
Texas State Commission on Fire Protection, Austin.

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39p.; For other guides in the series, see SP 035 375-385.

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

Guides - Classroom Use - Teaching Guides (For Teacher) (052)

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*Texas

This booklet comprises the fifth grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of fifth grade students, its objectives include: (1) exploring heating equipment safety, (2) analyzing the impact of fire on the outdoor environment and methods to reduce that impact, (3) developing awareness of first aid for burns, and (4) exploring one's personal relationship to community fire safety. 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: "Charged Up for Home Safety"; "Charged Up To Save the Outdoors"; "Fire Hurts the Entire Community"; "We All Contribute to Community Safety"; and "Fire Safety for Yourself." 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)
Fifth Grade

Charged Up
For Fire Safety
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):

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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
Fire Safety for Texans

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

Fifth Grade

Charged Up For Fire Safety
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
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Seventh Grade
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Fire Safety's My Job

Health (High School)
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Economics (High School)
Fire Safety For Consumers
### Kindergarten

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<tr>
<td>Basic awareness of fire and burn dangers; simple rescue to avoid injury; parent involvement</td>
<td>basic knowledge of fire and burn hazards; basic understanding of smoke injury reduction; continuation of parent involvement</td>
<td>basic understanding of how to prevent and put out fires; greater self-direction to prevent and react to fire, smoke or burn situations</td>
<td>basic understanding of fire and burn hazards; basic understanding of smoke injury reduction; continuation of parent involvement</td>
<td>basic understanding of fire and burn hazards; basic understanding of smoke injury reduction; continuation of parent involvement</td>
<td>principles of extinguishing fires; assume related to fire safety; self-motivation to affect changes with family involvement; role of fire services in the community</td>
</tr>
</tbody>
</table>

### Balance of Fire

- **Understanding and analysis of facts about fire**
  - teaches "good" and "bad" fires and heat sources: "25(4)A, 26(a)1C"
  - identifies three elements of fire triangle: "25(b)C"
  - identifies three elements of fire triangle: "25(b)C"
  - teaches fire safety: "25(4)A, 26(a)1C"
  - teaches fire safety: "25(4)A, 26(a)1C"

### Safety Communication

- **Knowledge and development of symbols and icons associated with fire and burn safety**
  - teaches emergency exits in schools and public buildings: "26(4)1C"
  - identifies "hot" and "cold" symbols: "26(4)1C, 26(a)1E"
  - identifies "hot" and "cold" symbols: "26(4)1C, 26(a)1E"

### Injury Reduction

- **Demonstrates and analyzes techniques to reduce fire and burn injuries**
  - demonstrates procedures for cutting: "25(a)C, 26(a)1C, 26(a)1D"
  - demonstrates procedures for cutting: "25(a)C, 26(a)1C, 26(a)1D"
  - demonstrates procedures for cutting: "25(a)C, 26(a)1C, 26(a)1D"

### Hazard Recognition

- **Recognizes fire and burn hazards at home, play and work**
  - classifies hot and cold objects, including electrical appliances: "25(a)1A, 26(a)1C"
  - identifies emergency situations as a hazard to cause burns and to start fires: "25(4)A"
  - identifies emergency situations as a hazard to cause burns and to start fires: "25(4)A"

### Fire Safety

- **Applies and analyzes techniques for reducing fire and burn hazards**
  - classifies fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - identifies fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - identifies fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### Escape and Drill

- **Recognizes hazards of matches, lighters and other flammable instruments; knows and uses techniques for reducing intentional fires**
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### Methods and Firewatching

- **Recognizes hazards of matches, lighters and other flammable instruments; knows and uses techniques for reducing intentional fires**
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### Reporting a Fire

- **Knows and applies appropriate technique of reporting suspected fire or smoke conditions**
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### Care Giving

- **Knows and applies appropriate methods of reporting suspected fire or smoke conditions**
  - teaches fire safety to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - teaches fire safety to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - teaches fire safety to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### The Fire Service

- **Understands and values the role of the fire service in preventing and suppressing fires**
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"

