

LESSON IV-3: Fire Fighters As Your Health Helpers and Fire Safety Rules

Student Learning Objectives:

IV-3. Students will describe things fire fighters do in their work as health helpers.

IV-4. Students will name fire safety rules for school and home.

Preparation

- Gather the needed materials.
- Invite a fire fighter to act as a resource person (presenter) for this lesson if possible (Optional Activity).
- Prepare the fire fighter for his/her presentation (Optional Activity).

Materials

Equipment

- VCR and monitor

Resources

- Bulletin Board: Health Helpers (Careers–use fire fighter)
- Book: *I Can Be a Fire Fighter* or *Fire Fighters: Community Helpers*
- Video: *The Adventures of Safety Frog: Fire Safety* (9.5 minutes)
- Puzzles: Fire Fighter (Integration Idea)
- Family Resource Sheet: Fire Safety
- Optional Resource Person: Fire Fighter

Time: 25 minutes, not including Optional Activity

Lesson Procedure

Introduction: 1 minute

Connect this lesson on fire fighters with the previous lesson on police officers as health helpers.

1. Share with the students:

Smile at me if you remember the health helper we talked about in our last health lesson. Raise your hand if you want to share the name of the health helper with the class.

Point to the bulletin board picture as you add the fire fighter picture.

Today we are going to learn about another health helper...the fire fighter.

Activity 1: 5 minutes

Explain the job of a fire fighter and the uniforms they wear.

Teacher's Note: You have one of the following books available for use with this lesson: *I Can Be a Fire Fighter* or *Fire Fighters: Community Helpers*. Using the book available to you, conduct one of the two options described below.

Option 1

1. Share with the students:

Let's read a book and explore the many different jobs a fire fighter does.

Read the book *I Can Be a Fire Fighter*.

2. Discuss the book, using the following questions:

What are some of the jobs fire fighters do? [put out fires, help people get out of burning buildings, etc.]

Because fire fighters have so many different jobs to do, they have many different uniforms to wear. Each uniform helps the fire fighter do his or her job and stay safe. Let's look at some of those uniforms.

Review the following pages of the book:

- Pages 8 & 9: Blue uniforms and sweats for classwork and waiting at the fire station for the next alarm
- Page 11: Full gear with rain coats and air masks for fighting fires

Teacher's Note: It is vital to explain to children that this is what a fire fighter will look like if they ever rescue someone from a fire. There have been cases where children are frightened by this uniform and hide.

- Pages 28 & 29: Rain coats and face masks for fighting fires

Option 2

1. Share with the students:

Let's read a book and explore the many different jobs a fire fighter does.

Read the book *Fire Fighters: Community Helpers*.

2. Discuss the book, using the following questions:

What are some of the jobs fire fighters do? [They help in a disaster, rescue people and animals in trouble, help sick or hurt people, put out fires, save people and animals from fires, and teach fire safety at schools.]

Because fire fighters have so many different jobs to do, they have many different uniforms to wear. Each uniform helps the fire fighter do his or her job and stay safe. Let's look at some of those uniforms.

3. Review the following pages of the book that show the uniforms and explain them:
- Pages 7 and 11–Waterproof coats and hats are for going to work at the fire.
 - Pages 5 and 9–Air masks, coats and hats are for fighting the fire and going into burning, smoky buildings.
 - Pages 15 and 17–Blue shirts, pants and sweats are for working at the station and waiting at the fire station for the next alarm.

Teacher’s Note: It is vital to explain to children what fire fighters will look like when they rescue someone from a fire. There have been cases where children hid from the fire fighters because they were frightened by their air masks and uniforms.

Activity 2: 2 minutes

Discuss fire prevention.

1. Share with the students:

We can help fire fighters by preventing fires from happening.

What are some things you already know we can do to keep fires from starting and spreading?

Be sure to include the following:

- NEVER play with matches.
- NEVER play with lighters.
- Ask an adult family member to put at least one smoke detector on each floor.
- Don’t cook without an adult’s help.

Activity 3: 12 minutes

Review fire safety rules discussed in Activity 2 and learn what to do in case of a fire.

1. Share with the students:

Let’s watch a video about fire safety. We suggested lots of things to do to prevent fires. Let’s see if we can learn a few more ideas.

Show the video *The Adventures of Safety Frog, Fire Safety*.

2. Review the video by sharing:

The video told us what to do if we are in a building that is on fire. Remember:

- *Don’t panic.*
- *Try to get out of the building by crawling to the nearest door that goes outside.*
- *Touch the door. If it is cool, crawl outside and go to the place you and your family have decided to meet.*
- *If the door is hot, don’t open the door; go out a window and go to the place you and your family have decided to meet.*
- *If you are on the second floor, hang a sheet or your shirt out a window to show the fire fighters where you are.*

- *Stay calm. Don't hide under a bed or in a closet.*
- *Once you are outside, go to the place you and your family have decided to meet.*
- *Send one person to the neighbor's house to call for help.*
- *Don't go back into the burning building.*

Teacher's Note: We encourage you to review these steps with the students. The video goes through them very quickly.

3. Ask the students:

What did the video tell us to do if there is a fire or a fire drill at school? [Line up quietly and go to the nearest door.]

You may wish to review your school's fire drill policy and practice it, if possible.

4. Explain how to use fire alarm boxes and how important it is to never pull it unless there is really a fire.

Activity 4: 4 minutes

Describe, demonstrate, and practice "Stop! Drop! and Roll!"

1. Share with the students:

The video also told us what to do if our clothes catch on fire—Stop, Drop, and Roll.

We need to STOP because running makes the flames bigger. We need to DROP to the ground, cover your face with your hands, and ROLL over and over on the ground to smother the flames. If you have a blanket available you can roll up in it or some other heavy material to smother the flames.

2. Demonstrate the procedure.
3. Ask the students to stand with their arms stretched out at their sides far enough from everyone else so they don't touch one another.

We are going to practice the "stop, drop, and roll" technique. I want you to practice the technique while I watch to see if you understand how to do it. I will say the words, and you act them out.

STOP DROP ROLL

Teacher's Note: Be sure that each child has plenty of room—clear of objects. You may need to go outside or to the gym.

4. After repeating the technique a few times, state:

We are going to have "Stop, Drop, and Roll Drills" throughout the day. If you hear me say your name and then say, "Pretend your clothes are on fire," you should be ready to immediately stop, drop, and roll.

Teacher's Note: These drills are important opportunities for students to practice. However, they can be disruptive. You may want to time these drills before recess, lunch, or some other break in your day.

Optional Activity: Variable

Presentation by resource person–fire fighter.

1. Introduce the fire fighter serving as a resource person.
2. Ask the fire fighter to dress in full gear, so the children can see and hear what the breathing apparatus is like. Ask the fire fighter to discuss the following during his/her visit:
 - Some of the specific tasks done in his/her work as a fire fighter.
 - What students should do to report a fire.
 - The “stop, drop, and roll” procedure.
 - Procedures students should follow if a fire occurs at home.
 - Both boys and girls can be fire fighters when they grow up.

Closure: 1 minute

- Summarize by asking the students:

We learned a lot today about how fire fighters help us and about fire safety. Who can tell me one thing they learned?

- State:

Our next health lesson will explore how to use the telephone to get help from a health helper.

Integration Ideas

Motor Skills

- Put the fire fighter puzzles on a table where students can put the puzzle together during free time.

Language Arts and/or Art

- As a way to say “thank you,” draw pictures to send to the fire fighter who came to the classroom.
- Construct a class thank you note to send to the fire fighter.

