

TEACHER'S Handbook

on the theme of fire prevention

for cycle 1 elementary school teachers

for use with

flash™

2009-2010 Edition



Prepared by **Richard Émond**, educational consultant

Our thanks to Geneviève Gagnon, cycle one teacher, who contributed to some of the activities that appeared in previous guides, which have been reprinted in this document, and to Geneviève Pellerin, resource teacher, for her valuable advice.

Message from the Development Team

It is with great pleasure and pride that the Flash development team and its partners have prepared the activities in the Flash newsletter 2009-2010 edition, and activities in this educational guide.

The activities have been developed for cycle one elementary school children. The goal of these activities is to raise fire safety awareness in children. The proposed activities are also consistent with the objectives of the Education Program of the Ministère de l'Éducation, du Loisir et du Sport. They are part of the **"Health and Well-Being"** learning component and target the following educational goal: **"Ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, and safety"**¹.

Awareness campaigns play a very meaningful role in fire prevention. Thanks to the contribution of teachers like you, children learn about safety and accident prevention.

We are aware of the amount of time that is required to convey information contained in the education program's disciplinary fields. That is why, through the use of this handbook, we propose a way to incorporate fire safety into situations and activities that target development of competencies and learning through three of the Education Program's disciplines for cycle one elementary school (English, math and drama).

You may choose to carry out all of the activities suggested in the guide or select just a few, depending on your preferences and time restrictions. Fire Prevention Week (October 4 to 10) is a perfect opportunity to introduce the concept of fire safety, but obviously you may determine other strategic times throughout the year to educate children about fire hazards.

Do not hesitate to contact us to submit any opinions, comments or suggestions you may have about the guide so changes can be made to the contents, as necessary,

On behalf of the entire development team, thank you for your cooperation!

Ready, Set, "Safety"!

*Richard Émond
Educational Consultant
emond.r@csgm.qc.ca*



¹Quebec Education Program, Preschool Education and Elementary Education, Government of Québec, 2001, page 44.

The Teacher's Handbook

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SECTION I

English
(Read and Write)



Languages: English language arts

Competency targeted: Read a variety of texts

Essential knowledge:

- Strategies to enable comprehension
 - Remembering highlights of information collected from contents
- Strategies to recognize and identify words in a text
 - Instantly recognize (globally) words that are part of a one's visual vocabulary (words that have been learned)

● Description of the activity

We propose a series of questions related to the story that promote thinking and comprehension.

Material

- One *Flash* newsletter per student
- A thinking journal or reading notebook (if students have one) or blank sheets of paper
- Colouring pencils or bingo chips
- Appendix 1.1: Word Labels
- Appendix 1.2: Chief's Spelling Dictation (one copy per student)

● Structure of the activity

- Display the word labels on the blackboard.
- Before reading the story, ask students to examine the title and picture.
- Ask them to draw a picture and write one or two sentences about what they think will happen in the story.
- As a group, encourage students to share ideas.
- Read the *True Story* aloud. If necessary explain certain words such as: pellet-burning stove, fondue fuel, flammable, reflex, etc. Stop at:
 - ✓ "I pushed her to stop her from pouring it on the flames."
- Ask students:
 - ✓ "Why did Jeremy want to prevent the fondue fuel from touching the flames?"
 - ✓ "How would you react if you saw your little sister or brother in the same situation?"
- The discussion can take place as a large group or students can take a few minutes to describe how they would react in this type of situation, by drawing a picture or writing a sentence. As a group, ask students to share their ideas.
- Complete the reading of the *True Story*.



- Ask questions to further comprehension (deduction and finding information)
 - ✓ “How did Jeremy know his little sister was getting ready to pour fondue fuel into the stove?” Possible answers: He saw his sister carrying a bottle of fuel in her hands. The stove door was open.
 - ✓ “How do we know that Jeremy acted quickly to prevent Audrey from pouring fuel into the stove?” Possible answers: He ran over to her. He pushed her to keep her away from danger.
 - ✓ “Why do you think it is surprising that Audrey could open the stove door and get a bottle of fondue fuel?” Possible answers: Audrey is only 3 and a half years old, its hard for a little child to open a stove door. It is also hard for a small child to open a bottle of fondue fuel because it has a safety cap...
 - ✓ “Why was the title for this story: A Hero to his Little Sister?” Possible answers: He wanted to protect his little sister. He prevented Audrey from being severely burned. His mother summed up the situation by stating: “He’s a hero to his little sister!”
 - ✓ “What could be another good title for this story?” Children can write down their ideas. You can then discuss ideas with the group.
- Ask questions to connect the story to actual personal experience.
 - ✓ “Have you ever seen a poster similar to the one Jeremy mentions (photo showing a person with severe burns)?”
 - ✓ “Have you ever experienced a situation or heard of a story like this one?” Any number of answers, allow students to express themselves freely.

Teacher’s tip

To ensure each student has an opportunity to speak freely and participate in the discussion, alternate the way questions and answers are presented as a group (by raising their hand). Encourage individual views where each student expresses him/herself by drawing a picture or writing down ideas.