### Outdoor Safety

- **Knows and applies techniques for reducing outdoor fires and injuries from - above fire and burn hazards**
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
  - demonstrates fire safety as a requirement to avoid injury: "25(4)A, 26(a)1C, 26(a)1D"
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<tr>
<td>Heating equipment safety: impact of fire on outdoor environment and methods to reduce that impact; first aid for burns; personal relationship to community fire safety</td>
<td>fire physics; electrical hazards and responding to those hazards; continuation of first aid for burns</td>
<td>responsible decision-making regarding fires and burn hazards, including peer pressure related to fire rate; preparation for and reaction to possible fire situations</td>
<td>technical aspects of fire hazards and detection; fire hazards outside the home</td>
<td>review of fire and burn prevention techniques and emergency actions; awareness of needs of all age groups; smoking and flammable liquids</td>
<td>awareness of adult responsibilities to preserve family, property and economy; preparation for maintaining one's own home; U.S. history of fire and burn incidents</td>
</tr>
<tr>
<td>describes types of fuels and heat to define classes of fire &quot;25g(5)20, &quot;2.1 describes fourth element of fire; uncontrolled chemical reactions &quot;44a(4)11C, &quot;2.1 describes three types of fire extinguishers &quot;25g(1)H</td>
<td>analyzes product advertisements for fire and burn safety information &quot;26(1)A</td>
<td>analyzes product labels for fire safety, including flammable or combustible warnings, nonflammable labels &quot;44a(4)11C, communicates hazards of smoking, using under, illustration or oral format &quot;44a(4)1D</td>
<td>identifies and describes flash point, flash fire, flammability of construction and coating types &quot;44a(4)7D</td>
<td>identifies and describes oxygen and fire messages and times operation fire safety messages &quot;50(1)A,11D,2A; identifies and describes flammable liquid warnings on home-use products, cleaners, gasoline, etc. &quot;46(1)1E</td>
<td>identifies terminology relating to fire insurance and home safety (detectors, sprinklers, etc.) &quot;96-4C</td>
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<tr>
<td>describes three classes of burns and first aid for each &quot;25(1)122D</td>
<td>describes six types of burns by cause; burning, UV, chemical, etc. &quot;25(1)20</td>
<td>describes special first aid actions for burns other than contact burns &quot;25(1)20</td>
<td>lets best actions in suspected fire or smoke situations and first aid for three types of burns &quot;46(1)1E</td>
<td>lets best actions in suspected fire or smoke situations and first aid for three types of burns &quot;46(1)1E</td>
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<tr>
<td>explains hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement &quot;25(1)E, 25(1)1H, &quot;2.8 analyzcs safety of alternative heating &quot;25(1)E, 25(1)1H, &quot;2.8</td>
<td>conducts inspection of home heating equipment with parents for safe usage &quot;25(1)E, 25(1)1H, &quot;2.8 gives examples of incorrect safety hazards &quot;25(1)1H</td>
<td>analyzes safety of alternative heating &quot;25(1)E, 25(1)1H, &quot;2.8</td>
<td>lets at least 10 typical hazards in the workplace, including industrial, retail and office &quot;44(1)3</td>
<td>lists basic fire prevention in the home &quot;46(1)1D, includes outdoor and removing areas &quot;56(1)19.18.1E</td>
<td>describes the economic impact of fires and related casualties in the U.S. &quot;96-1B.1G</td>
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<td>explains school and drill &quot;25(1)2D,8A, 25(1)1H (revised to vol 16)</td>
<td>develops holiday checklist that applies fire safety rules &quot;25(1)7B, 25(1)1H.2C</td>
<td>lists at least 15 rules for smokers &quot;44(1)11B.C</td>
<td>describes desire to be safe and keep others safe &quot;44(1)7D</td>
<td>organizes and conducts comprehensive home clean-up, including outdoors and removing areas &quot;56(1)19.18.1E</td>
<td>describes fire and burn safety responsibilities of consumers and residents &quot;96-1G,4A</td>
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<td>describes hazards of intentional fires, especially relating to waste and loss of resources &quot;25(1)B</td>
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<td>identifies hazard of false alarms, especially relating to waste and loss of resources &quot;25(1)B</td>
<td>identifies hazard of false alarms, especially relating to waste and loss of resources &quot;25(1)B</td>
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<td>describes role of volunteer fire department in the community &quot;25(1)3A</td>
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<td>describes low Roa&quot; 44a(4)4B</td>
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<td>describes low Roa&quot; 44a(4)4B</td>
<td>describes fire safety precautions related to gasoline, abuse, outdoor noise and described activities &quot;44a(4)1G</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>$75.25$ (b) 1C: observe properties of objects, organisms, and events in the environment.</td>
<td>$75.25$ (c) 1B: observe ...</td>
<td>$75.25$ (d) 1A: use observations to form definitions of objects, actions, organisms, events, and processes.</td>
<td>$75.26$ (a) 1B: recognize the interdependence of people and the environment, and recognize personal responsibility for protecting the environment.</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>$75.25$ (b) 2B: classify objects, organisms, actions, and events from the environment according to similarities and differences.</td>
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<td>$75.26$ (a) 2A: recognize the health of the family depends upon contributions of each of its members.</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>$75.25$ (b) 3B: recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.</td>
<td>$75.25$ (c) 3B: recognize the health of the family depends upon contributions of each of its members.</td>
<td>$75.25$ (d) 3A: describe how individuals and families change over time.</td>
<td>$75.26$ (a) 3A: recognize scope of services provided by community health agencies.</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>$75.25$ (b) 4B: identify interdependence of people and the environment, and recognize personal responsibility for protecting the environment.</td>
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<td>$75.26$ (a) 4C: explain how groups influence individual behavior.</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
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<td>$75.25$ (c) 5A: know geographical location of home in relation to school ...</td>
<td>$75.25$ (d) 5A: know geographical location of home in relation to school and community.</td>
<td>$75.26$ (a) 5B: recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.</td>
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<tr>
<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>Life Science: 1. basic needs and life processes ...</td>
<td>Physical Science: 3.1 energy ...</td>
<td>Life Science: 1.4 structure and function of the human body.</td>
<td>Life Science: 1.4 structure and function of the human body.</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>2.3 structure and function regarding earth science phenomena ...</td>
<td>3.5 phases of matter: solids, liquids, and gases.</td>
<td>2.3 structure and function regarding earth science phenomena ...</td>
<td>2.3 structure and function regarding earth science phenomena ...</td>
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<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>3.6 structure of matter ...</td>
<td>3.6 structure of matter ...</td>
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<tr>
<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>4.1 community and society ...</td>
<td>4.4 absorption of energy ...</td>
<td>4.4 absorption of energy ...</td>
<td>4.4 absorption of energy ...</td>
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<tr>
<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>5.1 an introduction to the science of nutrition ...</td>
<td>5.2 energy and temperature ...</td>
<td>5.2 energy and temperature ...</td>
<td>5.2 energy and temperature ...</td>
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<tr>
<td>$75.25$ (a) 1A: use comparisons: ...</td>
<td>1. human responsibility regarding life science phenomena ...</td>
<td>1. human responsibility regarding life science phenomena ...</td>
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**Essential Standards**
Current essential elements as defined by Chapter 75 of the Texas Education Code that apply: The student shall be provided opportunities to:

- **Kindergarten**
- **First Grade**
- **Second Grade**
- **Third Grade**
- **Fourth Grade**
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 work sites — a benefit we all deserve.

