This booklet comprises the third grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of third grade students, its objectives include: (1) acquiring basic knowledge of hazards and safe storage of flammable liquids; and (2) developing positive actions to prevent fires and burns or to reduce injuries, especially related to electrical and/or metallic objects. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Discovering Fire and Burn Safety"; "Safety with Combustible and Flammable Materials"; "Planning and Responding"; "Being Responsible"; and "Telling Others about Fire and Burn Safety." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)
Dear Educator:

The Texas Commission on Fire Protection is pleased to provide this curriculum guide to facilitate the teaching of fire prevention. To understand why instruction in fire prevention must be matched to the developmental needs of students, please read the Introduction section beginning on Page 3. This introduction also tells how fire prevention education can be coordinated with the instructional requirements of Texas schools.

We welcome your comments and suggestions. Please telephone or write to share your successes and questions with our staff. Also, we invite you to request guides for other grade levels and additional copies of this booklet by clipping and returning the form below.

Your involvement in fire prevention education will be appreciated by your students and your entire community.

Sincerely,

Anne Easterling
Program Administrator
Fire Prevention Education

Please send the following curriculum guide(s):

<table>
<thead>
<tr>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Kindergarten</td>
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<td>Fourth Grade</td>
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<td>First Grade</td>
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<td>Third Grade</td>
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<td>High School Economics</td>
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Comments and suggestions on Grade ____________ guide(s):


Are you currently using other materials produced by the Commission on Fire Protection? (Circle one) Yes No

Name ________________________________________ Position ______________________________

Address ______________________________________ Telephone __________________________

City _____________________________ State ________ ZIP __________

Mail to: Texas Commission on Fire Protection, Fire Prevention Education, P.O. Box 2286, Austin, TX 78768

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Michael E. Hines, Executive Director * G. Mike Davis, State Fire Marshal
Fire Safety for Texans

Fire and Burn Prevention Curriculum Guide Developed by Texas Commission on Fire Protection

Third Grade

Positively Fire Safe
Fire Safety for Texans
The complete series from the Texas Commission on Fire Protection

Kindergarten
Fire Safe Together

First Grade
Fire Safety: Any Time, Any Place

Second Grade
Making Me Fire Safe

Third Grade
Positively Fire Safe

Fourth Grade
Fire Safety: Stop the Heat

Fifth Grade
Charged Up For Fire Safety

Sixth Grade
Fire Safety Power

Seventh Grade
Responsible For Fire Safety

Eighth Grade
Fire Safety’s My Job

Health (High School)
A Lifetime For Fire Safety

Economics (High School)
Fire Safety For Consumers
### Scope and Sequence for Fire and Safety

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<tr>
<th>General Objectives</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>才知道</td>
<td>basic awareness of fire and burn dangers; simple actions to reduce injury; parent involvement</td>
<td>basic knowledge of fire and burn hazards; basic understanding of simple injury reduction; construction of parent involvement</td>
<td>basic understanding of how to prevent and put out fires; grasps skill direction to prevent and react to fire, and smokes</td>
<td>hazards and safe storage of flammable liquids, positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects</td>
<td>principles of extinguishing fires; causes related to peer pressure related to fire setting; self-motivation to affect others with family involvement; role of fire service in the community</td>
</tr>
<tr>
<td>Science of Fire understands and analyzes facts about fire</td>
<td>classifies &quot;good&quot; and &quot;bad&quot; fires and heat sources &quot;25(k)A, 26(a)C&quot;</td>
<td>identifies three elements of fire Hangle &quot;25(y)G&quot;</td>
<td>explains putting out a fire as removing or controlling one element &quot;25(b)28&quot;, &quot;26(c)C&quot;</td>
<td>defines and gives examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid fuels &quot;25(b)(A), &quot;11.3.3&quot;</td>
<td>identifies three elements of fire to explain how to prevent and extinguish fires &quot;25(b)(D), 26(a)(C)&quot;</td>
</tr>
<tr>
<td>Safety Communication knows and applies terms and symbols associated with fire and burn safety</td>
<td>identifies EXIT signs in schools and public buildings &quot;25(k)E&quot;</td>
<td>identifies &quot;hot&quot; and &quot;cold&quot; symbols on faucets &quot;25(a)C, 26(a)E&quot;</td>
<td>demonstrates cooling a burn with cool water &quot;25(m)A, 26(b)C&quot;, &quot;1.1&quot;</td>
<td>explains using cool water to reduce burn injury &quot;25(o)57, 26(b)C&quot;</td>
<td>explains injury reduction skills to others through song, dance, story, demonstration, etc. &quot;25(b)(1)D&quot;, &quot;1&quot;</td>
</tr>
<tr>
<td>Injury Reduction knows, performs and analyzes techniques to reduce fire and burn injuries</td>
<td>demonstrates and practices rolling on ground in case of closing fire &quot;25(b)C, 26(a)C, 26(a)D&quot;</td>
<td>demonstrates and practices covering on ground in smoke of fire situations &quot;25(b)C, 26(a)C&quot;</td>
<td>demonstrates how electrical appliances can become hazards through carelessness, misuse, disaster, including unattended cooking &quot;25(o)A, 26(a)C&quot;</td>
<td>identifies special toxicity hazards related to family customs or traditions &quot;25(a)C, 26(a)(B)&quot;</td>
<td>describes types of hazards from discarded cigarettes &quot;25(a)C&quot;</td>
</tr>
<tr>
<td>Hazard Recognition recognizes fire and burn hazards at home, play and work</td>
<td>classifies hot and cold objects, including electrical appliances &quot;25(n)A, 26(a)A&quot;</td>
<td>identifies smoking cigarettes as a hazard to cause burns and to start fires &quot;25(a)1D&quot;</td>
<td>demonstrates benefit of family working together to reduce fire and burn hazards &quot;25(b)C&quot;</td>
<td>classifies metallic and non-metallic objects &quot;25(o)A&quot;, &quot;1.3&quot;</td>
<td>identifies safety features in school, home and other buildings &quot;25(a)(1), 26(a)(F), &quot;1.1&quot;</td>
</tr>
<tr>
<td>Hazard Reduction applies values techniques for reducing or eliminating fire and burn hazards</td>
<td>states rule to stay away from hot objects &quot;25(a)1C, 25(n)A&quot;</td>
<td>tells parents, &quot;Keep me safe from fire&quot; &quot;25(a)1B&quot;</td>
<td>describes benefit of family working together to reduce fire and burn hazards &quot;25(b)C&quot;</td>
<td>writes at least five rules for safe behavior &quot;25(c)C&quot;</td>
<td>demonstrates reaction to hazardous situations, including removal of fire hazards &quot;25(a)1E&quot;</td>
</tr>
<tr>
<td>Escapes And Drills knows and applies methods of fire and smoke warning and escape and exit techniques; values the importance of smoke detectors and escape planning</td>
<td>demonstrates actions in school and drills &quot;25(a)1C, 25(n)A&quot;</td>
<td>identifies smoke alarm as warning to get out &quot;25(b)1C&quot;</td>
<td>describes general guidelines for smoke detector placement and escape routes for school or home &quot;25(n)A&quot;</td>
<td>gives directions of action at home alone in suspected fire situations &quot;25(b)(D), 26(a)C&quot;</td>
<td>explains need for exit plans and drills, especially at home &quot;25(a)5A, 26(a)(F), 26(a)(A), 26(a)B&quot;, &quot;1.1&quot;</td>
</tr>
<tr>
<td>Metaphors And Firefighting recognizes hazards of matches, lighters and other lighting instruments; knows and values techniques for reducing intentional fires</td>
<td>demonstrates telling an adult if you see matches &quot;25(a)1C, 25(n)A&quot;</td>
<td>identifies smoke alarm as warning to get out &quot;25(b)1C&quot;</td>
<td>demonstrates telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>describes or demonstrates what to report in an emergency situation &quot;25(b)1D&quot;</td>
<td>identifies safety features in school, home and other buildings &quot;25(a)(1), 26(a)(F), &quot;1.1&quot;</td>
</tr>
<tr>
<td>Reporting A Fire knows and applies appropriate methods of reporting suspected fire or smoke situations</td>
<td>describes or illustrates matches as tools for adults &quot;25(a)1C&quot;</td>
<td>describes or illustrates matches as tools for adults &quot;25(a)1C&quot;</td>
<td>demonstrates telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>describes local locations and uses of fire alarm boxes &quot;25(a)1F&quot;</td>
<td>describes local locations and uses of fire alarm boxes &quot;25(a)1F&quot;</td>
</tr>
<tr>
<td>Care Giving understands and values appropriate supervision of and preservation for other people, especially young children and older adults</td>
<td>demonstrates telling an adult if you see matches &quot;25(a)1C&quot;</td>
<td>demonstrates telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>demonstrates telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>describes or demonstrates what to report in an emergency situation &quot;25(b)1D&quot;</td>
<td>describes local locations and uses of fire alarm boxes &quot;25(a)1F&quot;</td>
</tr>
<tr>
<td>The Fire Service understands and values the role of the fire service in preventing and suppressing fires</td>
<td>demonstrates telling an adult if you see matches &quot;25(a)1C&quot;</td>
<td>demonstrates telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>describes telling an adult about smoke or fires &quot;25(b)2C, 26(a)1C&quot;</td>
<td>describes or demonstrates what to report in an emergency situation &quot;25(b)1D&quot;</td>
<td>describes local locations and uses of fire alarm boxes &quot;25(a)1F&quot;</td>
</tr>
<tr>
<td>Outdoor Safety knows and applies techniques for reducing outdoor fires and injuries from outdoor fire and burn hazards</td>
<td>demonstrates or illustrates staying away from campfires, trash burning, etc. &quot;25(a)1C&quot;</td>
<td>distinguishes high outdoor fire from building fire &quot;25(b)D, 26(a)1C&quot;</td>
<td>distinguishes outdoor electrical hazards (shorts, tools, cooking) &quot;25(b)44, 26(a)3&quot;, &quot;1.8&quot;</td>
<td>describes safe practices with fireworks &quot;25(a)36&quot;, &quot;1.8&quot;</td>
<td>describes safe practices with fireworks &quot;25(a)36&quot;, &quot;1.8&quot;</td>
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**BEST COPY AVAILABLE**
### Fifth Grade
- **Fire Prevention Safety:**
  - Impact of fire on outdoor environment and measures to reduce that impact, first aid for burns; personal relationship to community fire safety.
- **Fire Phase:**
  - Electrical hazards and responsibility for those hazards; continuation of first aid for burns.
- **Technical Aspects:**
  - Describes types of fire extinguishers.
- **Burn Prevention:**
  - Describes types of burns, first aid for burns.
- **Health:**
  - Describes how to report burns and fires.

