

# LESSON PLAN

## Age Level- Pre-School

### Learning Objective:

The student will recognize the importance of individuals outside the family who care for others and aid in preventing illness and injury.

### Descriptive Statement:

Students will learn the value of family members, doctors, nurses, dentist, teachers, firefighters, emergency medical technicians, etc.

### Background Information:

Young children are often afraid of people in uniform. Therefore familiarity with these community leaders will help alleviate their fears. Children should recognize emergency personnel as helpers.

### Materials:

- Protective fire clothing
- Fire Fighter helper sheets
- Fire Fighter helper song
- Volunteer Fire Fighter w/gear

### Procedures:

- Discuss with children what is a community helper? Why do we have community helpers? What is a firefighter? *Community helpers help people in your neighborhood. They are people such as doctors, nurses, teachers, and firefighters. A firefighter is a community helper who provides for the safety of the community. The firefighter works for the fire department and can help us in many ways by putting out fires, teaching people to prevent fires, rescuing people from fires, and responding to medical emergencies. Fire fighters must wear protective clothing; coats, gloves, trousers, hoods, and boots. They also wear a protective helmet, use an alarm device to signal for help if they are in trouble, and use a special breathing apparatus to allow them to breathe when they go into a fire.)*
- Show each piece of the fire fighter's protective clothing and gear. Let a student try on the child-sized fire fighter clothing set. They can dress along with the fire fighter.
- Pass out Fire Fighter helper worksheets to complete after you have discussed the directions.
- If time remains, teach the children a fire safety related song.

**Extension Activities:**

- Visit the local fire station
- Have other community helpers visit
- View the video “The Fire House” by Sesame Street

**Assessment:**

- Show the student a picture of a Fire Fighter. Ask them if they can identify this community helper and his/her job

# LESSON PLAN

## Age Level- Pre-School

### Lesson 2

#### **Learning Objective:**

The student will identify hot things in their environment that can cause injury and the importance of not touching them.

#### **Descriptive Statement:**

Students will learn how to identify dangerous hot items.

#### **Background Information:**

Children are surrounded by things that can burn. Burn injuries can be thermal, electrical, and chemical. Thermal burns include radiation burns; as in a sunburn, contact burns; touching a hot surface, and scald burns; from steam or hot liquids. Children must identify and learn to avoid hazards that can cause burn injuries. Focus on matches, hot liquids, and lighters as hazards. Also, focus on how a grown-up should be around during bath time or when other hot liquids are being used.

#### **Materials:**

- Red/Blue sticker dots
- “Things That Are Hot” worksheet
- Hot water to demonstrate steam
- Ask children if they have ever been burned? Invite them to tell their story. Talk about their school lunch. What items are hot and which ones are cold? Show the students the hot water with the steam rising. Ask them how they can tell that this water is hot.
- Ask the children what they should do when they get food that is hot.
- Have them watch you walk around the room. When you point to something that could get hot, have them yell out “HOT!” and place a red sticker on the item. If it is something that would stay cold, place a blue sticker on the item.
- Pass out worksheets, explain the directions and work on this as a group.

#### **Extension Activities:**

- Watch video of “The Mystery of Home Hot Spots”

#### **Assessment:**

- Show the student a pictures/or real objects that could get hot and should be avoided. They should get 80% correct.

# LESSON PLAN

## Age Level- Pre-School

### Lesson 3

#### **Learning Objective:**

The student will identify what to do when they come in contact with matches or lighters and why these items should be avoided.

#### **Descriptive Statement:**

Students will learn that an adult should be immediately contacted when they discover matches or a lighter.

#### **Background Information:**

Children playing with matches and cigarette lighters and other fire sources start many fires each year. These fires result in deaths and injuries. Preschool children are the most frequent victims of fires started by children playing with matches or lighters.

#### **Materials:**

- Markers
- Paper
- Matches
- Lighter
- “Matches and Lighters” song
- Parent Letter
- Hand Puppet

#### **Procedure:**

- Show the students the matches and lighter and ask them how they are used and why do we need these tools. Discuss that a tool is used to help us with our work. Some tools should only be used by adults. Matches and lighters are an example of such tools. Children should never touch these tools. Ask the children why. Discuss that they can cause severe burns, destroy property and cause death.
- Role play with the children using the hand puppet. Have the puppet discover matches and a lighter and have the children tell the puppet what to do.
- Pass out the worksheet and have the children color the matches and lighters red and place the international NO symbol on each.
- Listen the “Matches and Lighters” song
- Pass out parent letter to go home that day

# LESSON PLAN

## Age Level- Pre-School

### Lesson 4

#### **Learning Objective:**

The student will identify the procedure, Stop, Drop, and Roll if their clothes catch on fire.

