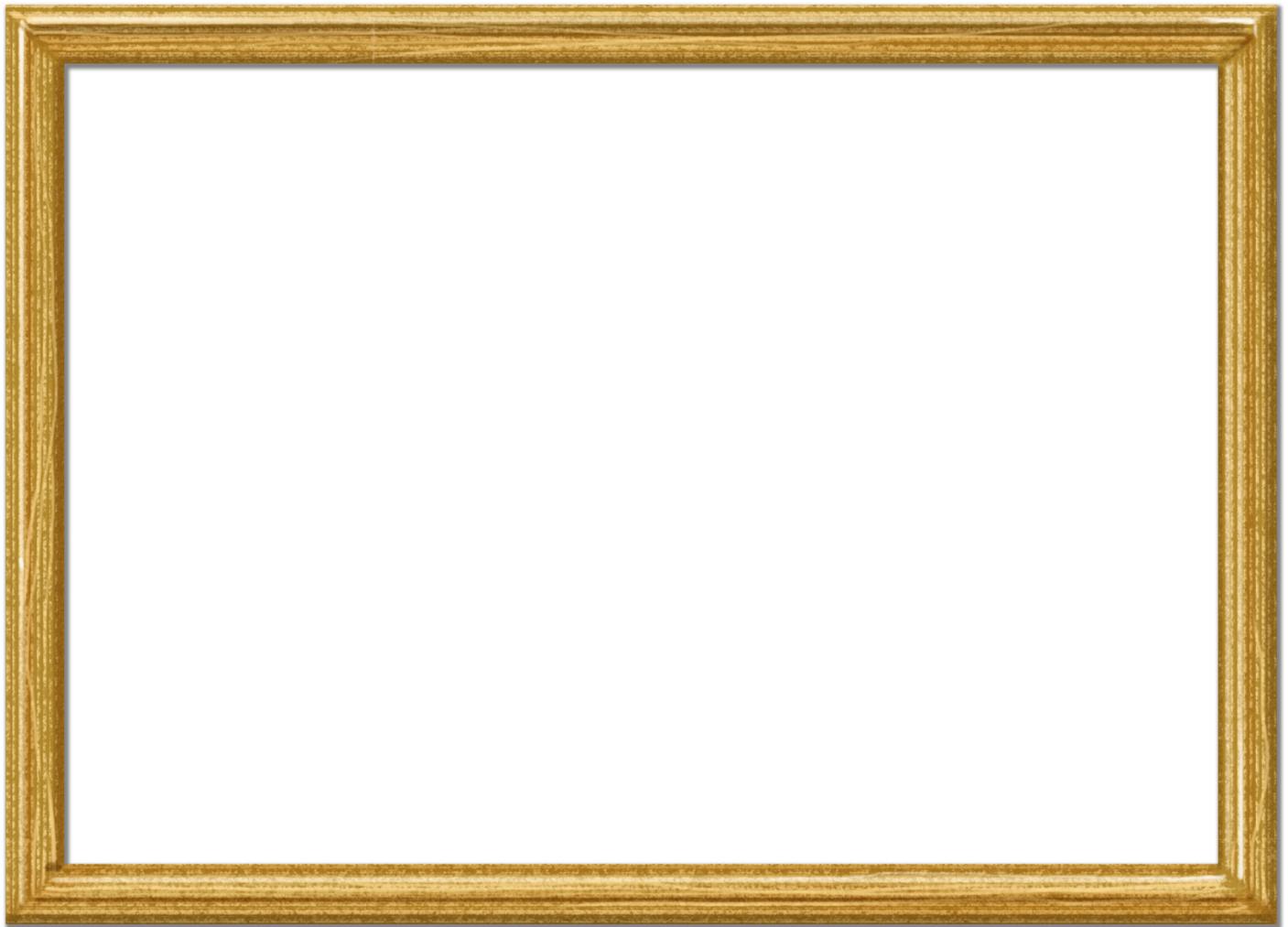
MEETING PLACE - ACTIVITY SHEET

Name: _____ Date: _____

Our Meeting Place

When the fire alarm sounds at my school it is important to line up quickly and quietly and go to the class meeting place. Finish the sentence and draw a picture to show where your class meeting place is.

**When the fire alarms sounds my class meets
at the _____.**



FIRE DRILLS AT SCHOOL

Dear Family,

Our class is learning about fire safety. Today we learned about “Fire Drills at School”. Your child learned about the sounds of the school fire alarm and what to do when it sounds. Your child should leave the school as quickly, quietly and safely as possible and then wait at the outside meeting place. Together we created a Fire Drill Promise that explains the fire drill expectations for our class. We have all signed our promise showing our dedication to our safety at school. It is important that you reinforce these expectations at home. Please talk to your child about the importance of school fire drills.

Together we can keep your family safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Plan a Meeting Place



- Have your child draw a picture of the class at the meeting place and a picture of your family at your home’s outside meeting place.
- Look at both pictures. How are they the same? (Both are a place to meet to be sure everyone is safe, both are part of a fire drill, etc.) How are they different? (More people at the class meeting place, etc)
- Discuss the school fire drill with your child. What did he/she have to do? (Stop what you are doing, line up, quietly leave the building, and go to the class meeting place.)