You are not required to organize all the activities related to the story, but the more the story is worked in different ways, the greater the chance reading skills develop and the greater the likelihood students will know what to do in a fire emergency.



● Working with a few words from the *True Story* (reading/writing)

Exercise 1: Find Words in the Story

- Display the six word labels on the blackboard and go over the spelling of each word (see Appendix 1.1).
- Display each word one-by-one and ask students to find them in the story. During this exercise, you can ask them to use a different colour pencil to circle each word or place a bingo chip over the word.

Exercise 2: Chief's Spelling Dictation

- Review the six word labels with students for one week.
- Distribute a copy of the fill-in-the-blanks spelling dictation (Appendix 1.2).
- Dictation answer key:

Jeremy's little sister was in danger. She was about to pour fondue fuel into the pellet-burning stove. Luckily, Jeremy the hero prevented all the fuel from spilling onto the flames.

● Other short game ideas using word labels

● **Word on the forehead**

A student picks one of the six words but does not look at it. The student places the word on his or her forehead so other students can see it. The student who chooses the word asks three closed-ended questions (question where the answer is "yes" or "no") about how the word is spelled in order to guess the word (ex. Does the word have five letters? Does the word have a silent letter? Does it begin with the letter "P"?). Repeat the exercise with other students, each taking a turn.

● **Word on the back**

Display the word labels on the blackboard. Ask students to divide themselves into teams of two. One student uses a finger to trace the letters of one of the words on the back of the other player. The other student must guess and say each of the letters that are traced until he or she recognizes the word.

● **Memory game**

Place students in teams of two. Each team chooses two pieces of construction paper the same colour. They then cut each piece of paper into six equal rectangles. Each student takes six rectangles and writes one of the six word labels on each piece. When the game is ready, turn the twelve pieces of paper over on the table and mix them up. Player one turns over two pieces, then player number two. If a player gets a pair (two of the same words), he or she removes both pieces from the game and plays again. If both words do not match, he or she turns the pieces over on the table in the same spot, then it's the other player's turn. The player who finds the most pairs wins the game. The difficulty of the game can be increased by using the same words, but instead of writing the words two times, students can write them three times (you'll have to add a third piece of paper using the same colour). The goal of the game is to find the same word three times.



- **Draw me a picture**

A student selects a word label and draws a picture of it on the blackboard. The person who guesses it correctly gets to choose the next word...

- **A song to learn fire safety rules**

The lyrics of the song "Fire! Fire!" are printed in the *Flash* newsletter. You can download this song free of charge from one of the following Web sites:

www.msp.gouv.qc.ca/incendie/jeunes or www.ville.montreal.qc.ca/incendie. Play the song for students at different times during Fire Prevention Week... they will enjoy singing along with Chief!

- **Other activities using chemical hazard warning symbols**

The *True Story* makes reference to a bottle of fondue fuel. Packages for household chemical products display hazard warning symbols.

- Can your students recognize and identify them?
- Can your students give examples of chemical products that carry these warning symbols?



Some examples of products that display these warning symbols:

Corrosive

drain cleaner
toilet bowl cleaner
oven cleaner

Flammable

fondue fuel
lighter fluid
stain/varnish
contact cement

Explosive

pressurized containers
shoe spray
oven cleaning products
aerosol paint

Poison

windshield washer fluid
furniture polish
antifreeze
paint thinner



To expand on this topic, we urge you to go to the Health Canada Web site, under "Consumer Product Safety", which contains a variety of activities educators can use to teach children about the dangers of household chemical products:

<http://www.hc-sc.gc.ca/cps-spc/index-eng.php>

Making Posters to Highlight the Eight Fire Safety Tips

Languages: English language of instruction

Competency targeted: Write a variety of texts
(texts to convince and that prompt action)

Essential knowledge:

- Planning strategies
 - Specify what you intend to write about and keep it in mind at all times
- Review strategies
 - Ask yourself if what you have written is really what you would like to say

● Description of the activity

Use the eight fire safety tips that appear in the *Flash* newsletter and make posters for display throughout the school.

Material

- One *Flash* newsletter per team
- Large posterboards
- Colouring pencils
- Provide children with material to decorate posters: glitter, yarn, plastic eyes, pastel crayons, paint...

The greater the variety of materials available, the more original the posters.

● Structure of the activity

- Announce to students that they will be making a poster for display in the school featuring one of the eight fire safety tips.
- Read and discuss each of the eight safety tips in the *Flash* newsletter.
- Ask students to choose one safety tip they would like to use on the poster to convey a message.
- Separate the class into teams (two to three students per team) and ensure that all eight tips are covered by the class.
- Ask each team to show their poster to the class before colouring it. Urge other students to examine the poster and provide constructive feedback to determine if the message is clear and legible.



- Select one or more classrooms in the school to display posters.
- Once students have presented their posters, help them select a strategic location for display.