#### **Descriptive Statement:**

Students will learn that they should not run if their clothes catch on fire. They should immediately Stop, Drop and cover their face with their hands, and Roll over and over to smother the flames.

#### **Background Information:**

The Stop, Drop, and Roll procedure is used when clothing catches fire. Immediate action should distinguish flames and lessen the burn injury. The correct procedure, according to the National Fire Protection Association is to:

- **STOP** where you are
- **DROP** to the ground or floor
- **ROLL** over and over until the flames are extinguished

Covering the face with the hands while rolling will help prevent flames from burning their face and help prevent smoke inhalation. But, covering the face with the hands/arms should not be done if the sleeves/arms are on fire as this will bring the fire to the facial area.

If someone else's clothing catches fire, get the person to the ground and have them roll over and over to extinguish the flames.

Make sure the children understand to STOP, DROP, AND ROLL only when their clothes are on fire, not when a smoke detector or alarm goes off.

Help them to understand that when your clothing burns, you burn. Parents should check sleepwear and other garments for fire retardant characteristics.

#### **Materials:**

- Paper flame
- STOP, DROP, AND ROLL worksheet
- Stickers

- smoke detector
- song sheet/tape w/recorder

**Procedure:**

- Explain that now that we know that fire can burn, what we should do if our clothing catches on fire. Tell them that the procedure is to STOP, DROP, AND ROLL. We stop because if we run the air will make the fire grow. If we STOP, DROP (covering our face with our hands if our hands aren't on fire) and ROLL over and over this will put the flames out.
- Demonstrate the procedure. First put the paper flame on your clothing. Explain that this is pretend. Paper flames do not hurt, real ones do.
- Ask for volunteers to also perform the procedures.
- Take turns so that each student can perform the procedure.
- Give each student a sticker after they have had a turn to insure that everyone gets a chance to perform the procedure.
- Using a battery operated smoke detector, set the detector off, and ask the children if they should STOP, DROP, AND ROLL. Explain that they should not, that alarms are a signal to get out. They should only STOP, DROP, AND ROLL when their clothing is on fire.
- Play the STOP, DROP, AND ROLL song
- Pass out the STOP, DROP, AND ROLL worksheet to color.

**Extension Activities:**

- Watch the video "Sparky's ABC's of Fire Safety"

**Assessment:**

- Approximately one week after this lesson, test each student with the paper flame, and the STOP, DROP, AND ROLL procedure. Mark them off on the check sheet. Practice this occasionally and whenever you can.

# LESSON PLAN

## Age Level- Pre-School

### Lesson 5

#### **Learning Objective:**

The student will identify the procedure of crawling low under smoke.

#### **Descriptive Statement:**

Students will learn that when there is a fire sometimes all you see is smoke. To exit, or leave, you need to crawl on your hands and knees under the smoke. You should have two exits out, pick the closest one where there isn't any fire.

#### **Background Information:**

You have to crawl low under the smoke because the smoke has dangerous gases that make it dangerous to breathe. Smoke is hot and dark and it rises because air that is warmer rises. So you need to stay low where the air is not as dangerous.

#### **Materials:**

- Cardboard or paper smoke, a sheet can also be used to represent smoke
- Crawl Low worksheet
- Stickers
- puppet
- song sheet/tape w/recorder
- smoke detector
- Exit Signs

#### **Procedure:**

Discuss with the children what smoke is and what it means. (*Smoke is the result of fire and it is dangerous if you breathe it*) Discuss with the children when they should crawl low under the smoke towards one of their two planned exits. Remind them of the procedure when their clothes are on fire. (*STOP, DROP, AND ROLL*)

Use the hand puppet to demonstrate what to do when there is smoke in the room. (*Crawl low under the smoke*) Explain that an EXIT is a way out.

Have each student demonstrate the correct procedure. Have a red/white EXIT sign posted in 2 locations. Sound the smoke detector. Have the children crawl low under the smoke, quickly and carefully. If they do the procedure correctly they can receive a sticker.

Have the students color the illustration as a reminder to crawl low.  
If time remains, play the crawl low song.

**Extension Activities:**

- Watch the video “Sparky’s ABC’s of Fire Safety”

**Assessment:**

- Approximately one week after this lesson, test each student by sounding the smoke detector and have them crawl low under pretend smoke towards the closest exit.