

BE READY
1-2-3

HOME FIRES



American Red Cross

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1-2-3**

EDUCATIONAL OBJECTIVES:

After completing this unit it is desirable that the student be able to:

1. State that matches and lighters are tools, not toys.
2. Identify the three requirements that make a fire.
3. Demonstrate "Stop, Drop and Roll," and know when to do it.
4. Remind parent(s) to check all home smoke detectors on a monthly basis.
5. Identify two safe exits out of their bedroom.

SUPPLIES NEEDED:

- _____ Cool Cat Puppet
- _____ *Be Ready* Books (one per student)
- _____ Bag of assorted tools and toys, including matches and a lighter.
- _____ Cool Cat's Fire Safety Rap Poster
- _____ Cool Cat's Exit Plan Poster
- _____ Cool Cat's Smoke Rises Poster
- _____ What Makes a Fire? (felt board demonstration)
- _____ Felt flames
- _____ Smoke detector with battery
- _____ 12-month calendar
- _____ Telephone with 9-1-1 sticker
- _____ *Be Ready 1-2-3* certificates (one per student)
- _____ Red Cross stickers (one per student)

INTRODUCTIONS: (2 minutes)

Introduce yourself and state that you are here to teach a lesson from the *Be Ready 1-2-3* program developed by the American Red Cross.

Introduce Cool Cat:* Tell the class that this is Cool Cat, and that he's here to help teach us about fire, and how to stay safe during a home fire. Set Cool Cat down and tell the class that he will be watching us to see how much we learn today, and that he will be back to answer questions soon.

*For information on working with puppets, see Appendix B.

**MATCHES:
TOOL OR TOY?
(6 minutes)**

Discuss: Hold up the “Tool or Toy” bag and ask the children to decide whether each item you pull out is a tool or a toy. If it is a tool, ask them the purpose of it. Save the matches and lighter for last. Place the items on a table in a “toys” or “tool” section. Emphasize the importance of not playing with tools.

**COOL CAT'S
FIRE SAFETY
RAP:**

Explain: “Do you know what rap songs are? Cool Cat has a rap song about fire safety. We don't have music, but let's practice saying Cool Cat's Fire Safety Rap. (Show poster.) Let's look at the poster and rap along with Cool Cat.”

Cool Cat says to remember this rule,
Matches aren't toys, they're used for tools.
So leave them alone and don't be a fool,
Go tell a grownup and stay REAL COOL!

**WHAT MAKES
A FIRE?
(5 minutes)**

Ask: “What does it take to make a fire?” (Answers: fuel, air and heat.) Confirm responses and acknowledge efforts. Tell the students to observe and be ready to explain what happens to the flame.

Demonstrate: Using the felt board, show everyone the fire burning in the pan. Ask, “What three things are needed to keep this fire burning?” (Answer: grease = fuel, open space around the flame = air, and stove burner = heat.) Place the felt lid over the felt flame, making sure the velcro adhesive on the back side of the lid adheres to the flame.

Ask: “By covering up the flame, what have I taken away from the fire? (Answer: air.) So if I take away the air by covering up the flame, what do you think will happen?” Remove the lid, taking the flame with it, to show the students the now flame-free pan. (The flame should have adhered to the back of the lid.)

Ask: “Why did the flame go out? Do all fires need air to burn? What else does a fire need to burn?” Using the felt board, make the following equation:

FUEL + AIR + HEAT = FIRE

**STOP, DROP
AND ROLL:
(8 minutes)**

Ask: “If your clothes were ever to catch on fire, how would you put the flames out? Think how you could get rid of one of the things a fire needs in order to burn.”

Explain: "By remembering to STOP, DROP to the ground, and ROLL back and forth on the fire, you can prevent the air from reaching the fire, and the fire will go out."

Demonstrate: Using Cool Cat, place the felt flame on him to demonstrate STOP, DROP and ROLL. Cool Cat's paws should be over his face as he rolls back and forth to extinguish the flame. (Note: if the fire is on a sleeve, it is recommended to keep the arms along the sides when rolling to prevent the flames from traveling upwards towards the face. Have third grade students practice both procedures.)

**MY NOSE
AT NIGHT:
(5 minutes)**

Explain:

- Hold up a smoke detector and ask the class what it is called, and if they have one in their home.
- "What does it mean if the alarm goes off?" (Press button.)
- "Why are they installed high, near or on the ceiling?" (Answer: smoke rises, and fills a room from top to bottom.)
- "Your smoke alarm works as your "Nose at Night" by warning you that there is smoke, and possibly a fire in your home. How should you travel in your house if you see or smell smoke?" (Answer: crawl on the ground where the air is cooler and cleaner. Smoke is poisonous to you and very dangerous.)
- "Where do you crawl to?" (Answer: Crawl out the nearest safe exit.)