Teacher's tip

A poster is a medium that is worth the teaching effort. Before beginning the activity, show students different types of posters. Point out some interesting and original features. Draw attention to the colours that are chosen, the size of characters, the manner in which information is conveyed through the use of words and drawings.

An effective way for students to determine the quality of their work is to get them to stand back from the poster so they can assess its legibility (size of characters, quality of handwriting, choice of colours...). Another way to ensure the poster is legible is to allow students to type their text on the computer, print it out and glue it on the poster. The computer can also be used to find pictures and illustrate elements that are more difficult to draw.



SECTION II
Math
(Reason and Communicate)



Math

Competency targeted: Reason using mathematical concepts and procedures

Essential knowledge:

- Geometry
 - Finding a location in a plan
- Measurement
 - Unconventional units of measurement

• Description of activities

In the first activity, using Appendix 2.1, students have to find the escape routes Zoe can use to exit her house.

In the second activity, using Appendix 2.2, students have to find which of the five is the shortest escape route.

Material

- Appendix 2.1: Escape Routes (one copy per student)
- Appendix 2.2: The Shortest Escape Route (one copy per student)
- Lead pencils and erasers
- Colouring pencils
- An overhead projector (recommended)
- A transparency copy of Appendices 2.1 and 2.2
- Coloured non-permanent markers
- Supply students with the following material: string (or yarn), paper clips, thin strips of paper, centicubes, rulers, other non-conventional materials for measuring

• Structure of the first activity

Escape routes

- Using the floor plan in Appendix 2.1, ask students to find the different escape routes Zoe can use to exit her house, with the following restriction in mind:
 - Zoe can only walk in the white areas of the floor plan (the shaded sections are furniture or obstacles).
 - Zoe cannot walk twice over the same spot.
- Students can use a different colour for each route. Recommend tracing the route using a pencil first because they can erase any mistakes, then to trace the route using a colouring pencil. Since two different routes may cross, instruct students to make one line of colour rather than fill in the "hallway".



- Students should be able to trace all possible routes within ten minutes, depending on how the activity proceeds. Return to a large group and ask students why they chose their routes. Ask a few students to show different possible routes using the overhead projector.

● Structure of the second activity

The shortest escape route

- Using the floor plan in Appendix 2.2, ask students to find the shortest of the five possible routes.
- Explain that Zoe would like to know which of the five routes is shortest. Students will then be asked to “prove” that their route is shortest to their classmates and describe how to take it.
- Allow them to leave the lines they trace for their route. Provide them with centicubes, rulers, string (or yarn), thin strips of paper, paper clips or other non-conventional material to measure lengths.

Teacher’s tip

Because this activity is done individually, take breaks if you’re working with a large group to open discussion. Review the methods students are using to carry out the activity. This will allow some students to go back and correct any errors. Depending on the type of errors you may have noticed, discuss student designs. Again, a transparency mounted on an overhead projector is an effective way to review information in a large group. You can therefore maintain the same scale and students can show their work directly on an overhead projector using the material selected.



Math

Competency targeted: Communicate using mathematical language

Essential knowledge:

- Interpretation of data using a bar graph
- Representation of data using a bar graph

● Description of activities

In the first activity, using Appendix 2.3, we ask students to interpret information using a bar graph representing the time it takes a class to evacuate the school during several fire drills. In the second activity, students in the class will take part in a few school fire drills, to determine how long each drill takes and to show their results using a bar graph, as shown in Appendix 2.4.

Material

- Appendix 2.3: Interpretation of Information Using a Bar Graph (one copy per student)
- Appendix 2.4: Making a Bar Graph (one copy per student)
- A stop watch or wristwatch to count seconds
- An alarm clock (optional)
- Colouring pencils

● Structure of the first activity

Interpretation of information using a bar graph

- Using the plan shown in Appendix 2.3, instruct students to interpret the fire drill results using a bar graph.
- If you are working with a large group, try to answer a few questions: “Which fire drill showed the best results?” and “Which fire drill showed the poorest results?”
- Ask students to explain their answer using data shown in the bar graph.

Teacher’s tip

If numbers on the bar chart are too advanced for students, you can change the unit of measurement (measure time in minutes rather than seconds). You will have to change the bar graph accordingly.



● Structure of the second activity

Drawing a bar graph

Announce to students that they will be taking part in a series of school fire drills. The time it takes for the class to complete each fire drill will be marked down and students can make a bar graph to show this information.

- Remind students of which route your class will be taking to exit the school and the location of the meeting place outside (teachers who do not have this information should contact the school administration).
- Remind students that the school fire alarm will signal when the fire drill begins.
- Go over fire drill safety rules (leave personal belongings behind, do not take clothing from cloakrooms, exit calmly and in single file, etc.).
- During fire drills, ensure that the classroom door and windows are closed behind you.
- Ensure you bring along your list of students to take attendance outside at the meeting place.

During the first fire drill, the teacher can calculate the time the fire drill is completed using a stopwatch or wristwatch indicating seconds. When you return to the classroom, announce the results of the first fire drill.