### Sixth Grade
- **Fire Prevention Safety:**
  - Uninhibited chemical reactions.
- **Technical Aspects:**
  - Describes types of fire extinguishers.
- **Burn Prevention:**
  - Describes types of burns, first aid for burns.
- **Health:**
  - Describes how to report burns and fires.

### Seventh Grade
- **Fire Prevention Safety:**
  - Chemical hazards; uninhibited chemical reactions.
- **Technical Aspects:**
  - Describes types of fire extinguishers.
- **Burn Prevention:**
  - Describes types of burns, first aid for burns.
- **Health:**
  - Describes how to report burns and fires.

### Eighth Grade
- **Fire Prevention Safety:**
  - Chemical hazards; uninhibited chemical reactions.
- **Technical Aspects:**
  - Describes types of fire extinguishers.
- **Burn Prevention:**
  - Describes types of burns, first aid for burns.
- **Health:**
  - Describes how to report burns and fires.

### Economics
- **Burn Prevention Education In Texas**
  - Awareness of adult responsibilities to preserve family, property and home; preparation for maintaining one's own home; U.S. history of fire and burn incidents.
<table>
<thead>
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<th>Response</th>
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<td>Q2</td>
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<td>Q3</td>
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<td>Q4</td>
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<tr>
<td>Q10</td>
<td>A10</td>
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</tbody>
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*Notes:*
- The table structure indicates a direct correlation between questions and responses.
- Each answer (A) is a placeholder for the actual response text.
Introduction
Introduction

Why teach fire and burn prevention?

Each year during the past decade, about 300 Texans have died in fires. The Texas Commission on Fire Protection is committed to reducing this alarming statistic. Analysis of fire statistics shows that the vast majority of fires — and the resulting fire deaths — could have been prevented. Regrettably, most people do not know or practice even simple actions that can prevent fires and burns.

The Texas Commission on Fire Protection believes the key to reducing fires and fire deaths is education. Fire safety education has traditionally been concentrated in elementary school observances of Fire Prevention Week. While these observances can produce effective results, thoughtful analysis of the fire problem and fire safety educational programs shows that a more comprehensive, age-appropriate approach to fire safety education can multiply its benefits.

Recognizing the limits of classroom instruction time, the Texas Commission on Fire Protection has examined the Texas essential elements of instruction to determine the most appropriate topics with which to integrate fire prevention and fire safety. Teachers from across the state have provided feedback on topics appropriate for each grade level, kindergarten through high school.

The result of this extensive research is "Fire Safety for Texans," a series of curriculum guides teaching fire and burn prevention. Each grade-level program has been coordinated with essential elements in that grade and with the unique specific fire safety needs of that age group. The lesson plans have been field tested in classrooms across the state. On average, students who have been taught using these materials score 26 percent higher than students in control groups.

As you use this guide, you and teachers in other grade levels will be part of a continuum of fire safety education spanning all grades. The Texas Commission on Fire Protection believes this continuum will help create a generation of Texans who will be fire-safety aware. In turn, all Texans can benefit from a decrease in the number of needless fire deaths and an increase in safer homes and worksites — a benefit we all deserve.

This Booklet

This booklet, "Positively Fire Safe," is specifically designed for third-grade students. The following sections give specific information on the essential elements applicable to fire and burn prevention and on the age-specific needs of third-grade students related to fires and burns. You will also find additional information on the format and materials found in this booklet.

This booklet has three sections:

* **Lesson Plans.** This section includes all steps in the lesson cycle.
* **Teacher Materials.** This section includes all teaching aids and tests.
* **Student Materials — Duplicating Masters.** This section includes master copies of materials to be used by students.