Explain: With the "Smoke Rises, So Stay Low" poster in view, explain that smoke rises to the ceiling, and as more and more smoke fills the room, the room will be filled from the ceiling down to the floor. Demonstrate with Cool Cat how we should crawl out of a smoky room because the best air to breathe is near the floor.

Ask: "How do we make sure that your-smoke detector will sound its alarm if there is a fire?"

Show: Open the smoke detector and show them the battery inside. Close the detector and push the button to show them how to check the alarm. Say, "Ask your parent to check all your detectors EVERY MONTH to make sure they are working properly." (Show the calendar with the first day of each month circled as a reminder to check the detector.)

**COOL CAT
BEATS THE
HEAT:
(7 minutes)**

Explain: "Cool Cat wants all of you to have a Family Exit Plan. Your plan should include..." (Display "Cool Cat's Exit Plan" poster.)

1. **Two ways out.** "Always remember to sleep with your bedroom door closed. If you hear the smoke alarm going off, remember to feel the door first. If it feels warm, *don't open it!* Go to your other exit, which is usually a window. If you cannot safely get out the window, hang a blanket out of the window and stay by the window to signal to the firefighters when they arrive."

Let's Pretend. "Your smoke alarm wakes you up one night. Your bedroom door is closed. What should you do?"

Let's Pretend. "You wake up hearing your parent(s) yelling, 'Fire! Fire!' You feel your bedroom door and it does not feel warm, so you open the door slowly, just a little bit, and then you see smoke in the hallway. What should you do?"

2. **A "Safe Place" to meet outside.** "Have a family meeting to choose your 'Safe Place.' A Safe Place can be a tree across the street, a neighbor's front porch, or another place that is safely away from your home."

"If there is a fire in your house, go directly to your family's Safe Place and stay there. Don't go back into the house for ANYTHING."

Let's Pretend. "You get out of your burning house and go to the backyard to fetch your dog instead of to your family's Safe Place. What will your parents think when you are not at the Safe Place?"

3. **9-1-1.** Show the telephone with the 9-1-1 sticker. Say, "Once you are safely out of your home, your mom or dad will call 9-1-1 from the neighbor's telephone. If you are alone it will be up to you to call 9-1-1 from a neighbor's telephone, or ask your neighbor to call. Afterwards, go back to your Safe Place so your family can find you easily."

Practice. "Let's help Cool Cat call 9-1-1 to report a fire. What should he do first? (Answer: push the buttons to call 9-1-1.) Okay Cool Cat, dial 9-1-1. (Cool Cat pushes the buttons 9, 1 and 1 as he says them out loud.) The operator will ask if he wants to speak with Fire, Police or Medical. What should he ask for? (Answer: Fire. Cool Cat repeats this choice to the operator.) Don't hang up, Cool Cat! Stay on the phone until they tell you to hang up!"

"The operator will ask you questions like:

Your name (Cool Cat)
Address (123 Catnip Lane, Catsville)
Phone Number (888-8888)"

Let's All Practice. "Now let's all practice making a 9-1-1 call to report a fire. Everyone together, push (or dial) the numbers 9-1-1 saying the numbers as you push each one. (Instructor asks: 'Do you wish to speak with Fire, Police or Medical?' Students say: 'Fire.')

Turn to the person sitting next to you and take turns telling each other the following information:"

Your name (Wait for responses)
Your address (Wait for responses)
Your phone number . (Wait for responses)

Say, "Remember, *never* hang up first when you call 9-1-1!"

Note: Some students may feel uncomfortable telling anyone their home phone and address because their parents have told them not to do so. If you find this to be true with your students, have them say the numbers quietly to themselves instead of out loud.

**CONCLUSION:
(5 minutes)**

Cool Cat should now pass out the *Be Ready* books. Instruct students to look at pages two and three on Home Fires. Identify a time when these pages can be completed before the next *Be Ready* lesson. It is recommended that, to ensure availability, the *Be Ready* books stay in the classroom until all three lessons have been taught. If this is the last lesson, ask the students to complete page eight ("Ready or Not?") with their parents.

Hand out the *Be Ready 1-2-3* completion certificates. If this is the first lesson taught, ask each student to write his or her name on the certificate. (If their abilities prohibit this, have the names written on prior to the first lesson.) Give each student a Red Cross sticker and direct them to place it over the circle located under Cool Cat on the certificate. Tell them that, as they complete each *Be Ready* lesson, they will get a sticker.

Congratulate everyone for completing the Home Fires lesson of the *Be Ready 1-2-3* course. Collect the certificates, unless all three lessons have been completed. If this is the last lesson taught, send the certificates home to be proudly displayed.

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