During the same day, or in the days that follow, repeat the fire drill three to five more times, and compile the results in a corner of the table reserved for this information. Responsibilities can be shared with students: person in charge of stopwatch, writing down results, closing door, windows...

- Ex. Fire drill 1: 500 seconds; Fire drill 2: 450 seconds; Fire drill 3: 400 seconds...

After completing the fire drills, instruct students to make a bar graph showing fire drill results using Appendix 2.4. Answer both of the questions presented.

● To maintain an element of “surprise”...

When an “actual” fire drill is announced, individuals usually ignore it in advance. To add an element of “surprise” to fire drills with students, you can use an alarm clock in your classroom programmed to go off at a specific time during the day. Notify students ahead of time that the sound of the alarm clock will represent a fire alarm.

Teacher’s tip

Instead of using a watch or stopwatch, you could use unconventional units of measurement. You can have students build a timekeeping device (for example, an hourglass made using two empty 2-litre bottles that have been calibrated). Use these devices to determine how long each fire drill takes.



• My home escape plan

Material

- Appendix 2.5: Letter to Parents (one copy per student)
- Appendix 2.6: My Home Escape Plan (one copy per student)

Take advantage of the fire drill exercises to assign students a project they can carry out as a family at home: a home escape plan and practice fire drill. Both appendices should be distributed to students.



SECTION III

Drama

(Invent, Interpret and Critique)



Arts: Drama

Competencies targeted:

- Invent a series of dramatic sequences
- Act out a series of dramatic sequences
- Critique theatrical works, personal efforts and the efforts of classmates.

Essential knowledge:

- Play technique (expressive elements)
- Theatrical techniques (puppets)
- Achievement of students

“Drama education... develops the students’ artistic sensibility, creative potential, acting abilities and skills in self-expression and communication.”²

Description of activities

In the first activity, instruct students to make up sketches based on fire prevention. This will encourage them to put fire safety rules into practice.

During the second activity, students will act out sketches chosen from a variety of fire safety situations. As sketches are being performed in front of the class, ask students to critique the interpretations of their classmates.

Material

- The eight safety tips in the *Flash* newsletter
- Costumes and accessories (firefighter helmet, grandmother’s dress, telephone, watering hose, smoke alarm, etc.)
- Puppets (see Appendix 3.1)
- Wooden stir sticks
- Cardboard (to make props and accessories)
- Colouring pencils and other materials (to decorate puppets and props)
- Appendix 3.2: List of Situations



● Structure of the first activity

Prepared improvisation based on fire safety tips

- Allow approximately twenty minutes for students to separate into teams (2 to 3 students) and consult with one another. Each team must choose one safety tip. The team makes up a situation, introduces a problem based on the situation and solves the problem using the safety tip they have chosen. Teams should also choose where the situation will take place, what each person will do and basic dialogue. Students on each team will be required to divide up roles. Consult with each team to guide students towards realistic situations.
- During the last 30 minutes, arrange the classroom as though it were a theater (rows of chairs and space for the stage) instruct teams to present their “prepared” improvisation.
- After each presentation, lead a discussion about the situation that was presented. Discuss the type of problem that was presented, the solution and the actions of characters.

Teacher’s tip

To ensure you have the costumes and accessories necessary for this activity, ask students to bring in some from home or make them in class. You can also ask pre-school colleagues if you can borrow items.

Presenting sketches in front of a class helps students develop a sense of critical judgment about how a situation is interpreted. It is also an opportunity for students to critique the solutions found by their classmates.

● Structure of the second activity

Putting on puppet shows and critiquing the shows of other students

Puppets representing different characters are available in Appendix 3.1. Students can also create characters themselves. We recommend photocopying the pages of this Appendix to allow each student to have several characters to play different roles and to express different emotions.

This activity can be carried out in two phases: one, making the puppets, and two, preparing and presenting puppet shows.

- Distribute the puppets provided in Appendix 3.1 to students. Cut them out, colour them and glue them to wooden sticks.



- Separate the class into teams of two or three students and have them draw at random one of the situations shown in Appendix 3.2.
- As a group, determine the criteria you will be using to evaluate the puppet show. These criteria may include:

✓ **The quality of stage techniques and handling of the puppet.**

Examples: How loudly a student speaks, expression in voice, visibility of puppets, coordinating puppet movements with dialogue...

✓ **The quality of the solution to the problem.**

Example: Is it safe? Is it realistic?...

- Give students time to practise lines and find a realistic solution to the problem.
- After each presentation, lead a discussion about the situation that is portrayed, the quality of play techniques, the handling of puppets and the quality of the solution found, based on criteria that have been predetermined as a group.

Teacher's tip

To critique sketches, you can guide students by making comments such as these: "I like your show because you help us understand the situation and make it seem that there is really a fire when you are calling the firefighters on the phone". Or: "I had problems understanding your situation because the solution was very unrealistic and everyone was speaking at once. Each character should take turns talking."