**General Objectives:** To acquire basic knowledge of hazards and safe storage of flammable liquids

To develop positive actions to prevent fires and burns or to reduce injuries, especially related to electrical and/or metallic objects

**Essential Elements:** The student will be provided opportunities to:

$\text{§75.25 (d) 8A. use observations to form definitions of objects, actions, organisms, events, and processes.}$

$\text{§75.26 (d) 2B. recognize the health of the family depends upon contributions of each of its members.}$

$\text{§75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events.}$

$\text{§75.25 (d) 7A. compare and contrast objects, organisms, and events.}$

$\text{§75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life.}$

$\text{§75.25 (d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences.}$

$\text{§75.26 (d) 1D. practice general emergency procedures.}$

$\text{§75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.}$

$\text{§75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter.}$

$\text{§75.29 (d) 6B. describe how individuals and families change over time.}$

**Science Content:** Content from the sciences that shall be emphasized at the grade level shall include:
Physical Science

3.1 energy ... kinds of energy ... forms of energy ... sources of energy.

3.5 phases of matter: solids, liquid and gas.

3.6 structure ... matter ... families of elements: metals and nonmetals.

Background: Age Profile

Stage of industry vs. inferiority, which means the child needs opportunities to maximize her successes and to minimize and correct failures. She will work hard to receive recognition and improve skills.

Areas of development include neuromuscular and social. The child is developing many new physical skills, both gross and fine motor skills. He is making a social move from the home into peer groups and school. He is developing his own self-attitudes and seeks significant human relationships.

Operating under the morality of constraint, the child recognizes that rules are made by authorities and tends to focus on consequences rather than reasons for rules. She also seeks benefits in return for obeying rules. The child can understand causes and consequences of actions.

The child is moving into the concrete operational state, which means he can solve a variety of problems but needs concrete objects to solve those problems. He must be active in the instructional process, and activities and materials must be relevant to the child's life or environment. Instruction will be more effective if it involves both the affective and cognitive domains.

The third-grader is interested in social, occupational, and civic matters. She is becoming able to move from the simple to complex, concrete to abstract, undifferentiated to differentiated, discrete to organized.

Fire And Burn Hazards

Curiosity about fires — playing with matches and lighters, candles, fireplace, heaters, other locations where the child can observe a flame; overconfidence in dealing with fires.

Scalds — cooking; tap water; hot foods, especially heated sweet foods.

Appliances — cooking at stoves or with microwave ovens, especially unsupervised; overconfidence in using appliances, such as irons, toasters, etc.

Clothing ignition — playing with matches; flammable clothing and costumes; walking or sleeping too close to heater or other open flame; knowing how to reduce injury.

Outdoor hazards — campfires and barbecues; mini-bikes and lawn mowers; fireworks; high-tension wires.

Other — Flammable liquids; fires caused by parents' smoking; injury from smoke and fire gases; knowing how to escape from fire.

Teacher's Note On Materials: Illustrations and activity sheets in this booklet are intended to serve as masters. Photocopy, then use the photocopy as directed.

Pre-Test and Post-Test: Conduct the pre-test prior to presenting the first lesson and the post-test following the fifth lesson.

Teacher's Note on Closure Activities: Some activities included in the closure phase of the lesson cycle may be effectively used in the next lesson's focus activity.

Key To Icons: The following icons can be used to easily identify activities in the lesson plans:

- Lesson objectives
- Focus and closure
- Creative group activity, including role playing
- Lecture
- Demonstration
- Group problem-solving activity
- Answering questions
- Guest presenter
- Investigation or research
- Creative writing activity
- Cut-and-paste activity
- Group discussion
- Drawing, artwork or illustration
Lesson Plans
LESSON ONE:

Discovering Fire and Burn Safety

Goal: To focus on positive actions in a generally hazardous environment, especially with appliances

Objectives: The student will:
- identify positive behaviors with hazardous appliances *26(d)1E
- classify metallic and non-metallic objects *25(d)3B, **3.6
- distinguish metallic objects as contact burn hazards *25(d)6B, 8A, 26(d)1E

See "Essential Elements" on Page 5.

Materials: Pre-tests (p. 17); pitchers of ice water and warm water; two each of plastic, wooden and metal bowls; "Warning: Hot Metals" activity sheets (p. 26); "Hunt for Hot Metal Hazards" investigation sheets (p. 27); letters to parent(s)/guardian(s) (p. 26); answer keys (p. 20).

Focus: Administer pre-test. Introduce unit on fire and burn safety by telling students that they will be learning many new ways to be "positively fire safe." Tell students that the purpose of this unit is to:
- Develop awareness of hazards and safe storage of flammable liquids.
- Develop and reinforce positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects.

Optional: Introduce Lesson Five activity. Students may select their groups or teams now so that they can prepare for the activity throughout the unit.

Tell students that the first lesson focuses on many objects found in the school and at home. Outline lesson objectives (paragraph above).

Presentation Of Content: Review types of heat sources and combustible objects, including the three elements of fire. (These topics are generally included in first and second grade curricula.)

Experiment: Have students identify the three types of bowls (metal, plastic and wooden). Show the two pitchers of water. Pour some ice water into one of each type bowl. Have students predict which of the three bowls will feel coldest. Select students to touch the outside of the bowls and describe which one feels coldest (metal).

Pour some warm water in the three remaining bowls. Have students predict which of the three bowls will feel warmest. Select students to touch the outside of the bowls and describe which one feels warmest (metal).

Teacher: "One way to identify metals is by its ability to transfer heat and cool. This means that metal objects will feel like the temperature near them. For example, if the oven of a stove is heated to cook a cake, then the metal outside the stove will also feel hot. If a metal spoon is left in a pan of hot food, then the spoon will feel hot."

Ask students for other examples.

Guided Practice: Distribute "Warning: Hot Metal" activity sheet. On Part 1, have students read items in the list and classify as metallic or non-metallic.

On Part 2, have the students identify the objects, then write why they are dangerous and how to avoid injury. Have students name a safer option for at least one object.

Independent Practice: Distribute investigation sheet. Tell students that they should look for objects from their environment (school, home, stores, etc.) that are metallic and non-metallic, then write the names on the investigation sheet. Tell students that they are to write a general statement about heat and metallic objects, based on what they observed in the classroom demonstration, then relate that to the objects they have identified and describe whether that object might cause burns or fires.

Reteaching: Allow students to conduct the experiment activity with teacher supervision.

Enrichment: Add a glass bowl to the experiment, and have students make generalizations about heat transfer in glass.

Closure: Have selected students tell what types of metallic and non-metallic objects they identified. Record some of their general statement on the chalkboard or overhead transparency. Point out similarities. Option: Have students develop a
consensus definition through group discussion or by voting.

Introduce the next lesson by telling students that they will learn about another way to classify matter and how they can help them identify another type of fire hazard.

LESSON TWO:

Safety With Combustible and Flammable Materials

Goal: To explore the definitions of "combustible" and "flammable" and to apply safety rules at home by focusing on home inspection and holiday hazards

🌟 Objectives: The student will:
- define and give examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1.3.5
- conduct inspection for safe flammable storage with parents using provided checklist *26(d)1E,B
- identify fire safety for holidays in each month *26(d)1E

** See "Essential Elements" on Page 5.

Materials: dictionary, "Safe... With Combustible and Flammable Materials" overhead transparency (p. 18); "Every Day Is A Safety Day" calendar activity sheets (p. 28); "Check for Flammable Liquids" home inspection sheets (p. 29); answer key (p. 20).