This Booklet

This booklet, “Charged Up For Fire Safety,” is specifically designed for fifth-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 fifth-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 explore heating equipment safety

To analyze the impact of fire on outdoor environment and methods to reduce that impact

To develop awareness of first aid for burns

To explore one's personal relationship to community fire safety

Essential Elements: The student will be provided opportunities to:

- §75.25 (f) 2D. observe phenomena resulting from the life, earth, and physical sciences.
- §75.25 (f) 6A. predict the outcomes of actions based on experience or data.
- §75.25 (f) 6E. draw conclusions from observed data.
- §75.25 (f) 7B. relate classroom objects, science principles, and activities to daily life.
- §75.26 (f) 1G. identify ways to care for the principal body systems.
- §75.26 (f) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents.
- §75.26 (f) 2A. recognize benefits and limitations of advertising as it relates to selection of health ... products.
- §75.26 (f) 2D. recognize need for first aid.
- §75.26 (f) 3A. identify locally available voluntary health agencies.
- §75.26 (f) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.
- §75.29 (f) 2B. explain why conservation of economic resources is important.
**Science Content:** Content from the sciences that shall be emphasized at the grade level shall include:

**Earth Science**

2.2 geology ... agents of weathering, erosion and deposition.

2.6 meteorology ... effects of weather change and severe weather types ... effects of weather on human activities.

**Background:** Age Profile

Stage of industry vs. inferiority, which means the child needs to stay constructively busy. Because many differences in abilities are becoming more evident, comparisons among children should be avoided.

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 cooperation, the child sees rules as mutual agreements made by those affected and involved in the situation. She tends to obey rules out of respect. The child can understand causes and consequences of actions.

The child is capable of concrete operations, which means he can solve a variety of problems using concrete objects, and may be capable of formal operations, in which concrete objects are no longer needed for problem solving. 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 fifth-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, candies, 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:** Administer the pre-test prior to the first lesson and the post-test after the final 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
Lesson Plans
Lesson One: Charged Up For Home Safety

Goal: To explore how to use heating equipment safely in the home

Objectives: The student will:

- explain hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement 25(f)7B, 26(f)1H, **2.6
- analyze safety of alternative heating 25(f)6E, 26(f)1H, **2.6
- conduct inspection of home heating equipment with parents to check for safe usage 25(f)7B, 26(f)1H, **2.6

Materials: Pre-tests (p. 17); "Warm, But Not Too Hot" activity sheet (p. 29); "Charged Up For Home Safety" investigation activity (p. 30); answer keys (p. 25).

Focus: Administer pre-test.

Introduce unit by discussing energy. Have students list some possible sources of energy (electric power plants, from sun, from burning logs, "brain power"). Discuss ways this energy can be used. Tell students that their knowledge of fire prevention gives them energy to create a safer environment for themselves, their friends and their families.

Present general objectives:
- To explore heating equipment safety
- To analyze the impact of fire on outdoor environment and methods to reduce that impact
- To develop awareness of first aid for burns
- To explore one's personal relationship to community fire safety

Present lesson objectives (see paragraph above).

Presentation Of Content: Teacher: "People become very interested in energy when winter comes. They use energy for certain types of equipment to help stay warm. What are these? (Heaters) Why do we use heaters? (To stay warm.) What kinds of heaters do people use? (List on chalkboard.)"

Discuss types of heating equipment used in the classroom.

Guided Practice: Distribute "Warm, But Not Too Hot" activity sheet. Have students read the description of each type of heater, then cut out and paste the heaters in the correct location. Have students draw a circle around the type that is least likely to cause a fire and put an X on any heater that could easily cause a fire or burn. (Answers might vary, depending on students' home environments.) Have students explain their selections.

Independent Practice: Distribute "Charged Up For Home Safety" activity sheet. Have the students read the instructions, then take home to complete the activity.

NOTE: Base evaluation on student's willingness to participate in improving their home safety. Do not evaluate on the bases of the responses to the survey.

Reteaching: Invite the school custodian or safety director to tell the students about heating equipment used in the school. Have him/her describe its power or fuel source, then describe what safety precautions are used to prevent fires.

Enrichment: Have students contact a heating equipment maintenance company. Have them ask a company representative to describe his/her job.

Closure: Have students describe their experiences with the heating equipment inspection. Ask students to summarize what they have learned about how the winter can influence their lives.

Introduce the next lesson by telling students that they will explore ways to prevent fires in another environments — the outdoors.
Goal: To apply knowledge of outdoor fire prevention to conservation of natural resources

Objectives: The student will:

- describe impact of grass and tree fires on land forms *25(f)6E, **2.2
- list steps in safe procedures for burning debris and cooking on charcoal, campfire, grill *26(f)3B
- give examples and application of cleaning trash and brush to reduce fire hazard *26(f)3B

Materials: "Who Protects The Great Outdoors" illustration (p. 18); "What's Going To Happen?" illustration (p. 19); writing paper.

Focus: Display the "Who Protects The Great Outdoors" illustration.

Teacher: "Weather affects our lives very much. In our last lesson, we talked about how people adapt to cold weather. We can even protect ourselves from storms and rain. But the grass, trees and soil cannot protect themselves, so we must do all we can to make sure that things we do don't cause the outdoors any more harm."

Outline lesson objectives (paragraph above).

Presentation Of Content: Display the "What's Going To Happen?" illustration. Have students describe what they see. Tell them to imagine that vacationers left trash around house then left trash burning.

Divide students into small groups. In groups, have students predict what will happen to the land after the fire. (The house had to be rebuilt. Rains eroded the soil so nothing could grow. The animals who lived in the nearby woods had no place to live. Other reasonable answers may be accepted.)

Guided Practice: In groups, have students list what the people should have done to prevent unintentional fires caused by useful outdoor fires. Have each group select its own specific topic — building campfires, cooking on a campfire or grill, or burning trash — then write four steps for preventing an unintentional fire.

Have groups exchange and compare lists. Note any similarities.

Suggested responses:

**Building campfires**
1. Clear a large area of all grass and leaves.
2. Circle the area with rocks, or dig a shallow hole.
3. Arrange logs (or other fuel), and have an adult light the campfire.
4. Completely put out the fire with water.

**Cooking on a grill (charcoal or gas)**
1. Have an adult check the grill to be sure it's safe.
2. Follow directions when operating the grill.
3. Never operate indoors, only outdoors with little or no wind.