To help students explain their critique, you can draw up a list of words ahead of time that students can use. Example: "The firefighter **puppet** was hidden behind the edge of the puppet stage when he was climbing up the ladder." A series of words is suggested in the Education Program, on page 207.

Shows should be presented using a puppet stage. If you do not have one, students can crouch behind desks and control puppets on the top of desks.



SECTION IV

A Review of What You've Learned



A Review of What You've Learned

● Description of the activity

Students are asked to think about what they have learned after taking part in the different fire prevention activities.

Material

- Appendix 4.1: A Review of What You've Learned (one copy per student)

● Structure of the activity

- Distribute Appendix 4.1: A Review of What You've Learned
- Instruct children to make a drawing about a fire safety rule (section 1 of Appendix 4.1). Students can consult the eight safety tips in the *Flash* newsletter.
- As a group, list the fire prevention activities that the class has participated in. Write them on the blackboard if necessary.
- Instruct students to write down the name of the activity they enjoyed the most and why they liked it (section 2 of Appendix 4.1)



SECTION V

Answer Key to Newsletter Games



Answer Key to Games in the *Flash* Newsletter

Game: **Word Search**

Solution: **SMOKE ALARM**

Game: **Mystery Number**

Last week, *Chief* sang the song **14** times.

14	(pink) 8	(yellow) 9
(green) 5	(blue) 24	(red) 3



Appendices

sister



fuel



danger



flames

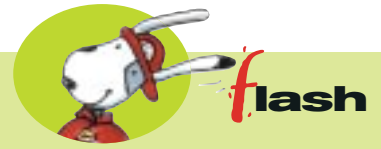


stove



hero





First name: _____

Chief's Spelling Dictation



Jeremy's little _____ was in _____. She was

about to pour fondue _____ into the pellet-burning

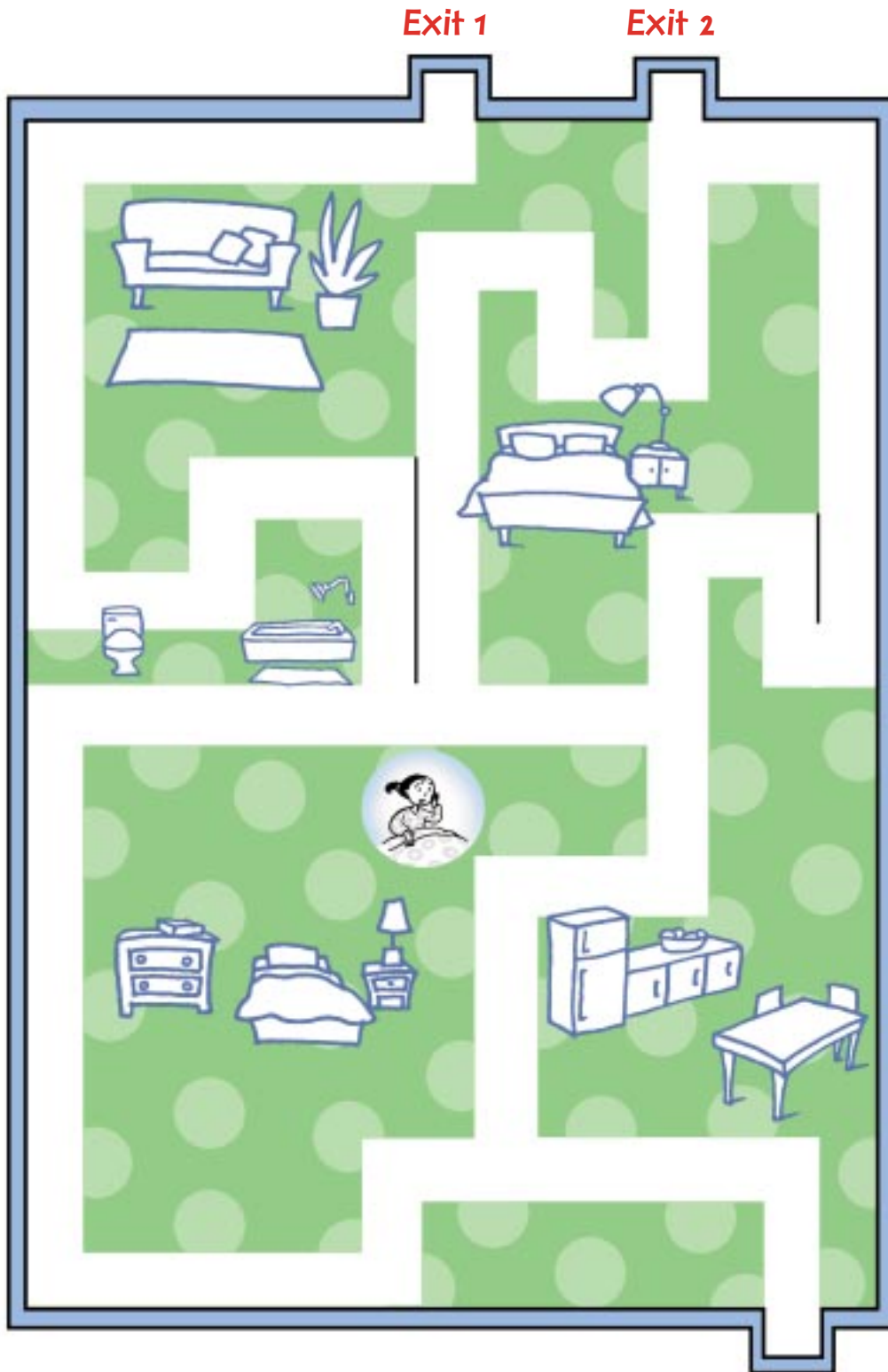
_____. Luckily, Jeremy the _____ prevented all the