Fire safety fun for families at sparky.org!



Know When to Stop, Drop, and Roll

LESSON PLAN

Teacher Information

- “Stop, drop, and roll” is used when clothing catches fire. Teach students to stay away from fire. If clothes catch fire:
 - *Stop where you are.*
 - *Drop to the ground and cover your eyes and mouth with your hands.*
 - *Roll over and over and back and forth until the flames are out.*
 - *Get help from a grown-up who will cool the burn and get medical help.*
- Children often get confused about **when** to stop, drop, and roll. Stress the importance of knowing when to do this behavior. Only do it when clothing catches fire. Children who do not have a good understanding of stop, drop, and roll will sometimes do this if they burn a finger or need to get outside if the smoke alarm sounds. Using stop, drop, and roll under the wrong circumstances could be very dangerous.
- Children should stay away from things that can catch clothing on fire, such as matches, lighters, fireplaces, heaters, grills, or gasoline.

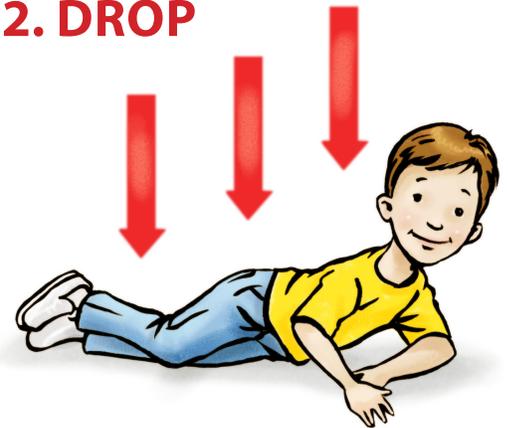
Teaching Points

- Stay away from fire. Fire from a match, lighter, fireplace, or grill could catch clothes on fire.
- Clothes on fire can cause a bad burn and hurt very much.
- If your clothes catch fire:
 - *Stop where you are.*
 - *Drop to the ground – lay flat with your legs out straight and cover your eyes and mouth with your hands.*
 - *Roll over and over and back and forth until the flames are out.*
- Get help from a grown-up right away.
- The most important thing to remember is to stay away from fire. It can catch your clothes on fire. Only use “stop, drop, and roll” if your clothes are on fire.

1. STOP



2. DROP



3. ROLL



Objectives

The students will:

- State a reason why you would stop, drop, and roll.
- Demonstrate the stop, drop, and roll procedure.

Materials

- “Learn Not To Burn” concept web (on transparency, whiteboard, or chart paper)
- “Stop, Drop, and Roll” K-W-L chart (on transparency, whiteboard, or chart paper)
- *Stop, Drop, and Roll* written by Margery Cuyler
- Balloons and masking tape
- “Stop, Drop, and Roll” steps activity sheet
- “Stop, Drop, and Roll” cards for sorting
- “Know When to Stop, Drop, and Roll” and “Stop, Drop, and Roll Flyer” home – school connection letter.

Procedure

1. Revisit the “Learn Not to Burn” concept web and explain that the next topic they will be learning about is “Know When to Stop, Drop, and Roll”. Add that topic to the concept web.
2. Activate prior knowledge by asking the children what they know about stop, drop, and roll. Introduce the “Stop, Drop, and Roll” K-W-L chart and record any information that the children know about the process. Record any questions that the children may have.
3. Explain to the children that they will be hearing a story about what to do if their clothes ever catch on fire. Read and discuss *Stop, Drop, and Roll*.
 - a. What was Jessica? (A worrier)
 - b. What did Mr. Martin ask Jessica to demonstrate at the school assembly? (Stop, drop, and roll)
 - c. Whose birthday party did Jessica attend? (Tom’s)
 - d. What did Jessica yell when Tom leaned over to blow out the candles? (Stop, drop, and roll)
 - e. What did Tom do? (He dropped to the ground)
 - f. Should he have done stop, drop, and roll? (No)
 - g. Why? (His clothes were not on fire)
4. Review the different ways that fire safety problems have been solved in this unit (i.e. having a grown-up check your bath water so you are not burned or never touching matches or lighters). Explain that many fire safety problems can be avoided by making careful choices but stop, drop, and roll is another important thing to learn. Tell the children to only stop, drop, and roll if their clothes have caught on fire.
5. Create a list of things that may catch clothes on fire. Remind children that we want to avoid things on this list and any open flames.