Focus: Have students list items that will burn. (Students will generally list solid objects and perhaps a few liquids.) Have students read the definitions of combustible and flammable from the dictionary. Ask if these words apply to the list they have made. (Yes) Then explain that safety experts have special definitions for combustible and flammable when describing liquids that will burn. Outline lesson objectives (paragraph above).

Presentation Of Content: Group discussion:
Have students list adjectives or phrases to describe the three states of matter. (Solid: hard, doesn't move easily. Liquid: flowing, moves easily, takes shape of container. Gas: moves very easily, flowing, sometimes invisible)

Display overhead transparency. Have students read definition of combustible and flammable. Beginning with solid, discuss the three states of matter and the list of substances that are in each group.

Have students read definitions of flammable liquid and combustible liquid. Tell students that the government requires special labels on all flammable and combustible liquids to help protect us.

Also note that many safety experts simply refer to these objects as "flammable/combustible liquids" because both are very dangerous.

Guided Practice: Group problem-solving activity:
Distribute "Every Day Is A Safety Day" activity sheets. Have students look at the illustration for each month, and list the flammable and combustible materials in each scene. (Hint: Ask, "What might cause a fire in each picture?") Have students circle flammable or combustible liquids.

Independent Practice: Investigation: Distribute "Check for Flammable Liquids" home inspection sheet. Direct students to complete the definitions of combustible and flammable. Have students take the sheet home to look with parents for safe storage of flammable liquids.

NOTE: Emphasize that students should never touch a container of flammable liquid. Evaluate students on their participation in this activity.

Reteaching: Ask students to describe what they smell when gasoline is being pumped into the car or when an adult is cooking on a gas stove. Emphasize that the smells indicate the presence of a gas and that these two gases are flammable.

Discuss other smells from flammable liquids (rubbing alcohol, paint thinner, some cleaners). Add that some flammable liquids don't have smells.

Enrichment: Have students research how heat and cold are involved in materials changing physical state.

Closure: Review definitions of combustible and flammable. Ask students about their experiences with their families while conducting the flammable liquids
inspection. Discuss successes as well as questions or problems. Reinforce positive experiences.

Introduce the next lesson by telling students they will be learning about what to do in case of a fire.

LESSON THREE:

Planning and Responding

Goal: To recognize the importance of planning and to personally plan for emergencies

★ Objectives: The student will:

- describe or demonstrate what to report in an emergency situation *26(d)*1D
- assist parent in maintaining smoke alarm using provided guidelines *25(d)*7B, *26(d)*1E,2B
- identify low battery warning on smoke alarm*26(d) 1D

★ See "Essential Elements" on Page 5.

Materials: "Ready, Set, Be Safe" key word overhead transparency (p. 19) (optional; words may be written on chalkboard), "Ready, Set, Be Safe" activity sheets (p. 30); "Test Your Smoke Alarms" smoke alarm checklist (p. 31); answer keys (p. 21).

NOTE: If the area is not served by 9-1-1 service, write in the local emergency number in the space provided on "Ready, Set, Be Safe" before reproducing.

Focus: Review emergency telephone number for the area. Be sure to consider students who live outside the town or city. Discuss what they know about smoke alarms. (It is appropriate for this age to identify smoke alarms as a warning devise in case of fire, especially when sleeping, and that smoke alarms should be located near bedrooms.)

Outline lesson objectives (paragraph above).

Presentation Of Content: Group problem-solving activity

Introduce story activity by telling students that planning for a fire emergency and knowing how to report a fire are important skills in keeping a family safe.

Display key word overhead transparency, or write key words on chalkboard. Begin reading story, having students fill in the blanks with words from the key word list. Discuss each key word as it is used.

Following the story, have students discuss in small groups which person in the family has the greatest effect on their safety. Lead discussion to awareness that everyone in the family is important in keeping the family safe.

Guided Practice: Direct student attention to the bottom block. Have students write the emergency telephone number. Discuss what types of information an emergency operator would need in order to send help. (Address, your name, what the problem is, any information that might be helpful, such as color of house or landmarks.)

Have students write what they would say if there were a fire at home, including address of the fire and the type of fire.

Independent Practice: Distribute "Test Your Smoke Alarm" smoke alarm checklist. Review the instructions for completing the activity at home. Encourage students to work with their parents/guardians and other family members. Because smoke alarms operate on electricity, remind students that they should not try this activity without assistance from their parents or other adults.

NOTE: Evaluate students on their participation in this activity and not on the specific results of the checklist. Check that each student answers "yes" to "Is there a smoke alarm in or near each bedroom?"

Reteaching: Have students practice in pairs reciting what to say to report a fire emergency. Encourage students to involve family members in practicing at home.

Use a portable smoke alarm to demonstrate how to use the test button. With the battery removed, show that the alarm will not sound when the test button is pushed.

Enrichment: Have students write scripts for one or more of the following situations:

- reporting a fire emergency at school or a retail store
- questions that the 9-1-1 operator should ask
- reporting a medical emergency

Commission on Fire Protection: Fire Safety For Texans

Third Grade: Positively Fire Safe
Closure: Have selected students tell what they would say when they call 9-1-1 (or local emergency number) about a fire. Ask students about their experiences with their families while conducting the smoke alarm inspection. Discuss areas where they felt successful and areas where they experienced questions or problems. Reinforce positive experiences.

Introduce next lesson by telling students that they will learn more about how to react to fire emergencies as well as how to be responsible for staying safe from fire.

LESSON FOUR:

Being Responsible

Goal: To demonstrate responsibility by applying safe practices in the home

Objectives: The student will:

- give details of action at home alone in suspected fire situations *26(d)1D
- write rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B

** See "Essential Elements" on Page 5.

Materials: "Being Responsible" role-playing cards (p. 20); "Being Responsible" activity sheet (p. 32); "Fire Safety for Baby-Sitters" activity sheet (p. 33); answer keys (p. 21).

NOTE: On "Being Responsible" activity sheet, fill in the local emergency number before duplicating.

Focus: Ask students if they are ever at home alone. (Most third-graders are generally not left alone for extended periods of time; however, this is an appropriate age to begin practicing skills for self-management in responding to emergencies.) Have the student list some things they need to know how to do when left alone.

Tell students that in this lesson they will learn some important skills for fire safety, for themselves, and for baby-sitters. Outline lesson objectives(paragraph above).

Presentation Of Content: Role-playing activity: Divide students into six groups. Distribute one role-playing card to each group. Have students read the cards, then act out each scene, providing an appropriate ending. Have students discuss other possible activities.

Recommended actions:

1. Get everyone outside right away, then go to the nearest phone or a neighbor's house for help.
2. Go outside right away, if possible. Yell for help if others are at home. Go out your second exit (such as a window) if smoke blocks the normal exit.
3. Go to the next house or find the nearest phone. Go to your home for help if it is close by.
4. Ask an adult for help. Check on all people in the house. Don't open a door if smoke is coming under or around the door.
5. Quickly close the front door. Then go to the nearest phone or a neighbor's house to call 9-1-1 or the local emergency number.
6. Tell an adult and make sure that the cigarette is put out. If necessary, pour water in the ashtray yourself.

Guided Practice: Distribute "Being Responsible" activity sheet. Have students read the pairs of sentences. In each group, mark out the sentence that describes an inappropriate action.