_____ from spilling onto the _____.



Find different routes Zoe can use to exit her house.

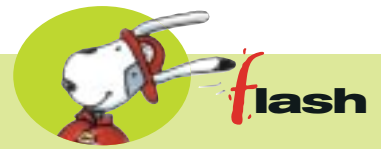
Name: _____



Exit 1

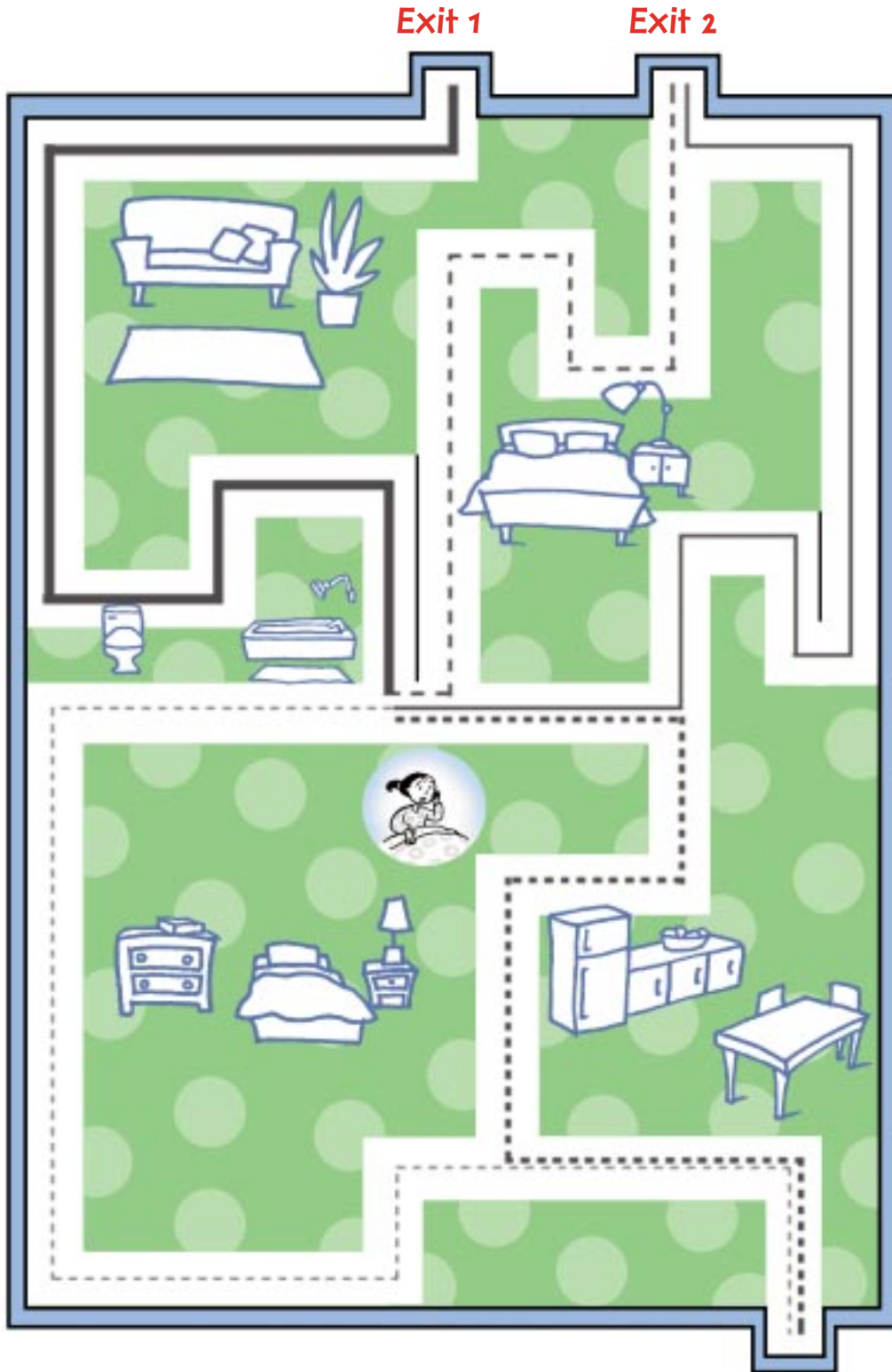
Exit 2

Exit 3



Find which of the five routes is shortest.