6. Write "1 - Stop", "2 - Drop", and "3 - Roll" on the board. Tell the children that these three words will help if a person's clothes ever catch on fire. Explain the steps as follows: Stop means stop where you are. Drop means drop to the ground and lay flat with your legs out straight, cover your eyes and mouth with your hands. Roll means roll over and over and back and forth until the fire is out. Tell the children that once they have done these three steps they must then get the help of a grown-up right away.
7. Stand in front of the class and attach an inflated balloon to your clothes using masking tape. Explain to the children that the balloon represents fire that must be put out and you are going to show them the correct way to stop, drop, and roll. Carefully demonstrate each step of the process, explaining the actions as they are being done, until the entire process has been completed. (The balloon will pop as you roll.) Stand up and show the class that the flames on the clothes (balloon has popped) have now been put out. Remind the class that it is now time to get the help of a grown-up.
8. Have children come up and demonstrate the same process, using a balloon as the flame to reinforce that they should only stop, drop, and roll if their clothes are on fire.
9. Give each child the "Stop, Drop, and Roll" steps activity sheet. Have the children draw a picture representing the steps in the process. The sheet has four boxes to remind the students that the fourth step of getting help from a grown-up is a very important step.
10. Tell the children that they are now going to explore some fire safety situations that they will need to solve. Use the "Stop, Drop, and Roll" cards, allowing one child at a time to choose a card and share it with the class. Together, decide the correct response. The students should only respond with "stop, drop, and roll" when the card shows a person's clothes are on fire. Address inappropriate responses by describing appropriate ways to solve the problem. If the child chooses a card for which stop, drop, and roll is appropriate have them model the steps for the class.
11. Review the "Stop, Drop, and Roll" K-W-L chart and add new learning. Address any misconceptions that students may have had about appropriate times to stop, drop, and roll.
12. Reinforce that the best way to stay safe is to never have to use stop, drop, and roll. Avoiding any flames that could catch clothes on fire is important.

NOTE: Refer to the "Stop, Drop, and Roll" video which includes a demonstration of the correct way to stop, drop, and roll.

STOP, DROP, AND ROLL - K-W-L CHART

<p>Learned</p>
<p>Want To Know</p>
<p>Know</p>

STOP, DROP, AND ROLL STEPS - ACTIVITY SHEET

Name: _____ Date: _____

Only use stop, drop, and roll if your clothes catch on fire. Stay away from open flames to prevent this from happening. Write and illustrate the four important steps in stop, drop, and roll.

If my clothes catch on fire...

First I

Then I

Next I

Last I

STOP, DROP, AND ROLL STEPS - ANSWER KEY

Name: _____ Date: _____

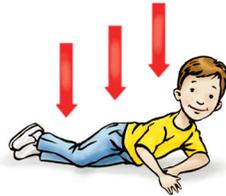
Only use stop, drop, and roll if your clothes catch on fire. Stay away from open flames to prevent this from happening. Write and illustrate the four important steps in stop, drop, and roll.

If my clothes catch on fire...

First I



Then I



Next I



Last I

GET HELP FROM A GROWN-UP.

STOP, DROP, AND ROLL SORTING CARDS

**I burned
my finger.**

**The smoke alarm
is going off.**

**We are having
a fire drill.**

**My pants are
on fire.**

STOP, DROP, AND ROLL SORTING CARDS

**My shirt is
on fire.**

There is smoke.

**A candle
is burning.**

**My sleeve is
on fire.**

STOP, DROP, AND ROLL SORTING CARDS

**I need to get
outside.**

There is a fire.

**My hair is
on fire.**

**My house is
on fire.**

STOP, DROP, AND ROLL SORTING CARDS - ANSWER KEY

I should stop, drop, and roll.

My pants are on fire.

My shirt is on fire.

My sleeve is on fire.

My hair is on fire.

I should not stop, drop, and roll.

I burned my finger

The smoke alarm is going off.

We are having a fire drill.

There is smoke.

A candle is burning.

I need to get outside.

There is a fire.

My house is on fire.

KNOW WHEN TO STOP, DROP, AND ROLL

Dear Family,

Our class is learning about fire safety. Today we learned “Know When to Stop, Drop, and Roll”. Your child learned about ways to keep his/her clothes from catching on fire, in addition to the proper way to stop, drop, and roll should their clothing ever catch fire. Your child should, first and foremost, always avoid any open flames. Prevention is the key! It is, however, also important to be informed on the proper way to stop, drop, and roll. Each step was taught as follows: Stop means stop where you are. Drop means drop to the ground and lay flat with your legs out straight, cover your eyes and mouth with your hands. Roll means roll over and over and back and forth until the fire is out. Your child also learned an important fourth step, getting the help of a grown-up right away! Please talk to your child about the importance of avoiding flames and appropriately using stop, drop, and roll.

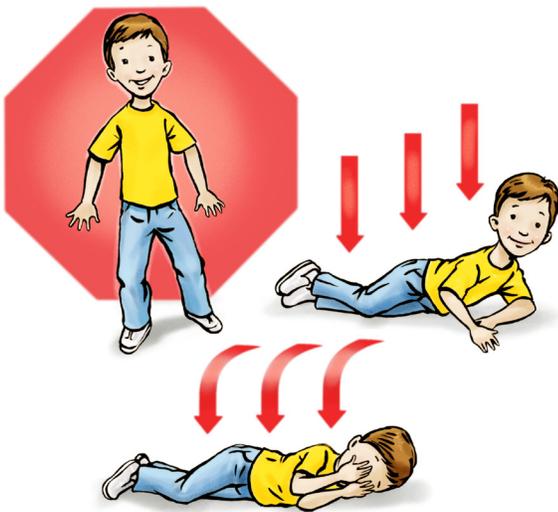
SAFETY TIP! *If someone is burned, the best action to take is to cool the burn for 3 to 5 minutes. Get medical help if needed.*

Together we can keep your child safe from fire.