Independent Practice: Distribute "Fire Safety for Baby-Sitters" activity sheet. Using the basic list, have students write rules as appropriate actions for a baby-sitter. Encourage students to consider younger persons, senior citizens (grandparents) and other special people in their homes. Be sure that their rules will create a safe home for everyone.

Reteaching: Review "Being Responsible" activity sheet. Discuss what might happen if they did a dangerous action. Have students describe why the safe action is better.

Enrichment: Have students compile the "Fire Safety for Baby-Sitters" activity sheets and prepare a list of general rules based on all student answers. Review the list with them.

Allow students to make illustrations and print on one page. Reproduce and distribute to all students.

Closure: Review "Fire Safety for Baby-Sitters" activity. Ask students if they learned anything about
their families. Review several of the role-playing scenarios. Encourage students to practice safe actions and think about what they would do if they through there might be a fire.

Introduce the final lesson by telling students: "Being able to tell someone else about something you know shows that you really know it. It also helps you become more sure of it yourself. You will have a chance to practice that in our last lesson on fire safety."

LESSON FIVE:

**Title:** Telling Others About Fire and Burn Safety

**Goal:** To apply what has been learned about safety to teaching or telling other people about fire safety

**Objectives:** The student will:
- explain injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E
- describes how matches can be used safely *26(d)1E

**Focus:** Review key points from previous lessons:
- Metallic objects frequently cause burns.
- You must be very careful with flammable liquids.
- You must have a smoke alarm and care for it properly.
- Everyone must be prepared for fire emergencies.

Tell students that in this last lesson they will look at one more dangerous object and then how they can help others. Outlines lesson objectives (paragraph above).

**Presentation Of Content:** Review three primary injury skills: crawl low in smoke; roll on ground to put out clothing fires; run cool water on burns. (Most third-graders have been taught these skills.) Divide students into small groups, and discuss other ways to prevent being injured by fires or other burn hazards. Have each group prepare a list of three ideas; have each group share their list. Be sure "Don't play with matches" is included.

Point out that playing with matches is one of the most common ways that children their age are burned.

**Guided Practice:** Distribute "Match Safety" activity sheet. Still in groups, have students read the safety guidelines and discuss how they could tell others how matches can be used safely.

Have each group write a short description of their ideas. Encourage them to describe something they could actually do, but discourage using only posters.

Examples:
- Write a rap song, and tell it to their friends.
- Make a match safety sign and have their parents put it in their kitchen.
- Make small "stickers" that could be glued to book covers.

Discuss several students ideas. Reinforce positive approaches to group cooperation.

**Independent Practice:** When students have an appropriate understanding of how to plan in the guided practice activity, distribute "Telling Others About Fire and Burn Safety" sheet and tell the groups that now they are going to plan and carry out a plan for their own special message on how to reduce fire injuries.

When their activities are complete, have each group present their creative projects to the class. Evaluate presentation on correctness of safety information and involvement in the project.

**Reteaching:** Have students practice and/or act out what they should do if:
- Smoke is in the house (crawl out)
- Clothes are on fire (drop to ground and roll)
- Red burn from touching a hot pan (hold under cool running tap water)

**Enrichment:** Invite other classes or parents to see presentations. Record the presentations on audiotape or videotape. Share products (signs, songs, stickers, etc.) with other classes or schools.

Have students write letters to the local fire department, telling them about their ideas.
Closure: Review match saw. Congratulate students on their creative projects. Discuss how the students felt as they planned and presented their projects. Reinforce feelings of accomplishment and pride in telling others about fire safety. Discourage comparisons among presentations so that all students recognize that they can influence others to be safe. Ask students what lesson they felt was most valuable, that applied to them most.

Administer post-test.
Teacher Supplemental Materials
Third Grade: Positively Fire Safe

PRE-TEST

Circle the letter of the item that best answers the question:

1. Which sentence best defines "flammable"?
   A. Another word for "fire"
   B. Something that burns very easily
   C. A person who starts fires

2. Which is an example of a "flammable" liquid?
   A. Gasoline
   B. Water from a fire truck
   C. Coffee

3. Even if there is no fire, surfaces can get hot enough to burn.
   A. plastic
   B. metal
   C. wood

Answer the following questions:

4. What telephone number should you call to report a fire?

5. What is the most important thing to say when reporting a fire?

6. How do you test a smoke alarm?

7. Give an example of something that is combustible.

Circle true or false.

8. Small children can take care of themselves in case of a fire. True False

9. Matches can be used safely. True False

10. Every person in a family, even you, can help prevent fires. True False

11. Nothing is my house is combustible. True False

12. Flammable liquids should be kept away from anything hot. True False

Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use.
Safety With Combustible and Flammable Materials

Definitions

Combustible: capable of burning  
(To burn means to consume fuel and give off heat and light)
Flammable: capable of being easily ignited and burning quickly

Three States of Matter

GAS  
LIQUID  
SOLID  

- fumes from gasoline
- natural gas (used in cooking)
- gasoline
- paint thinner
- alcohol
- cooking oil
- wood
- cotton (used in clothing)
- plastic

New Definitions

Flammable liquid: a liquid that is capable of burning or exploding when the temperature is normal room temperature or colder.
Combustible liquid: a liquid that is capable of burning when the temperature is warmer than normal room temperature.

Teacher: Use with Lesson Two, Page 8. Transfer to overhead transparency.
Ready, Set, Be Safe

Key Word List

Use these key words to complete the story:

battery
tweeting
neighbor's house
sleeping area
test button
bedrooms
loud horn
smoke alarm
9-1-1
(or local emergency number ________________)

Teacher: Use with Lesson Three, Page 9. Transfer to overhead transparency. If your area does not use 911, write in the local emergency telephone number.
Being Responsible

Role-Playing Cards

1. Your group is watching TV in the family room. While watching TV, you hear the smoke alarm go off. One person says they should go look in the kitchen to see what's on fire. Another person says they should go outside right away.

   What should you do?

2. Your group is playing computer games in the bedroom. Someone sees smoke coming from another room. The smoke alarm is located in the hallway, but it has not gone off. Everyone is confused.

   What should you do?

3. Your group is walking home from school. While passing a neighbor's house, you find a trash can on fire. One person knocks on the door of the house, but no one is home.

   What should you do?

4. Your group is working on a school project. Two people say that they smell smoke, but no one can see any smoke. You can't tell where the smell is coming from.

   What should you do?

5. Your group is walking home from school. One person opens the front door to his (or her) house, and smoke comes out of the house. No one else is at the house.

   What should you do?

6. Your group is at a party at a friend's house. The adults in this house smoke cigarettes. You find a cigarette burning in an ashtray.

   What should you do?

Teacher: Use with Lesson Four, Page 10. Copy, clip apart; and distribute to students.
Circle the letter of the item that best answers the question:

1. Which sentence best defines "flammable"?
   A. Another word for "fire"
   B. Something that burns very easily
   C. A person who starts fires

2. Which is an example of a "flammable" liquid?
   A. Gasoline
   B. Water from a fire truck
   C. Coffee

3. Even if there is no fire, __________ surfaces can get hot enough to burn.
   A. plastic
   B. metal
   C. wood

Answer the following questions:

4. What telephone number should you call to report a fire?

5. What is the most important thing to say when reporting a fire?

6. How do you test a smoke alarm?

7. Give an example of something that is combustible.

Circle true or false.