Name: _____

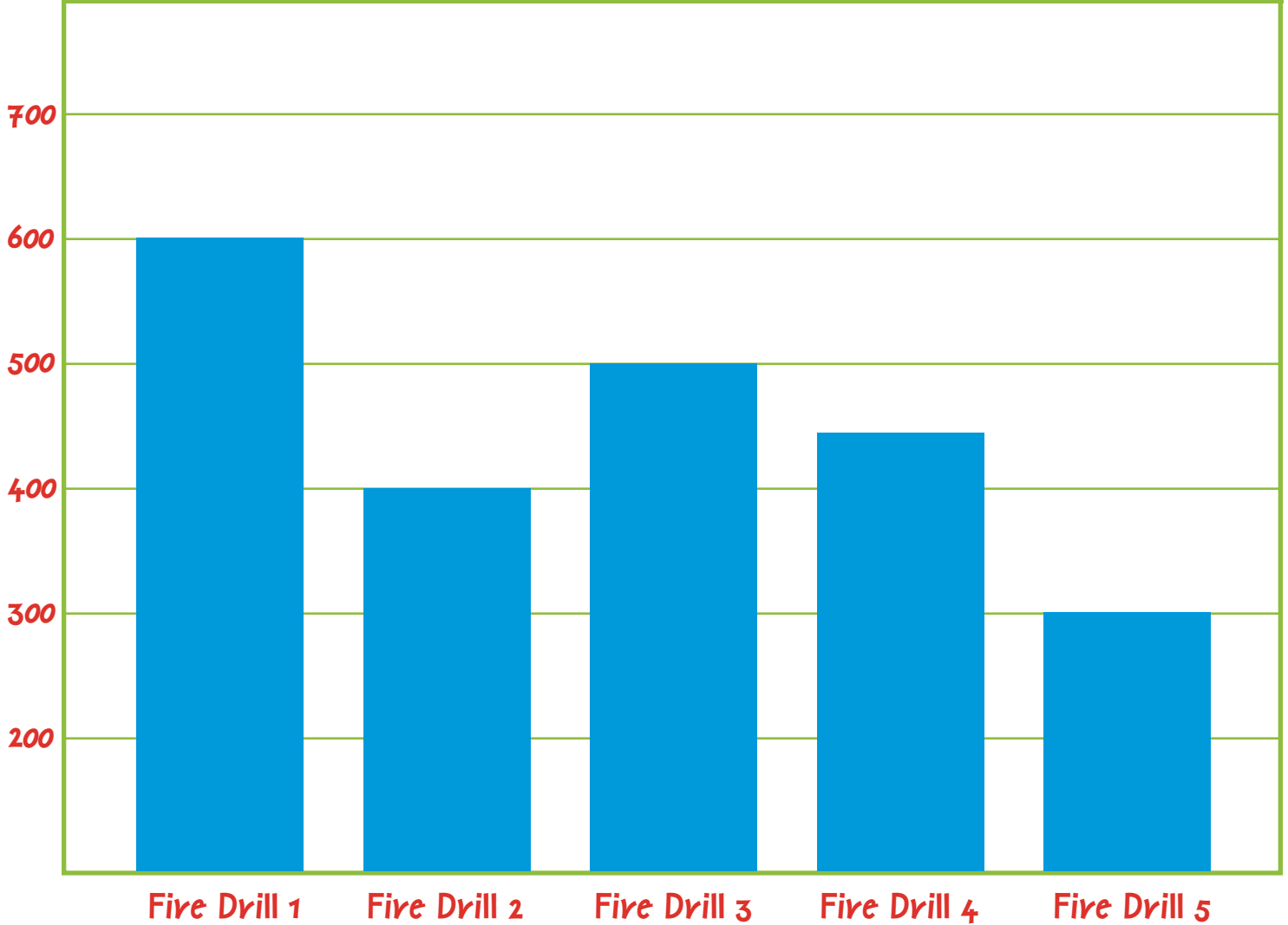


Appendix 2.3 - Interpretation of Information
Using a Bar Graph

Name: _____



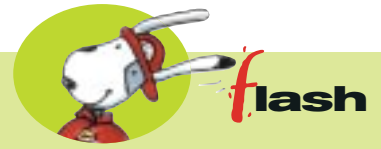
Fire Drill Exercises



Which was the best fire drill?

Which was the worst fire drill?