Sincerely,

Here is a fire safety activity you can do with your child.

Learn Stop, Drop, and Roll



- Walk around your house with your child. Identify together any areas that your child should avoid so that stop, drop, and roll is not necessary (i.e. do you have a fireplace or gas stove?).
- Practice the proper way to stop, drop, and roll.
- Create a mini-book stating the steps of stop, drop, and roll.
- On each page write the step and illustrate what that step would look like. Don't forget the fourth step of getting help from a grown-up!
- Create a fun cover and keep this book handy to review and practice.

Fire safety fun for families at sparky.org!



STOP, DROP, AND ROLL - FLYER

If your clothes catch fire:

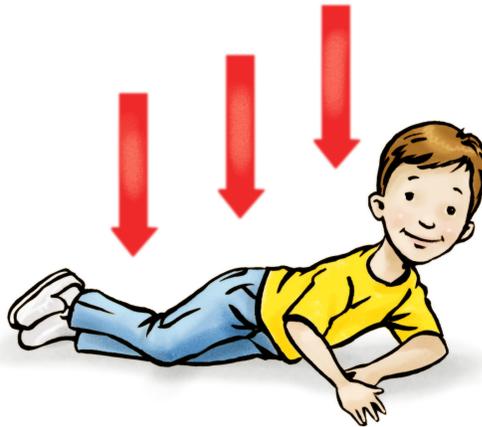
1. **Stop**

Stop what you are doing.



2. **Drop**

Drop to the ground.



3. **Roll**

Cover your face with your hands, keep your legs straight and roll over and over and back and forth to put the fire out.



Get help from a grown-up!

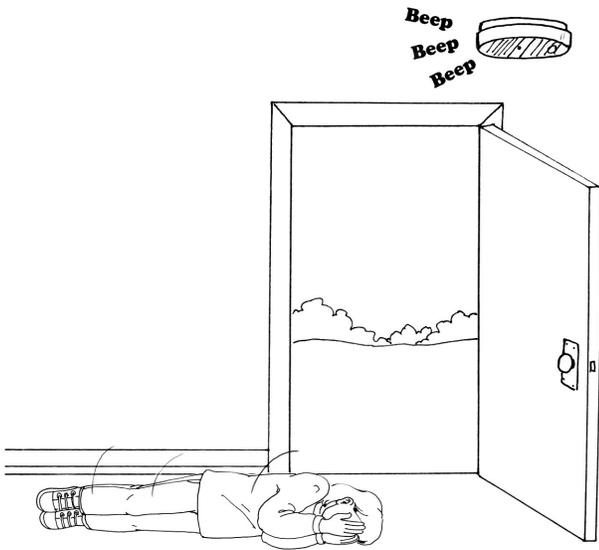
Learn Not to Burn® Knowledge Test

Learn Not to Burn Level 1 includes a knowledge test for you to use as a pre- and post-test of student knowledge gained. Each test question includes four possible responses using pictures and text. The test can be copied and administered in one sitting or several sittings, depending on the ability of students. The test questions can also be used with an interactive whiteboard response system. Record pre- and post-test results on the Knowledge Test Score Summary Sheet.

Knowledge Test Answers

1. **B** If my clothes catch fire.
2. **A**
3. **A, B, & D**
4. **A**
5. **A, B, C, & D**
6. **C** Line up to leave
7. **B** Call 9-1-1
8. **B** Get outside
9. **D** Sleep
10. **C** Beep, Beep, Beep
11. Answers will vary. The drawing should show a permanent location in front of the home such as a special tree, mailbox, streetlight or neighbor's porch.
12. 9-1-1 will be the most likely answer.

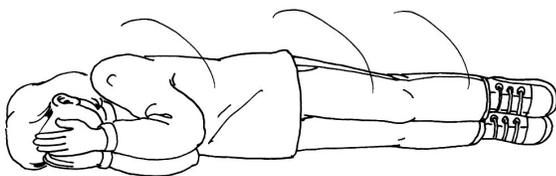
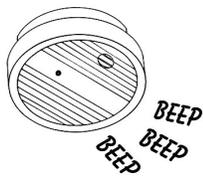
1. WHEN SHOULD YOU STOP, DROP, AND ROLL?



A. If I need to get out of my home.



B. If my clothes catch fire.

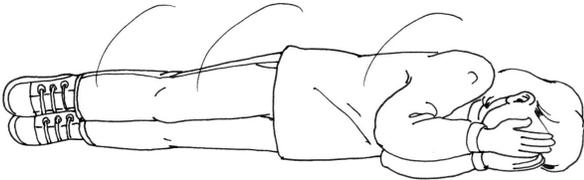


C. If the smoke alarm sounds.



D. If I need to go under smoke.

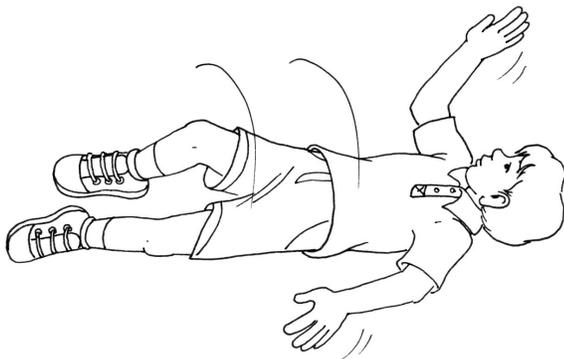
2. WHICH PICTURE SHOWS THE CHILD DOING STOP, DROP, AND ROLL THE RIGHT WAY?