8. Small children can take care of themselves in case of a fire. 
   True   False

9. Matches can be used safely. 
   True   False

10. Every person in a family, even you, can help prevent fires. 
    True   False

11. Nothing is my house is combustible. 
    True   False

12. Flammable liquids should be kept away from anything hot. 
    True   False

ANSWER KEY-1

1. Which sentence best defines "flammable"?
   A. Another word for "fire"  
   B. Something that burns very easily 
   C. A person who starts fires  

2. Which is an example of a "flammable" liquid?
   A. Gasoline 
   B. Water from a fire truck  
   C. Coffee 

3. Even if there is no fire, ________ surfaces can get hot enough to burn.
   A. plastic 
   B. metal 
   C. wood 

4. What telephone number should you call to report a fire?
   9-1-1 (or local emergency number) 

5. What is the most important thing to say when reporting a fire?
   the location and type of fire 

6. How do you test a smoke alarm?
   by pressing the test button 

7. Give an example of something that is combustible.
   accept reasonable answers (wood, clothes, house, grass, trees) 

8. Small children can take care of themselves in case of a fire.
   True 

9. Matches can be used safely.
   False 

10. Every person in a family, even you, can help prevent fires.
    True 

11. Nothing in my house is combustible.
    False 

12. Flammable liquids should be kept away from anything hot
    True 

Teacher Use: Following lesson Plan, Page 11. Conserve for student use.

Handle Hot Metal Hazards

Investigation Activity Sheet

Look around in your home, at school, and outdoors. In the blanks below, write the names of objects that are metallic and non-metallic.

METALLIC

Accept reasonable answers.
Look for:
- stove
- toaster
- heater
- table
- folding chairs

From the two lists you wrote, tell which objects might cause a burn by touching them. Circle the objects that are metallic.

Accept reasonable answers. Check metallic objects.

Non-METALLIC

Accept reasonable answers.
Look for:
- sofa
- chairs
- fireplace
- bed

Remember the experiment with the bowls of warm and cold water? Based on what you learned in class and from the test you just made, write a general statement about heat and metallic objects.

Metallic objects can get very hot and can cause burns.

Teacher Use: With lesson One, Page 6. Conserve for student use.

Every Day Is A Safety Day

Calendar Activity Sheet

Accept one reasonable in each.

January
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

February
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

March
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

April
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

May
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

June
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

July
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

August
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

September
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

October
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

November
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke

December
- Fire
- Safety
- Smoke
- Fire
- Safety
- Smoke
## Answer Key-2

**Commision on Fire Protection: Fire Safety For Texans**

### Name

#### Ready, Set, Be Safe

**Every Activity Sheet**

- **Use these key words to complete this story later:**
  - battery
  - sleeping area
  - neighborhood
  - test button
  - local emergency number

- **Mr. Gonzalez said to investigate:**
  - "That smoke alarm is a warning, too." he said, "I mean, the battery in this smoke alarm needs to be changed. If we don't put in a new battery right now, the smoke alarm might not work properly.

- **Mrs. Gonzalez reached up and showed Ted:**
  - "This is the fire button," he explained. "When I press it, we'll find out if the smoke alarm is working." He pressed the button, and a loud horn beeped through the air. Ted and Mama covered their ears. "That's really loud," Ted shouted.

- **The horn has to be loud, so that it will wake everyone if we are sleeping," Mr. Gonzalez said. "We also have smoke alarms in each bedroom and in the living room, to give us extra protection in case of fire.

- **Maria and Ted raced to their bedrooms to look for the smoke alarms.** "Deaf" yelled Maria. "The smoke alarm in here sounds like a bird chirping."

### Are You Ready?

- **What telephone number should you call to report a fire?**
  - 9-1-1 or local emergency.

- **What would you tell the emergency operator if there is a fire at your home?**
  - My name is _______ and I'm calling to report a house fire at ________ [street address].

- **Examples:**
  - baby-sitter should never leave a child in the bathtub with the water running.
  - baby-sitter should never leave a child near the stove.

### Being Responsible

**Decision Making Activity Sheet**

- **Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.**
  - **In each pair, **MARK OUT** the sentence that describes what you should NOT do.**

#### A.

- **A baby-sitter should never leave a child in the bathtub with the water running.**
  - **B.**
  - **Baby-sitter should never leave a child near the stove.**

#### B.

- **If you smell or see smoke in your house, you should get out of the house immediately.**
  - **If you smell or see smoke in your house, you should get out of the house immediately.**

#### C.

- **You should run cool water from the tap over a small burn.**
  - **D.**
  - **You should immediately bandage any burn.**

#### D.

- **If there is a fire while you are at home alone, you should call_________ right away.**
  - **E.**
  - **If there is a fire while you are at home alone, you should telephone your parents.**

#### F.

- **Playing with matches is too dangerous.**
  - **You should never play with matches.**

#### G.

- **Your family should never go out over grey weather.**
  - **If your children are on fire, you should drop them to the ground and roll over.**

#### H.

- **If the fire is between you and the way out, you should go out the window.**
  - **If the fire is between you and the way out, you should call for help.**

### Fire Safety for Baby-Sitters

**Every Item Should Show Awareness of Fire Safety**

- **People in our home:**
  - _____ babys and young children
  - _____ senior citizens
  - _____ family members with special needs

- **Other in our home:**
  - _____ preventing fires and burns
  - _____ smoking
  - _____ matches
  - _____ cooking

- **Talking on the phone or having friends over:**
  - _____ baths for children

- **Emergency planning list:**
  - _____ emergency exits (two exits from each room)
  - _____ meeting place (where to meet outside in case of a fire)
  - _____ emergency telephone number

- **Other information — What else should the baby-sitter know?**
  - Examples: special arrangements with neighbors, alarm system operation

### Parents

- **This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter.**
  - **You should also review information on how to contact you in case of an emergency.**

- **Note:** A medical treatment release statement may be required before an injury to a minor child can be treated.

### Teacher's Notes

**Use Lesson Part:**

- **Page 14: Vocabulary for second-s.-Help if 9-1-1 or the local emergency operator number is given**

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**Commission on Fire Protection: Fire Safety For Texans**

**Name:**

**Being Responsible**

**Decision Making Activity Sheet**

- **Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.**

#### A.

- **A baby-sitter should never leave a child in the bathtub with the water running.**
  - **B.**
  - **Baby-sitter should never leave a child near the stove.**

#### B.

- **If you smell or see smoke in your house, you should get out of the house immediately.**
  - **If you smell or see smoke in your house, you should get out of the house immediately.**

#### C.

- **You should run cool water from the tap over a small burn.**
  - **D.**
  - **You should immediately bandage any burn.**

#### D.

- **If there is a fire while you are at home alone, you should call_________ right away.**
  - **E.**
  - **If there is a fire while you are at home alone, you should telephone your parents.**

#### F.

- **Playing with matches is too dangerous.**
  - **You should never play with matches.**

#### G.

- **Your family should never go out over grey weather.**
  - **If your children are on fire, you should drop them to the ground and roll over.**

#### H.

- **If the fire is between you and the way out, you should go out the window.**
  - **If the fire is between you and the way out, you should call for help.**

### Fire Safety for Baby-Sitters

**Every Item Should Show Awareness of Fire Safety**

- **People in our home:**
  - _____ babys and young children
  - _____ senior citizens
  - _____ family members with special needs

- **Other in our home:**
  - _____ preventing fires and burns
  - _____ smoking
  - _____ matches
  - _____ cooking

- **Talking on the phone or having friends over:**
  - _____ baths for children

- **Emergency planning list:**
  - _____ emergency exits (two exits from each room)
  - _____ meeting place (where to meet outside in case of a fire)
  - _____ emergency telephone number

- **Other information — What else should the baby-sitter know?**
  - Examples: special arrangements with neighbors, alarm system operation

### Parents

- **This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter.**

- **You should also review information on how to contact you in case of an emergency.**

- **Note:** A medical treatment release statement may be required before an injury to a minor child can be treated.