**Burning trash**
1. Clear a large area of grass and brush.
2. Use a barrel with a screen lid.
3. Burn only when there is no wind.
4. Put the fire out completely.

Accept other reasonable responses.

Independent Practice: Tell students that buildings with trees, brush or grass near them can easily catch fire if there is a grass or brush fire. Discussion might include the California brush fires of 1991 and 1992 that destroyed hundreds of expensive homes.

Have students look for places with trash and brush close to a building. Have them write a paragraph describing how the area should be cleaned and what might happen if a fire starts because the area was not cleared.

Evaluate students on their awareness of outdoor fire hazards and the dangers of allowing unsafe conditions to continue.

Reteaching: List the following on the chalkboard or a transparency.

1. No wind.
2. Clear the area.
3. Have water ready.
4. Put out any fire completely.
Have students go through the list and describe how it might apply to all the type of fires discussed in Guided Practice.

**Enrichment:** Have students research the California fires that began as small brush fires and eventually destroyed homes and property worth several million dollars.

**Invite a fire department representative to discuss the wildland-urban interface in your area.**

**Closure:** Briefly discuss what students found during the Independent Practice activity. Encourage students to share the activity with their families, especially if they notice fire hazards near their homes.

*Teacher:* "In the first two lessons, we have learned about two important areas of fire safety — heaters and the outdoors. In our next lesson, we will study other ways to help prevent fires."

**LESSON THREE:**

**Fire Hurts The Entire Community**

**Goal:** To explore how each person and family can hurt community safety, especially through negative actions such as false alarms or arson

**Objectives:** The student will:
- identify hazard of false alarms, especially relating to wasting resources *29(f)2B*
- describe hazards of intentional fires, especially relating to waste and loss of resources *29(f)2B*

**Materials:** "Our Community" overhead transparency (p. 20); "Fire Hurts Us All" group discussion activity (p. 31); materials to make illustrations and collages; answer key (p. 25).

**Focus:** Walk around the room, putting students' books, pencils and other small items into a box and saying, "Hey, you don't need that. No, you don't need that. This is fun ... You don't need that either."

Ask students how they felt when their items were taken (sad, angry, frustrated).

*Teacher:* "Fire protection professionals feel the same way when they feel that their services are being wasted. In this lesson, we'll learn ways to help our community by stopping false alarms and arson."

Outline lesson objectives (see paragraph above).

**Presentation Of Content:** Show "Our Community" overhead transparency.

*Teacher:* "People in communities depend on each other. We all contribute to the community through our taxes to make our community a safe and pleasant place to live. The community spends its money on needed services, such as the police and fire departments. It spends some money on enjoyable services, such as museums and parks.

"Fire departments are expensive. Fire fighters must answer every call, and every call costs money. Even when the call is a false alarm, the fire department must answer it and money is spent. When more money must be spent on the fire department, less money can be spent on non-vital services such as the park.

"Everyone in the community pays taxes — shoppers, business owners, homeowners. When a store burns, the business owner can't sell any products, the workers can't earn their money, and the business owner might not be able to pay his taxes. That business fire caused less taxes to be going to the community and MORE taxes have to come from the rest of the community."

**Guided Practice:** Distribute "Fire Hurts Us All."

Option: Divide students into small groups to complete this activity.

Read and discuss each paragraph. In each item, emphasize that cities and companies are very concerned about how their money is used.

**Independent Practice:** Have students prepare illustrations or collages that tell (1) what arson or a false alarm is or (2) why arson and false alarms are wastes. Students may clip headlines and pictures from newspapers and magazines to use as examples in their illustrations.

Evaluate students on their awareness that arson and false alarms are crimes and wasteful for the community.
**Reteaching:** Invite a fire department representative to discuss false alarms. Ask the representative to describe how a fire department response to fire emergency calls.

Invite an arson investigator or juvenile fire setter counselor to discuss the problems caused by children who play with matches or fire.

**Enrichment:** Have the students conduct a poll of their friends or classmates to find out their opinions of arson and false alarms. Have them prepare a chart to show their findings.

Post the illustration created by the students in the Independent Practice activity in the school or other public area.

**Closure:** Ask students to define arson and false alarms. Ask how arson and false alarms hurt a community (by wasting resources). Have students share their experiences in creating their collages/illustrations.

Teacher: "In this lesson, we learned how the actions of one person can hurt the community. In our next lesson, we will look at two ways that each of us can help our community become more fire safe."

**Presentation Of Content:** Distribute "We're Ready" activity sheet. Re-read chorus, and answer question. Read first verse, then read and discuss questions. Point out that "word from the top" means special instructions from the teacher. Add that they must go to their assigned areas and wait.

Read second verse. Explain which type of fire department protects the local community. Point out that many students who live in rural areas have a volunteer fire department. Emphasize that volunteer fire fighters are not paid. Discuss why volunteers might work without pay (They know they help their community and friends. They want to contribute to an important organization.)

**Guided Practice:** Role-Playing Activity: Divide students into groups of six to eight. Distribute role-playing cards. Have students read the cards, then act out what the cards describe. Emphasize the need to work together willingly, as members of a volunteer fire department do, while reinforcing effective habits for fire exit drills.

Allow 10-15 minutes for this activity, allowing students to exchange roles and re-play the situation. Then have students describe their experiences in various roles.

**Independent Practice:** Distribute "How Prepared Are We?" evaluation activity (p. 33); answer key (p. 26).

**Focus:** Put chorus of "We're Ready" on chalkboard, or if using overhead, display with only chorus showing. Have all students read aloud, with beat as a rap verse. Tell students that in this lesson they'll learn how to be ready.

Outline lesson objective (see paragraph above).

**Objectives:** The student will:
- describe role of volunteer fire department in the community *26(f)3A
- evaluate school exit drill *25(f)2D, 6A, 26(f)1H

**Materials:** "We're Ready" overhead transparency (p. 21); "We're Ready" discussion activity (p. 32); "Fire Exit Drill In Action" role-playing cards (p. 22); "How Prepared Are We?" observation activity (p. 33); answer key (p. 26).