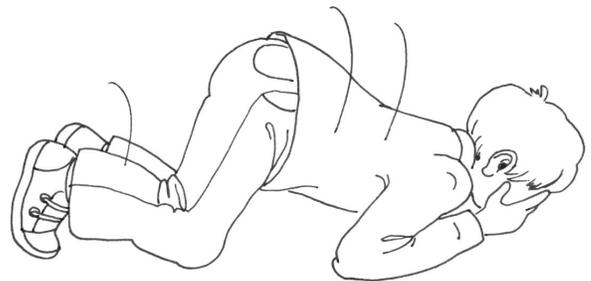
A.



B.

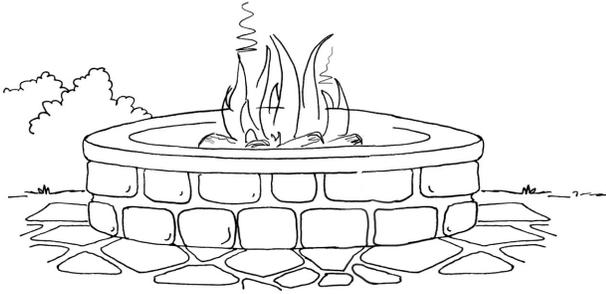


C.

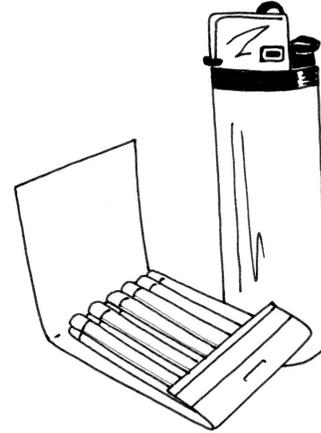


D.

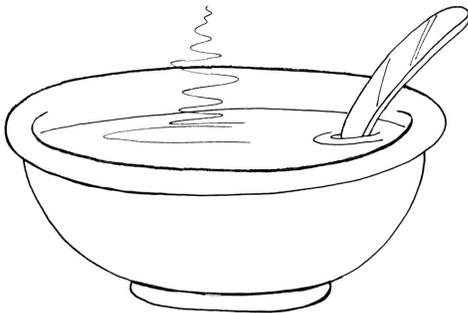
3. DRAW A CIRCLE AROUND THE THINGS THAT COULD CATCH YOUR CLOTHES ON FIRE.