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**Commission on Fire Protection: Fire Safety For Texans**

**Name:**

**Being Responsible**

**Decision Making Activity Sheet**

- **Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.**

#### A.

- **A baby-sitter should never leave a child in the bathtub with the water running.**
  - **B.**
  - **Baby-sitter should never leave a child near the stove.**

#### B.

- **If you smell or see smoke in your house, you should get out of the house immediately.**
  - **If you smell or see smoke in your house, you should get out of the house immediately.**

#### C.

- **You should run cool water from the tap over a small burn.**
  - **D.**
  - **You should immediately bandage any burn.**

#### D.

- **If there is a fire while you are at home alone, you should call_________ right away.**
  - **E.**
  - **If there is a fire while you are at home alone, you should telephone your parents.**

#### F.

- **Playing with matches is too dangerous.**
  - **You should never play with matches.**

#### G.

- **Your family should never go out over grey weather.**
  - **If your children are on fire, you should drop them to the ground and roll over.**

#### H.

- **If the fire is between you and the way out, you should go out the window.**
  - **If the fire is between you and the way out, you should call for help.**

### Fire Safety for Baby-Sitters

**Every Item Should Show Awareness of Fire Safety**

- **People in our home:**
  - _____ babys and young children
  - _____ senior citizens
  - _____ family members with special needs

- **Other in our home:**
  - _____ preventing fires and burns
  - _____ smoking
  - _____ matches
  - _____ cooking

- **Talking on the phone or having friends over:**
  - _____ baths for children

- **Emergency planning list:**
  - _____ emergency exits (two exits from each room)
  - _____ meeting place (where to meet outside in case of a fire)
  - _____ emergency telephone number

- **Other information — What else should the baby-sitter know?**
  - Examples: special arrangements with neighbors, alarm system operation

### Parents

- **This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter.**

- **You should also review information on how to contact you in case of an emergency.**

- **Note:** A medical treatment release statement may be required before an injury to a minor child can be treated.
Student Materials — Duplicating Masters
Letter to Parent(s)/Guardian(s)

Dear Parent(s)/Guardian(s):

Our class is beginning a unit of study on fire and burn prevention titled "Positively Fire Safe," which was developed by the Texas Commission on Fire Protection. The goals of this unit are to help students:

- Develop awareness of hazards and safe storage of flammable liquids.
- Develop and reinforce positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects.

The unit includes three activities that should be completed by the student with his/her family at home. Each activity includes a worksheet for recording the results of a home investigation. Please help your child with these activities, which are titled:

- Hunt for Hot Metal Hazards
- Check for Flammable Liquids
- Test Your Smoke Alarms

A fourth activity asks students to prepare a list of simple fire safety rules for babysitters. Your help can enrich this activity for your child.

Fire safety involves every member of the household. This unit is designed to help third-graders begin developing an awareness that they can contribute positively to the safety of their families. Your assistance with these activities will be very valuable.

Sincerely,

Teacher

Teacher: Use with Lesson One, Page 7. Duplicate and distribute to students when beginning unit.
**Warning: Hot Metal**
Classification/Analysis Activity Sheet

### Part 1
Read the following list of items. Write "M" if the object is metallic. Write "N-M" if the object is not metallic.

<table>
<thead>
<tr>
<th>Item</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your desktop</td>
<td>M</td>
</tr>
<tr>
<td>Frying pan</td>
<td>N-M</td>
</tr>
<tr>
<td>Street sign</td>
<td>N-M</td>
</tr>
<tr>
<td>Your pencil</td>
<td>M</td>
</tr>
<tr>
<td>Book</td>
<td>N-M</td>
</tr>
<tr>
<td>Stove</td>
<td>M</td>
</tr>
<tr>
<td>Fork and spoon</td>
<td>N-M</td>
</tr>
<tr>
<td>Shoes</td>
<td>N-M</td>
</tr>
<tr>
<td>Coffee pot</td>
<td>N-M</td>
</tr>
</tbody>
</table>

### Part 2
Look at these pictures of appliances found in the home. Write why each object is dangerous. Then tell how you can keep from being burned by it.

<table>
<thead>
<tr>
<th>Appliance</th>
<th>Why is it dangerous?</th>
<th>How can you prevent being burned by it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metal spoon in pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot engine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curling iron</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher: Use with Lesson One, Page 7. Duplicate for student use.
Hunt for Hot Metal Hazards
Investigation Activity Sheet

Look around in your home, at school, and outdoors. In the blocks below, write the names of objects that are metallic and non-metallic.

<table>
<thead>
<tr>
<th>METALLIC</th>
<th>NON-METALLIC</th>
</tr>
</thead>
</table>

From the two lists you wrote, tell which objects might cause a burn by touching them? Circle the objects that are metallic.

Remember the experiment with the bowls of warm and cold water? Based on what you learned in class and from the lists you just made, write a general statement about heat and metallic objects.

Teacher: Use with Lesson One, Page 7. Duplicate for student use.
Name

Every Day Is A Safety Day
Calendar Activity Sheet

January
Electric space heater
What is flammable or combustible?

February
Portable gas-fueled heater
What is flammable or combustible?

March
Throwing cigarette from car window
What is flammable or combustible?

April
Cleaning fluids
What is flammable or combustible?

May
Pouring starter fluid on charcoal grill
What is flammable or combustible?

June
Putting gasoline in car
What is flammable or combustible?

July
Fireworks for July 4th
What is flammable or combustible?

August
Campfire
What is flammable or combustible?

September
Books, papers, bag for school
What is flammable or combustible?

October
Lighted candle in jack-o-lantern
What is flammable or combustible?

November
Burning dead leaves
What is flammable or combustible?

December
Christmas tree by fireplace
What is flammable or combustible?

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.
Check For Flammable Liquids
Home Inspection Activity Sheet

What is a flammable liquid?

100° Very hot day
Warmer than room temperature — Combustible liquids can burn.

80° Normal room temperature
Cooler than room temperature — Flammable liquids can burn or explode.

32° Cold day (water freezes)

Flammable liquids are very dangerous! They give off invisible gases than cannot be seen. These gases, or vapors, can easily catch fire or explode.

Labels on Flammable Liquids
The government requires special labels on flammable liquids and combustible liquids to warn us of the dangers. Follow the directions for safety on these products very carefully.

With help from your parents (or other adults in your home), look for products with these labels:

**DANGER — EXTREMELY FLAMMABLE**
**WARNING — FLAMMABLE**
**CAUTION — COMBUSTIBLE**

If you find anything with these labels, write the names below. Then write where you found them. Have your parents read the directions on how these products should be stored. Should any products be moved to a safer location? If so, write the new location.