**Goal:** To explore how each person can help community safety, especially through fire exit drills and volunteer work.

**Lesson Four:**

We All Contribute To Community Safety

**Materials:** "We're Ready" overhead transparency (p. 21); "We're Ready" discussion activity (p. 32); "Fire Exit Drill In Action" role-playing cards (p. 22); "How Prepared Are We?" observation activity (p. 33); answer key (p. 26).

**Focus:** Put chorus of "We're Ready" on chalkboard, or if using overhead, display with only chorus showing. Have all students read aloud, with beat as a rap verse. Tell students that in this lesson they'll learn how to be ready.

Outline lesson objective (see paragraph above).

**Presentation Of Content:** Distribute "We're Ready" activity sheet. Re-read chorus, and answer question. Read first verse, then read and discuss questions. Point out that "word from the top" means special instructions from the teacher. Add that they must go to their assigned areas and wait.

Read second verse. Explain which type of fire department protects the local community. Point out that many students who live in rural areas have a volunteer fire department. Emphasize that volunteer fire fighters are not paid. Discuss why volunteers might work without pay (They know they help their community and friends. They want to contribute to an important organization.)

**Guided Practice:** Role-Playing Activity: Divide students into groups of six to eight. Distribute role-playing cards. Have students read the cards, then act out what the cards describe. Emphasize the need to work together willingly, as members of a volunteer fire department do, while reinforcing effective habits for fire exit drills.

Allow 10-15 minutes for this activity, allowing students to exchange roles and re-play the situation. Then have students describe their experiences in various roles.

**Independent Practice:** Distribute "How Prepared Are We?" Based on when students will do the evaluations, provide appropriate guidance on answering the questions.

**Objectives:** The student will:
- describe role of volunteer fire department in the community *26(f)3A
- evaluate school exit drill *25(f)2D, 6A, 26(f)1H

**Materials:** "We're Ready" overhead transparency (p. 21); "We're Ready" discussion activity (p. 32); "Fire Exit Drill In Action" role-playing cards (p. 22); "How Prepared Are We?" observation activity (p. 33); answer key (p. 26).

**Focus:** Put chorus of "We're Ready" on chalkboard, or if using overhead, display with only chorus showing. Have all students read aloud, with beat as a rap verse. Tell students that in this lesson they'll learn how to be ready.

Outline lesson objective (see paragraph above).

**Presentation Of Content:** Distribute "We're Ready" activity sheet. Re-read chorus, and answer question. Read first verse, then read and discuss questions. Point out that "word from the top" means special instructions from the teacher. Add that they must go to their assigned areas and wait.

Read second verse. Explain which type of fire department protects the local community. Point out that many students who live in rural areas have a volunteer fire department. Emphasize that volunteer fire fighters are not paid. Discuss why volunteers might work without pay (They know they help their community and friends. They want to contribute to an important organization.)

**Guided Practice:** Role-Playing Activity: Divide students into groups of six to eight. Distribute role-playing cards. Have students read the cards, then act out what the cards describe. Emphasize the need to work together willingly, as members of a volunteer fire department do, while reinforcing effective habits for fire exit drills.

Allow 10-15 minutes for this activity, allowing students to exchange roles and re-play the situation. Then have students describe their experiences in various roles.

**Independent Practice:** Distribute "How Prepared Are We?" Based on when students will do the evaluations, provide appropriate guidance on answering the questions.

NOTE: During this activity, students will evaluate a fire exit drill in the school. The teacher may select one of the following options:
1. Have students look back at their most recent schoolwide drill.
2. Schedule the activity for the next school exit drill.
3. Conduct a fire exit drill for his/her own classroom only and have students evaluate themselves.
4. Work with another teacher to hold individual classroom drills and have students evaluate the other class.

**Reteaching:** Invite a fire safety instructor or fire fighter to discuss what can happen if students do not participate properly in a fire exit drill. Ask the fire fighter to observe and evaluate a fire exit drill.

**Enrichment:** Have students organize their own "volunteer fire department" in the school. Encourage them to explore various roles or positions, such as fire marshal, inspector and monitor, to help the campus administration conduct fire exit drills. Invite the chief or a member of a local volunteer fire department to describe qualifications for becoming a volunteer fire fighter.

**Closure:** Ask students to share their evaluations of the fire exit drill. Have them point out positive actions of other students, as well as actions that need improvement. Ask students if they will make any changes themselves in how they act during exit drills. Prepare for final lesson by telling the students that they will be learning about what to do in another emergency situation — suffering a burn.

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**LESSON FIVE:**

**Fire Safety For Yourself**

**Goal:** To examine appropriate first aid for burns and to examine product safety related to fires and burns

**Objectives:** The student will:
- describes three classes of burns and first aid for each 
  *26(f)1G,2D
- analyze produce advertisements for fire and burn safety information *26(f)2A
- gives examples of correcting holiday hazards *26(f)1H

**Materials:** "Fire And Burn Safety Alert" overhead transparency (p. 23); "Charged Up For Burn Safety" activity sheet (p. 34); post-tests (p. 24); answer keys (p. 25-26).

**Focus:** Draw an octagon on the chalkboard. Ask students what that shape is a symbol for. (To stop while driving or riding a bike.) Have students list other signs and symbols they see. (EXIT, traffic light, Do Not Enter.)

**Teacher:** "Many of these signs are used for our safety. Some signs and symbols are used to tell us about fire and burn safety. In our earlier lessons, we learned some important ways to prevent fires and burns. Now, we'll learn some new things to help in case there is a fire and someone is burned."

Outline lesson objectives (paragraph above).

**Presentation Of Content:** Lead discussion of the definition of a burn — damage to the body caused by heat. Tell students that medical professionals classify burns by "degrees" depending on how much the skin has been damaged.

**Teacher:** "Not all burns look alike. We can tell how much damage has been caused by how the burn looks. We can use this chart of symbols to relate how a burn looks to the degree of burn."

Display "Fire And Burn Safety Alert" overhead transparency. Discuss first, second and third degree burns.

**Guided Practice:** Divide students into small groups, and distribute "Charged Up For Burn Safety" activity sheet. Have the students read the list of products and indicate whether those products can cause burns or could help prevent burns. Point out that several items are frequently seen at holidays; have students identify those items and how the danger of those items could be avoided.

Have the groups complete the section on matching descriptions to classification of burns.

**Independent Practice:** Investigation. Have students check their kitchens, bathrooms and garages for labels or other signs or symbols that warn of fire or burn dangers, then write a paragraph about what they found. Ask students to conclude their papers by writing a paragraph about why they should be concerned about preventing burns.
Reteaching: Invite the school nurse to talk to the students about types of burns.

Enrichment: Have students examine other appliances and their advertisements for information on fire or burn safety. Have students write what they find, including their opinions on whether there is enough safety information in product labeling or advertisements.

Closure: Review the three classes of burns and why first aid is needed for burns. Ask students what new things they learned about fire prevention during this unit. Ask if they have changed or plan to change how they act around objects that could cause fires or burns. Encourage them to help their families and friends learn about fire safety.

Administer post-test.
Teacher Supplemental Materials
Circle **True** or **False**.

1. Heating equipment does not need to be inspected unless there is a problem. **True**  **False**
2. Weather can affect the opportunity for fires. **True**  **False**
3. Cleaning up trash outdoors can help prevent fires. **True**  **False**
4. You help your community by participating in fire drills at school. **True**  **False**
5. The label on a product must tell if it can cause burns. **True**  **False**
6. Setting a fire on purpose is a crime. **True**  **False**
7. Making a false alarm is not a crime. **True**  **False**
8. False alarms waste money. **True**  **False**

Read the question, and fill in the blank.

9. What effect does a grass fire have?

   

10. Doctors classify (or group) burns by their ________________________.

11. Starting a fire on purpose is called ________________________.

12. List three ways to keep a campfire from starting a bigger fire:
   A. __________________________________________
   B. __________________________________________
   C. __________________________________________

Circle the letter that is the correct answer.

13. Which is more likely to cause a fire?
   A. Central heating
   B. Electric space heater

14. Arson hurts:
   A. Only the owner of the building that was burned.
   B. No one.
   C. The entire community.
Who Protects The Great Outdoors?

If a fire burns its leaves, could a tree wear a fur coat to protect it from the cold?

If a fire destroys the grass, could a hill carry an umbrella to keep the rain from eroding its soil?
What's Going To Happen?
Discuss what might happen if a campfire is left burning in this yard.
Our Community

Businesses and people contribute money to the city. We pay sales taxes and property taxes. We might also pay user fees for services (for example, for water, garbage, parks).

The city uses the money to pay for services for its citizens. City officials must pay for essential services first (for example, police and fire department). If funds are available, the city can then pay for parks, art programs and other non-vital programs.

Teacher: Use with Lesson Three, Page 11. Transfer to overhead transparency.
We're Ready

We want to be ready,
Yeah, we sure do.
In case there's a fire,
what do we do?
We will be prepared,
yeah, we sure will,
'Cause we're gonna have
a fire exit drill.

Some folks gonna help us.
Now, they're real hot.
For some it's a job,
for some it's not.
A fire department
can come two ways:
Some folks volunteer,
and some get pay.

When the fire bell rings,
you gotta stop
And listen real close –
what's the word from the top?
Go out real calm
the nearest way.
Now, don't you run
or joke or play.

Teacher: Use with Lesson Four, Page 12. Transfer to overhead transparency.
### Fire Exit Drill In Action

**Role-Playing Cards**

<table>
<thead>
<tr>
<th>Fire Marshal: Give students and teacher directions. Then signal a fire alarm.</th>
<th>Teacher: Assist the fire marshal. Watch how students react.</th>
<th>Class Monitor: Assist the fire marshal and the teacher.</th>
<th>Student: Follow directions from the fire marshal.</th>
<th>Student: Follow directions from the fire marshal.</th>
</tr>
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<td>Student: Follow directions from the fire marshal.</td>
<td>Student: Follow directions from the fire marshal.</td>
</tr>
</tbody>
</table>

Teacher: Use with Lesson Four, Page 12. Copy, then cut apart. Distribute one set to each group. Have students assign roles. Designate extra group members as additional "students."
Medical professionals classify burns by "degrees." The "degree" tells how much the skin has been damaged. It also guides how the burn should be treated. The chart below illustrates the three types of burns.

**First-Degree Burn:**
The top layer of skin is burned.
Pink or red. Usually fades in a few minutes or hours.

**Second-Degree Burn:**
The top and middle layers of skin are burned.
Red or white with water blisters.
Painful.

**Third-Degree Burn:**
The full thickness of skin is burned.
Dry, black or ashy.
Sometimes no pain because nerve sensors are damaged.

**Treat the burn by running cool water over the burn for three to five minutes.**
**See a doctor if the burn covers a large area.**
**Call emergency medical assistance or go to the emergency room immediately. If possible, cool with cool water to prevent further burning.**

Circle True or False.

1. Heating equipment does not need to be inspected unless there is a problem. True False
2. Weather can affect the opportunity for fires. True False
3. Cleaning up trash outdoors can help prevent fires. True False
4. You help your community by participating in fire drills at school. True False
5. The label on a product must tell if it can cause burns. True False
6. Setting a fire on purpose is a crime. True False
7. Making a false alarm is not a crime. True False
8. False alarms waste money. True False

Read the question, and fill in the blank.

9. What effect does a grass fire have? ________________

10. Doctors classify (or group) burns by their ____________________.

11. Starting a fire on purpose is called ____________________.

12. List three ways to keep a campfire from starting a bigger fire:
   A. ____________________
   B. ____________________
   C. ____________________

Circle the letter that is the correct answer.