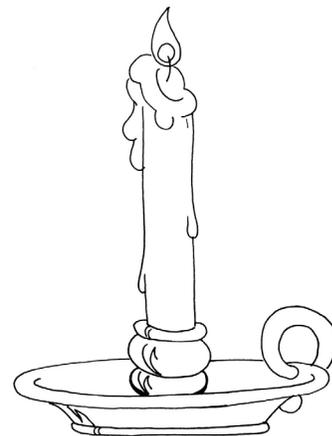
A. Fire pit



B. Matches or a lighter

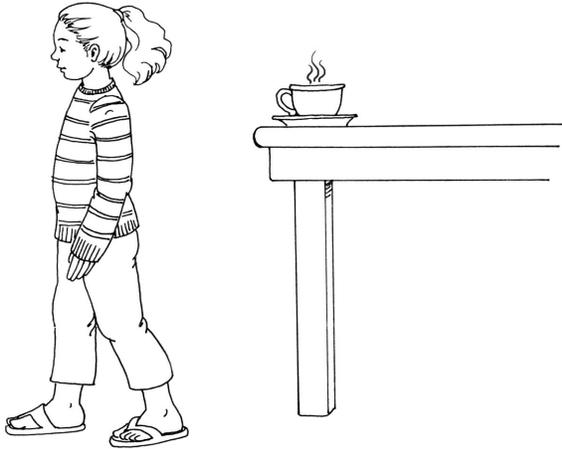


C. Hot soup

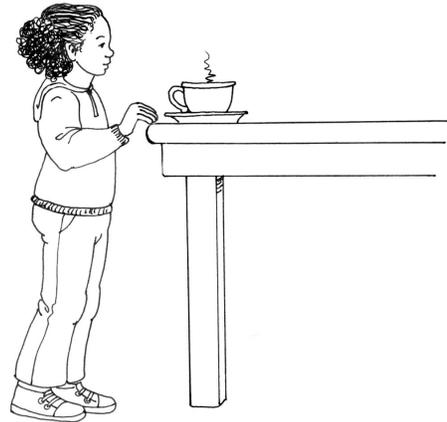


D. Candle

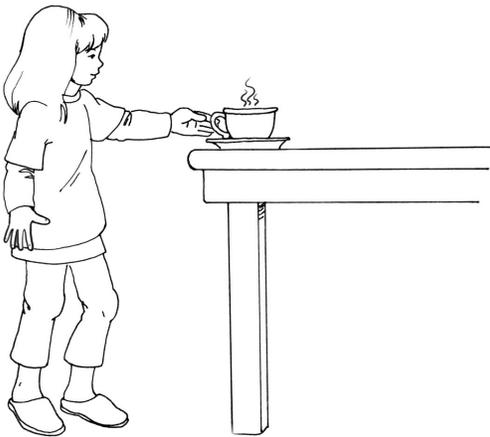
4. WHAT CAN YOU DO TO BE SAFE?



A. Stay away from hot things



B. Stay near hot things

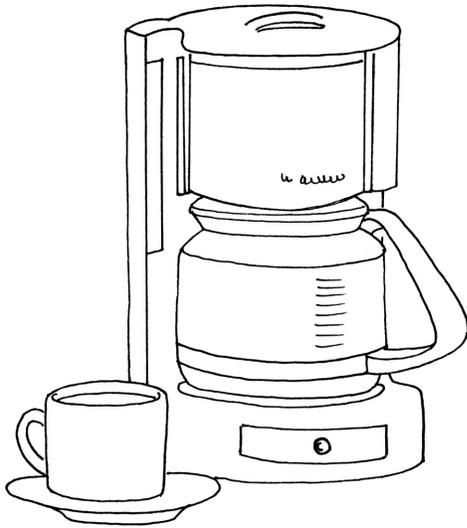


C. Touch hot things

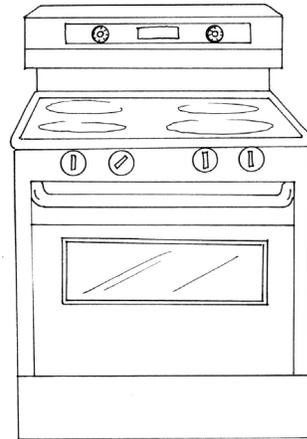


D. Go near hot things

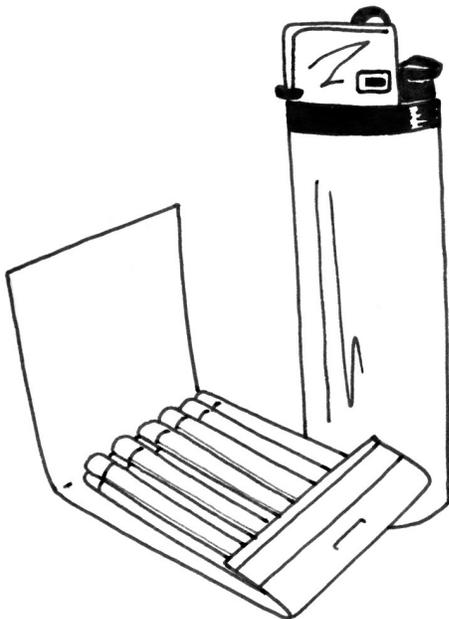
5. DRAW A CIRCLE AROUND THE THINGS THAT CAN GET HOT.



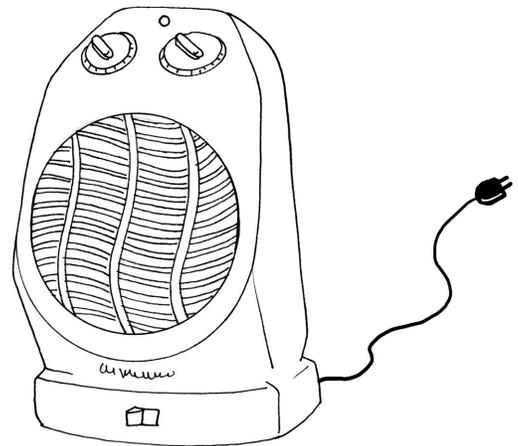
A. Coffee maker



B. Stove



C. Matches or lighter

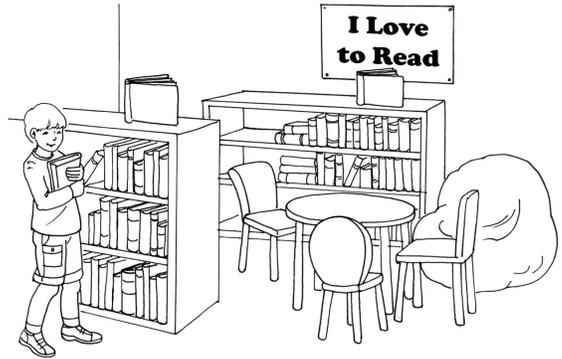


D. Space heater

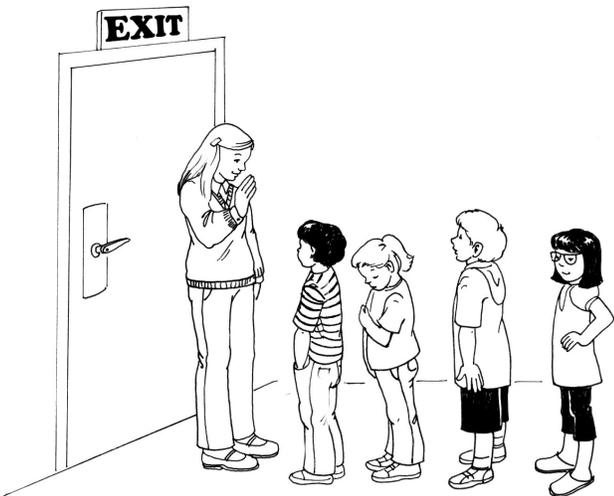
**6. IF THE SMOKE ALARM SOUNDS WHEN YOU ARE AT SCHOOL,
YOU SHOULD:**



A. Continue working



B. Go to the reading area



C. Line up to leave



D. Run out of the classroom

**7. YOU ARE HOME ALONE WITH YOUR GRANDPA.
HE FALLS DOWN THE STAIRS AND CAN'T GET UP. YOU SHOULD:**



A. Try to help him get up



B. Call 9-1-1



C. Leave him alone

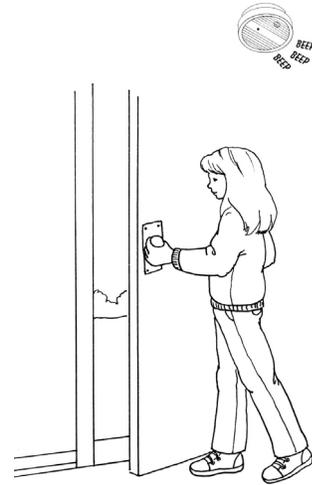


D. Give him a glass of water

8. IF THE SMOKE ALARM SOUNDS, YOU SHOULD:



A. Cover your ears



B. Get outside



C. Go to your bedroom



D. Play on the computer

9. YOU NEED A SMOKE ALARM WHERE YOU:



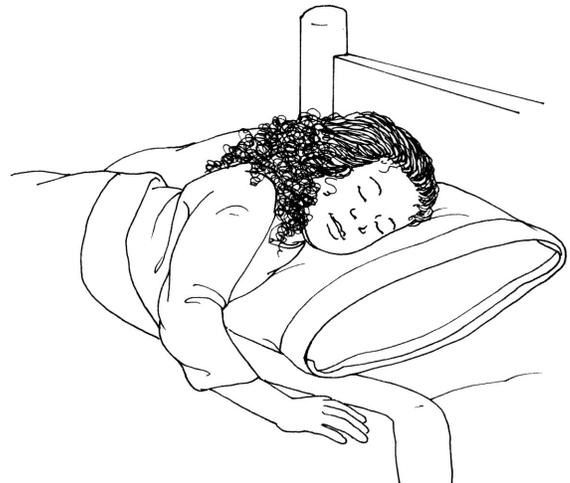
A. Eat



B. Play

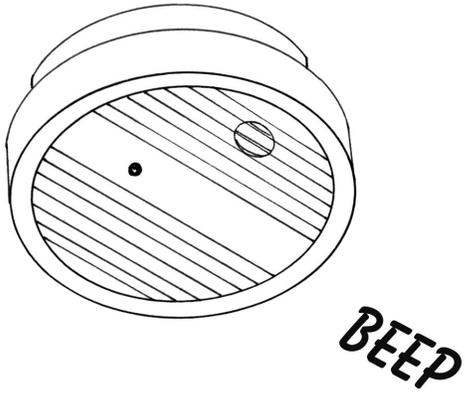


C. Run

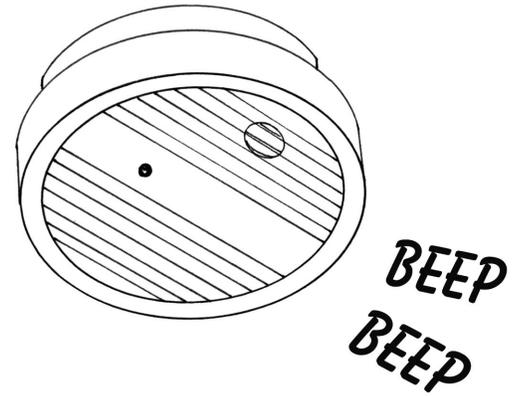


D. Sleep

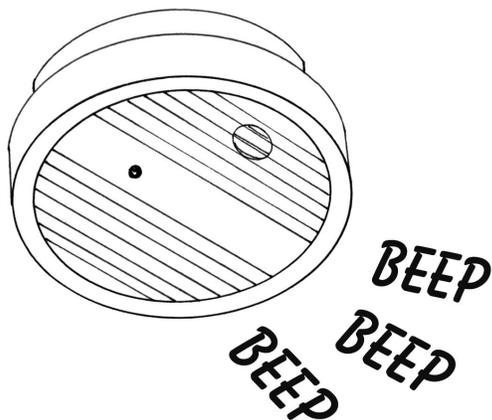
10. A SMOKE ALARM MAKES THE SOUND:



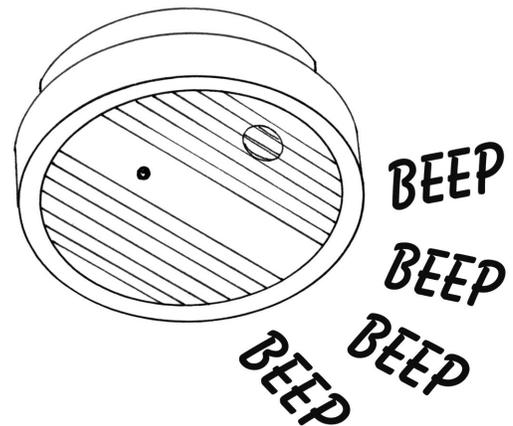
A. Beep



B. Beep, Beep

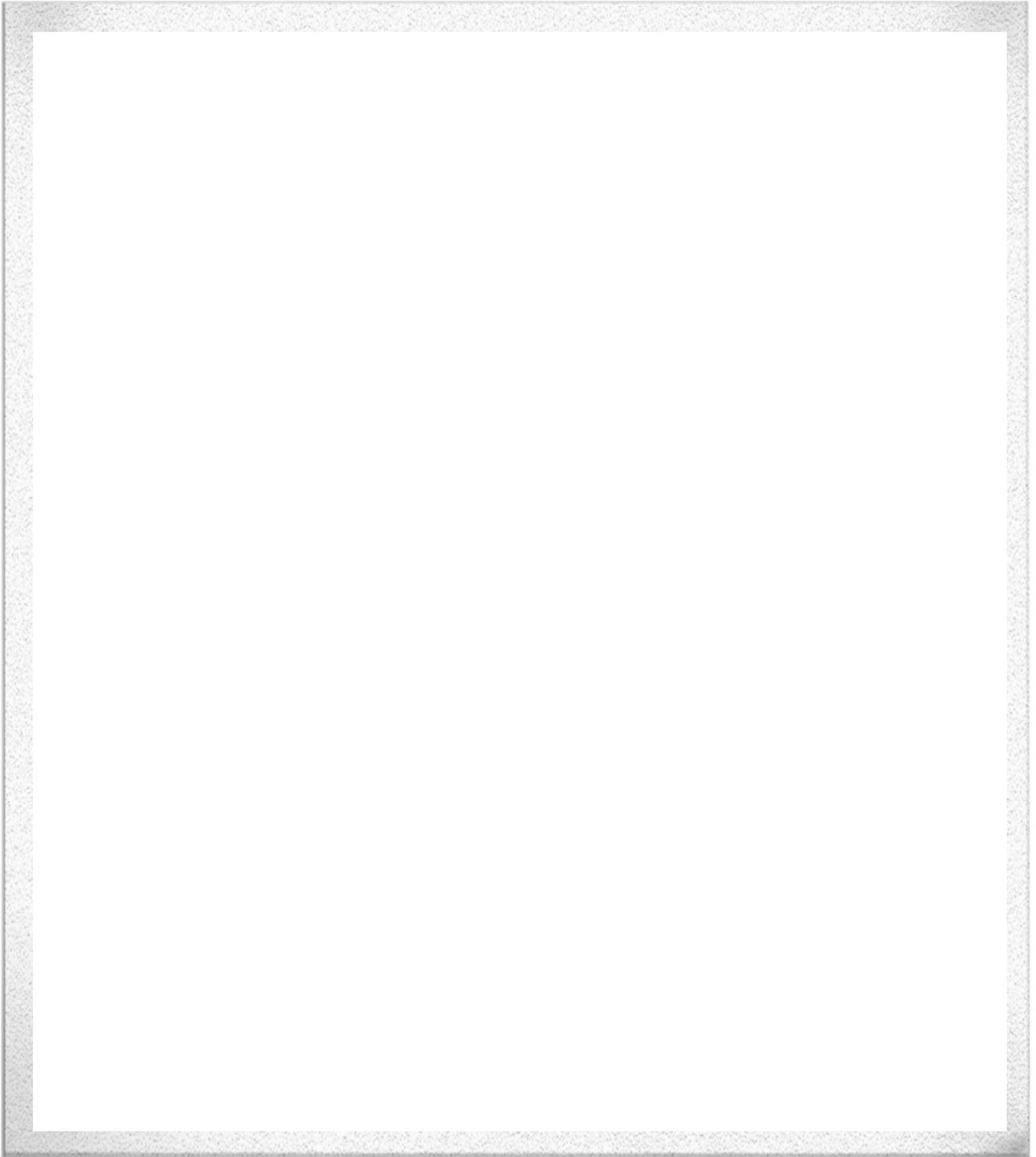


C. Beep, Beep, Beep



D. Beep, Beep, Beep, Beep

11. DRAW A PICTURE OF YOU AND YOUR FAMILY AT YOUR OUTSIDE MEETING PLACE.



12. MY FIRE DEPARTMENT EMERGENCY NUMBER IS:

EMERGENCY INFORMATION

Emergency Phone Number: _____