Example: You find a can of paint thinner in the kitchen. Here's what you would write:

<table>
<thead>
<tr>
<th>Product</th>
<th>Where it was</th>
<th>Where it should be moved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paint thinner</td>
<td>Kitchen</td>
<td>Garage, far away from heat</td>
</tr>
</tbody>
</table>

Here's the table for your information:

<table>
<thead>
<tr>
<th>Product</th>
<th>Where it was</th>
<th>Where it should be moved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher: Use with Lesson Two, Page 8. Duplicate for student use.
"Let's check the smoke alarms," Mr. Gonzalez said to his children, Maria and Ted. "We want to be sure the alarms will work properly if there is a fire."

Ted and Maria followed their father into the hallway near the sleeping area where they sleep. He pointed to a round box on the wall.

"This is the most important ________ ________ in the house," he said. "It's here near the ________ ________, just as the fire department recommends."

Mr. Gonzalez reached up and showed them a small button. "This is the ________ ________," he explained. "When I press it, we'll find out if the smoke alarm is working."

He pressed the button, and a loud horn blasted through the air. Ted and Maria covered their ears. "That's really loud," Ted shouted.

"The horn has to be loud, so that it will wake everyone if we are sleeping," Mr. Gonzalez said. "We also have smoke alarms in each bedroom and in the living room, to give us extra protection in case of fire."

Maria and Ted raced to their bedrooms to look for the smoke alarms. "Dad!" yelled Maria. "The smoke alarm in here sounds like a bird chirping!"

Mr. Gonzalez went to investigate. "That ________ noise is a warning, too," he said. "It means that the ________ in this smoke alarm needs to be changed. If we don't put in a new battery right now, the smoke alarm might not work properly."

Maria and Ted helped their father get a new battery. They watched as he removed the cover of the alarm, took out the old battery, and connected the new battery. Then, the three tested the other smoke alarms in the house.

"Now, the smoke alarms are ready," Mr. Gonzalez said. "Can you tell me what you should do in case you hear the smoke alarm at night?"

"Sure," Ted said. "We've talked about our emergency plan. We should get out of the house as fast as we can and meet outside by the front fence."

Maria added, "Then we should go to the ________ ________ and call ________ from there."

"Great job," their father said. "Now what should we tell the emergency operator when he or she answers?"

**Are You Ready?**

What telephone number should you call to report a fire? __________

What would you tell the emergency operator if there is a fire at your home? __________
Test Your Smoke Alarms
Smoke Alarm Checklist

Do you have enough smoke alarms?
One smoke alarm should be located next to every sleeping area (group of bedrooms). For best protection, have an extra smoke alarm in each bedroom.

Is there a smoke alarm in or near each bedroom? ________________
In the table below, write where each smoke alarm is located.

Is each smoke alarm working?
Follow these steps to test your smoke alarms. Write the results in the table below.

Step 1 Locate the smoke alarm in your home.
Step 2 With help from an adult, press the test button.
Step 3 If the alarm sounded loudly, the smoke alarm is operating.
If the alarm did not sound, have an adult remove the cover and check the type of battery needed. Immediately get a new battery and have an adult install the new battery. Then press the test button again.
If the alarm does not sound after replacing the battery, get a new smoke alarm immediately.

Results of Smoke Alarm Inspection: Write what you found in your home.

<table>
<thead>
<tr>
<th>Location of smoke alarm</th>
<th>What happened when the test button was pressed?</th>
<th>Is the smoke alarm working properly now?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to Parents/Guardians:
Having working smoke alarms triples your family's chances of surviving a fire. Test the smoke alarms in your home at least once a month. This activity is designed to teach students that they can help the family avoid the dangers of fire.

Read and follow the manufacturer's directions for your smoke alarms. On some smoke alarms, pressing the test button checks the batteries or power supply as well as the detection device itself. Other smoke alarms require the use of smoke to test the detection device; on those models, pressing the test button tests only the battery or power supply.

Being Responsible
Decision-Making Activity Sheet

Read the following pairs of sentences. One sentence describes the safe action you should do. One sentence tells a dangerous action that can cause an injury.

In each pair, MARK OUT the sentence that describes what you should NOT do.

A.
A baby-sitter should never leave a child in the bathtub with the water running.
A baby-sitter can allow a child to take a bath alone.

B.
If you smell or see smoke in your house, you should find out what is on fire.
If you smell or see smoke in your house, you should get out of the house immediately.

C.
You should run cool water from the tap over a small burn.
You should immediately bandage any burn.

D.
If there is a fire while you are at home alone, you should call ________ right away.
If there is a fire while you are at home alone, you should telephone your parents first.

E.
Playing with matches is okay if you are very careful.
You should never play with matches.

F.
If your clothes are on fire, you should run for help.
If your clothes are on fire, you should drop to the ground and roll over.

G.
Grandparents are adults, so your family doesn't need to help them.
Your family should help your grandparents with their heaters.

H.
If the fire is between you and the way out, you should go out the window.
If the fire is between you and the way out, you should hide from the smoke.

Teacher: Use with Lesson Four, Page 10. Duplicate for student use. Write in 9-1-1 or the local emergency telephone number in Question D before duplicating.
Fire Safety for Baby-Sitters
Activity Sheet
Read each item. Then, write two or three words to tell a baby-sitter what he or she needs to know about fire safety related to that item.

0 People in our home 
Babies and young children: ____________________________
Senior citizens: __________________________________________________________________
Family members with special needs: __________________________________________________________________
Others in our home: __________________________________________________________________

0 Preventing fires and burns 
Smoking: __________________________________________________________________
Matches: __________________________________________________________________
Cooking: __________________________________________________________________
Talking on the phone or having friends over: __________________________________________________________________
Baths for children: __________________________________________________________________

0 Emergency planning 
Emergency exits (two exits from each room): __________________________________________________________________
Meeting place (where to meet outside in case of a fire): __________________________________________________________________
Emergency telephone number: __________________________________________________________________

0 Other information — What else should the baby-sitter know?
____________________________________________________________________
____________________________________________________________________

Parents:
This list includes only fire safety concerns. You may wish to discuss other safety factors, such as medical emergencies, with your baby-sitter. You should also leave information on how to contact you in case of an emergency.

Also, a medical treatment release statement may be required before an injury to a minor child can be treated. You may wish to discuss this issue with your family doctor.

Teacher: Use with Lesson Four, Page 10. Duplicate for student use.
Match Safety Guidelines

1. Stored safely away from children.
2. Use matches only when necessary.
3. Strike in a safe area.
4. Blow out immediately.
5. Wet with water to completely put out.
6. Throw away.

How our group could tell other people how matches can be used safely. (Just tell your ideas.)

(Ideas: make signs to hang in your kitchen, design "stickers" that could be glued to book covers, write a rap song telling why you must be careful with matches. Think of something that is interesting to you!)

Telling Others About Fire and Burn Safety
Creative Problem-Solving Activity

Your group will write a plan about telling other people about how to avoid being injured by fires or how to prevent other types of burns (like from hot coffee or bath water). Then, as a team, you will carry out your plan. This sheet is designed to help you in planning.

What we want to tell other people about fire and burn safety:
________________________________________________________
________________________________________________________

How we are going to tell them (song, poem, signs, flyers, stickers, demonstrations — use your imagination):
________________________________________________________
________________________________________________________

Who is going to do what job:
Name  Assigned job
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Use the space below for other notes or ideas: