

## Safety Awareness and Fire Education – Gloucestershire Lesson Plan- ‘Keeping safe at home’

<b>Class</b>	Year 5 and 6
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<b>Topic:</b>	Keeping safe at home
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<b>Aim:</b>	To understand the importance of fire prevention
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<b>Safety Objectives</b>	Prevention	Identify potential hazards in the home. Suggest basic techniques for improving home fire safety for themselves and others. Begin to take responsibility for themselves and their family by having a bedtime routine.
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<b>National Curriculum Links</b>	Science 1	1a,b,2a,b,c,d,
	Science 3	2b,g
	PSHE /Citizenship	1c,e,2a 3e,g,4a,b,5a,d,g,h
	ICT	1a,b,c,3a5a,b,c
	English 1	1a,b,d,,e,2a,b, 8a.b.c.9.a.b.
	English 2	7 9b,c
	English 3	9a,11,12

<b>Activities</b>		<b>Notes</b>	<b>Worksheets</b>	<b>Resources</b>
1	The fire triangle			Fire Triangle PowerPoint
2	Fire experiment			Three different size jars Four candles (all the same size, for example Tea-lights) Matches or lighter Safety equipment (bowl of water/ sand, fire blanket)
3	Fire triangle cartoon			
4	How can fires be prevented?			‘TV Distraction’ DVD clip ‘Doorstep Distraction’ DVD clip Fire safety information sheets Fire safety leaflets Internet access
5	Home Safety Survey		A	
6	Bedtime routines			
7	Keeping everyone safe			
8	Streetwise safety game			Internet access

**If you would like to have a visit by GFRS, please contact GFRS before delivering the activities, using the form in the Introduction section on our website.**

<b>Activity 1</b>	<b>The Fire Triangle</b>
<b>Working</b>	As a class
<b>Resources</b>	Fire Triangle PowerPoint
<b>Notes</b>	Notes available
<b>Preparation</b>	
<b>Plan</b>	Discuss <ul style="list-style-type: none"> <li>1) What a fire needs in order to burn. (The fire triangle)</li> <li>2) What happens if elements of the triangle are removed?</li> <li>3) Firefighters have specialized equipment in order to allow them to get near the fire and extinguish it.</li> <li>4) 4) If there is a fire; get out, stay out and call 999.</li> </ul>

<b>Activity 2</b>	<b>Fire Experiment</b>
<b>Working</b>	As a class, then individually, then as a class
<b>Resources</b>	Three different size jars Four candles (all the same size, for example t-lights) Matches or lighter Safety equipment (bowl of water/ sand, fire blanket)
<b>Notes</b>	Notes available Advise the children: <b>never</b> experiment or play with fire themselves.
<b>Preparation</b>	
<b>Plan</b>	Discuss what the candle needs to keep burning and how it can be extinguished. Ask the children to design an experiment to show what would happen if different size jars are placed over same size candles. Conduct one experiment as a class. Discuss results.

<b>Activity 3</b>	<b>Fire Triangle Cartoon</b>
<b>Working</b>	As a class then individually
<b>Resources</b>	Paper, pencils and crayons
<b>Notes</b>	
<b>Preparation</b>	
<b>Plan</b>	Class brainstorm: Think of adjectives to describe each element of the fire triangle. Think of ways in which a firefighter may stop each element. Ask the children to design a cartoon or write a storybook to show how the three 'elements' work together to make a fire and how the firefighter stops them.

<b>Activity 4</b>	<b>How can fires be prevented?</b>
<b>Working</b>	As a class and then in groups/ pairs/ individually
<b>Resources</b>	'Doorstep distraction' dvd clip 'TV distraction' dvd clip Internet access <a href="http://www.glosfire.gov.uk">http://www.glosfire.gov.uk</a> Fire safety booklets Fire safety information sheets Facilities to show dvds Computers
<b>Notes</b>	Notes available

<b>Preparation</b>	Set up to watch 'Doorstep Distraction' and 'TV Distraction' film clips. Photocopy Fire safety information sheets as required. Set up Internet as required.
<b>Plan</b>	Ask: Where do you think most fires start in the home? Watch 'Doorstep Distraction' and 'TV Distraction' dvd clips. Discuss why most fires start in the kitchen. Brainstorm: what other places could fires start in the home? Split into groups/ pairs or as individuals and research about where fires start and how they can be prevented. This can either be: <ol style="list-style-type: none"> <li>1) Everyone researching everything</li> <li>2) Groups/ pairs or individuals are given specific topics to research (see notes for ideas).</li> </ol> Present the information back to the class.

<b>Activity 5</b>	<b>Home Safety Survey</b>
<b>Working</b>	Individually at home
<b>Resources</b>	Worksheet A 'Home Safety Survey'
<b>Notes</b>	
<b>Preparation</b>	Photocopy Worksheet A 'Home Safety Survey' per student if applicable.
<b>Plan</b>	Design a home safety survey, covering the main safety area in the home, or use Worksheet A 'Home Safety Survey' Ask the students to take the survey home; look around their home and fill in the questions to see how fire safe their home is.

<b>Activity 6</b>	<b>Bedtime routines</b>
<b>Working</b>	As a class then individually.
<b>Resources</b>	
<b>Notes</b>	Notes available
<b>Preparation</b>	
<b>Plan</b>	Brainstorm: what could be a fire hazard, in the home, at night? Write a plan of what could be done at bedtime to help prevent fires. Each student to write a bedtime routine for their home, decorate and take home.

<b>Activity 7</b>	<b>Keeping everyone safe</b>
<b>Working</b>	In groups, pairs or individually
<b>Resources</b>	Paper, pencils, art materials, computers.
<b>Notes</b>	
<b>Preparation</b>	
<b>Plan</b>	In groups, pairs or individually design an advert telling people about important fire prevention in the home. This could be a poster, leaflet, radio or TV advert. It can be a general message or on a specific topic. It can be aimed at the general public or a specific group; for example older people, children or parents.