13. Which is more likely to cause a fire?
   A. Central heating
   B. Electric space heater

14. Arson hurts:
   A. Only the owner of the building that was burned.
   B. No one.
   C. The entire community.
ANSWER KEY-1

1. Circle True or False:
   a. Heating equipment does not need to be expected unless there is a problem. **False**
   b. Weather can affect the opportunity for fires. **True**
   c. Cleaning up trash outdoors can help prevent fires. **True**
   d. You tell your community by disposing of fires only at school. **False**
   e. The label on a product must tell if it can cause burns. **True**
   f. Setting a fire on purpose is a crime. **True**
   g. Making a false alarm is not a crime. **False**
   h. False alarms waste money. **True**
   i. Read the question, and fill in the blank. **Unknown**
   j. What effect does a grass fire have? (Accept other reasonable answers)
      - Loss of use of land, real, and personal loss of animal homes.
   k. Circle clearly (or group) burns by their degree: **Unknown**
   l. Starting a fire on purpose is called: **False**
   m. List three ways to make a campfire from starting a bigger fire:
      1. Place sure the fire is away from grass and trees.
      2. Use a compass if there is wind.
      3. Put the fire out completely (with sand or water).
   n. Circle the letter that is the correct answer:
      a. Central heating
      b. Electric space heater
   o. Which is more likely to cause a fire?
      1. Central heating
      2. Electric space heater
   p. Accept reasonable answers. Students may express different opinions.
   q. The fire department received an emergency call that a house was on fire. When they arrived at the address, there was no fire. It cost the fire department $750 to control the false alarm. This 0-1-1 operator traced the call to a nearby house where a 12-year-old person lives. The fire department went to that house. What do you think he said to the 12-year-old? He asked him about the call and explained why false alarms are dangerous. He told him not to make false alarms.

2. Charged Up For Home Safety
   Investigation Activity Sheet
   With help from an adult, look at the heating equipment in your home. In the boxes below, write what type of heater is it. Then check the following:
   - Is there a label of space around the heater? It is a portable heater, check the label near the heater unit.
   - Is there a metal mesh? Is the heater made? (See the note at the bottom of the page)

   **Safe Energy Sources:**
   - Electrical - Is the cord in good condition, not broken or frayed? Is the cord pluged directly into a wall outlet, not an extension cord?
   - Gas or other liquid fuel - Are all hoses in good condition? Was it expected before the cold weather?
   - Fireplace - Are logs stored outside? Was the chimney cleaned and inspected this year?

   How Safe is it: "Alternative Heating"?
   In some areas, many people use some kind of heater instead of their central heating systems. These may be unsafe or not efficient, gas space or liquid fuel heat, such as a gas or liquid fuel heater or a waste heater, is the more likely to cause a fire. Why?
   This is more likely to cause a fire, because it places more heat closer to items that will burn, such as beds and chairs.

   Name ____________________________ Date ________
   Commission on Fire Protection: Fire Safety for Texans

Warm, But Not Too Hot
Classification Activity Sheet
Read the descriptions of the heaters below. Then cut out and place each heater where it would be listed in the form.

A. Liquid-fuel portable heater
   This type of heating equipment burns a liquid fuel. One type of liquid fuel is a kerosene. The fire and smoke are usually kept within a test supplier. The base plate is a large dish. It can be moved from place to place.

B. Propane This type of heating equipment burns a kerosene, usually kerosene. It is usually found in family rooms. Usually, the unit is a kerosene. Usually, a person uses a place chair and other furniture near the heater.

C. Central heating
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heating system can start a fire. Can start a fire. Can start a fire.

D. Porch electric heater
   This type of heating equipment is usually located in the same. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

E. Gas or other liquid fuel heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

F. Water heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

G. Mobile home heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

H. Electric space heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

I. Propane electric heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

J.k.
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

K. Gas heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.

L. Wood or other experiment heater
   This type of heating equipment is usually located underground or in a separate room. It is not out of from the heat unit to the same. This heater is useful when there is no wind. It is not out of from the heat unit to the same.
ANSWER KEY-2

**Fifth Grade: Charged Up For Fire Safety**

**Charged Up For Burn Safety**
Making Conclusions Activity Sheet

Look at the following list. Cross out items that could cause burns. Circle the items that could help prevent burns.

With your group, discuss how you could help make the items you crossed out less dangerous.

- Bandages
- Glasses safety cases
- Glue
- Gloves
- Electrical outlet covers
- Goggles
- Flashlights

**What degree?**

Each phrase describes one of the three "degrees" of burns. In the blanks, write

1. If it describes a first degree burn.
2. If it describes a second degree burn.
3. If it describes a third degree burn.

- The top and middle layers of skin are burned.
- Pink or red. Usually lasts a few minutes.
- Treated by running cool water over the burn for three to five minutes.
- Sometimes, no burn because nerve sensors are damaged.
- Treating it with a burn dressing.
- So serious that you should call emergency medical assistance or go to the emergency room immediately.
- Treated with burn dressing.
- The middle layer of skin is burned.
- Sometimes no burn because nerve sensors are damaged.
- So serious that you should call emergency medical assistance.
- Burned area covers a large area.
- The top layer of skin is burned.
- So serious that you should call emergency medical assistance.
- Burned area covers a large area.
- The top layer of skin is burned.
- So serious that you should call emergency medical assistance.
- Burned area covers a large area.

Answers should relate to items above marked "Okay" or "Unsafe Actions."

**How Prepared Are We?**
Observation Activity Sheet

Observe how your class (or another class) reacts to a fire exit drill. Write your observations and conclusion below.

- Time the fire alarm sounded. Accept reasonable answers.
- How many minutes to get outside. Target 1-3 minutes.

Rate the class's actions. Check the boxes that describe what you observed.

<table>
<thead>
<tr>
<th>Safe Actions</th>
<th>Okay</th>
<th>Unsafe Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking out calmly</td>
<td>Answers should be accurate observations of behavior.</td>
<td></td>
</tr>
<tr>
<td>Staying quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking in assigned area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going back in quickly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers should relate to items above marked "Okay" or "Unsafe Actions."

Teacher's note: See lesson plan, page 15. Directions for another use.

Commission on Fire Protection: Fire Safety for Texans

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Student Materials — Duplicating Masters
Warm, But Not Too Hot
Classification Activity Sheet

Read the description of the heaters below. Then cut out and paste each heater where it would be found in the home.

A. Liquid-fueled portable heater
This type of heating equipment burns a liquid fuel. One type of liquid fuel is kerosene. The fire and fuel are usually held within a tall cylinder. The base looks like a large dish. It can be moved from place to place.

B. Fireplace
This type of heating equipment burns solid fuel, usually logs. It is usually found in living rooms, but some homes have one in a bedroom. Unfortunately, some people like to place chairs and other furniture close to this heater.

C. Central heating unit
This type of heating equipment is usually located outdoors or in a special room. Fans blow hot air from heating unit to the rooms. This heating equipment may burn liquid fuels, such as natural gas, or it may run on electricity.

D. Portable electric heater
This type of heating equipment is usually less expensive, so families like to buy them to use in bedrooms. It can also be moved from place to place. The biggest problem is that they are placed too close to furniture.

Charged Up For Home Safety
Investigation Activity Sheet

With help from an adult, look at the heating equipment in your home. In the boxes below, write what type of heater it is. Then check the following:

- Is there 3 feet of open space around the heater? (If it is a central heating system, check for clutter near the heating unit.)
- Is there a metal screen?
- Is the energy source safe? (See the note at the bottom of the page.)

<table>
<thead>
<tr>
<th>Type of heater</th>
<th>Clear for 3 Feet Around?</th>
<th>Metal Screen?</th>
<th>Safe energy source?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Safe Energy Source:
Electrical – Is the cord in good condition, not broken or ragged? Is the cord plugged directly into a wall outlet, not an extension cord?
Gas or other liquid fuel – Are all hoses in good condition? Was it inspected before the pilot light was lit?
Fireplace – Are logs stored outside? Was the chimney cleaned and inspected this year?

How safe is "alternative heating"?

To save energy, many people use room heaters instead of their central heating systems. They might use electric room heaters, wood stoves or liquid-fuel heating (like a natural gas heater or kerosene heater). Is this more or less likely to cause a fire? Why?

Fire Hurts Us All
Group Discussion Activity

Read each short story. Then discuss what you think should be done. Do you agree with others in your group?

1. The fire department received an emergency call that a house was on fire. When they arrived at the address, there was no fire. It cost the fire department $750 to answer that false alarm. The 9-1-1 operator traced the call to a nearby house, where a 12-year-old person lives. The fire captain went to that house. What do you think he said to the 12-year-old?

2. A store was burned by someone who was angry at the owner. The owner didn’t have enough money to buy new goods or a building, so the workers lost their jobs. Who was hurt by this fire?

3. Last month, the city spent $750 every time a fire truck answered a fire alarm, even if there was no fire. How much money did the city spend if there were 15 false alarms? What else could the city have bought with this money?

4. The fire department spent $2,000 putting out a grass fire. The fire investigator learned that a young person playing with matches started the fire. What do you think the fire investigator said to the young person?
We’re Ready
Discussion Activity

Read each verse, then discuss the questions.

We want to be ready,
Yeah, we sure do.
In case there's a fire,
what do we do?
We will be prepared,
yeah, we sure will,
'Cause we're gonna have
a fire exit drill.

Some folks gonna help us.
Now, they're real hot.
For some it's a job,
for some it's not.
A fire department
can come two ways:
Some folks volunteer,
and some get pay.

When the fire bell rings,
you gotta stop
And listen real close –
what's the word from the top?
Go out real calm
the nearest way.
Now, don't you run
or joke or play.

Why is it important for you to be prepared for a fire?

Is your local fire department paid or volunteer?

List the three things you should do when you hear a fire alarm.

Teacher: Use with Lesson Four, Page 12. Duplicate for student use.
How Prepared Are We?
Observation Activity Sheet

Observe how your class (or another class) reacts to a fire exit drill. Write your observations and conclusion below.

ือน Time the fire alarm sounded: _______________________

ือน How many minutes to get outside: _______________________

Rate the class's actions. Check the box that describes what you observed

<table>
<thead>
<tr>
<th>Action</th>
<th>Safe Actions</th>
<th>Okay</th>
<th>Unsafe Actions</th>
</tr>
</thead>
<tbody>
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<td>Walking out calmly</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waiting in assigned area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going back in quietly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

❓ What could you do to help the class do a better job?
Charged Up For Burn Safety

Making-Conclusions Activity Sheet

Look at the following list. Cross out items that could cause burns. Circle the items that could help prevent burns.

With your group, discuss how you could help make the items you crossed out less dangerous.

Birthday cake candles ✈ Car engine
Christmas candles ✈ Cigarette lighters
Electrical outlet covers Electrical outlets ✧ Fire crackers
Flashlights ✧ Gasoline safety cans
Hot pads Matches
Smoke alarms Sparklers ✶
Sun screen lotion ✦ The sun

What degree?

Each phrase describes one of the three "degrees" of burns. In the blank, write:
- 1 if it describes a first degree burn,
- 2 if it describes a second degree burn, or
- 3 if it describes a third degree burn.

___ The top and middle layers of skin are burned.
___ Pink or red. Usually fades in a few minutes or hours.
___ Treated by running cool water over the burn for three to five minutes. (See a doctor if the burn covers a large area.)
___ Dry, black or ashy.
___ Red or white with water blisters. Painful.
___ Treated by running cool water over the burn for three to five minutes.
___ The full thickness of skin is burned.
___ Sometimes no pain because nerve sensors are damaged.
___ The top layer of skin is burned.
___ So serious that you should call emergency medical assistance or go to the emergency room immediately. (If possible, cool with cool water to prevent further burning.)