Appendix 2.4 - Making a Bar Graph



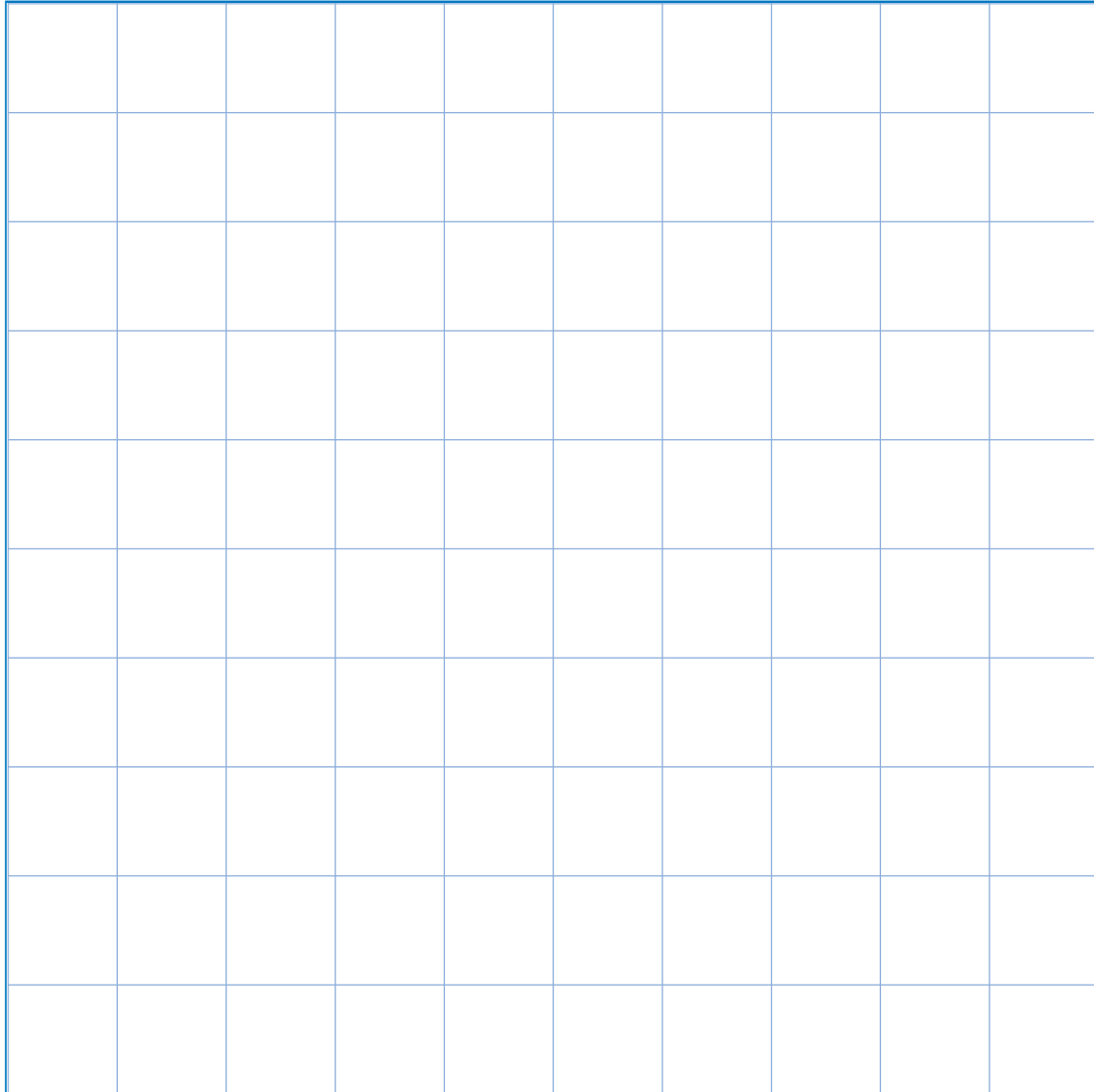
Practise a few fire drills with your class.

Use a timekeeping device to calculate how long it takes your class to exit the school and go to the meeting place.

Use a bar graph to show the results of fire drills.

Name: _____

Fire drills for the class of: _____



Which was the best fire drill? _____

Which was the worst fire drill? _____





Date: _____

Dear Parents,

During the week of _____, our class will be learning about fire safety and what to do in a fire emergency.

We have taken part in classroom activities to teach children about fire prevention and have performed a school fire drill.

We would also like students to draw up a home escape plan and practise it at home. We trust we can count on your cooperation to help complete this activity.

Here is some important information you should keep in mind when preparing your home escape plan:

- Plan one main escape route to exit your home and if you can't use this route in a fire emergency, try to find a second escape route.
- Ensure that all family members understand that when a smoke alarm goes off or someone shouts "Fire!", they must leave the house. A smoke alarm that is properly installed and maintained is all you need to ensure that everyone gets out safely. The best assurance is to practise a fire drill regularly.
- Select a meeting place (a safe area) outside of your home. In a fire emergency, go to this meeting place. Someone in your family should be responsible for calling the fire department as soon as possible.
- Never return inside the home and go to meet firefighters as soon as they arrive.

Thank you for your cooperation!

Teacher: _____





Name: _____

With the help of an adult, draw an escape plan and show the following information:

- **The location of your room**
- **The way out of your house through the nearest exit**
- **The meeting place outside**

Practise your escape plan with your family.





Thomas
(little brother)



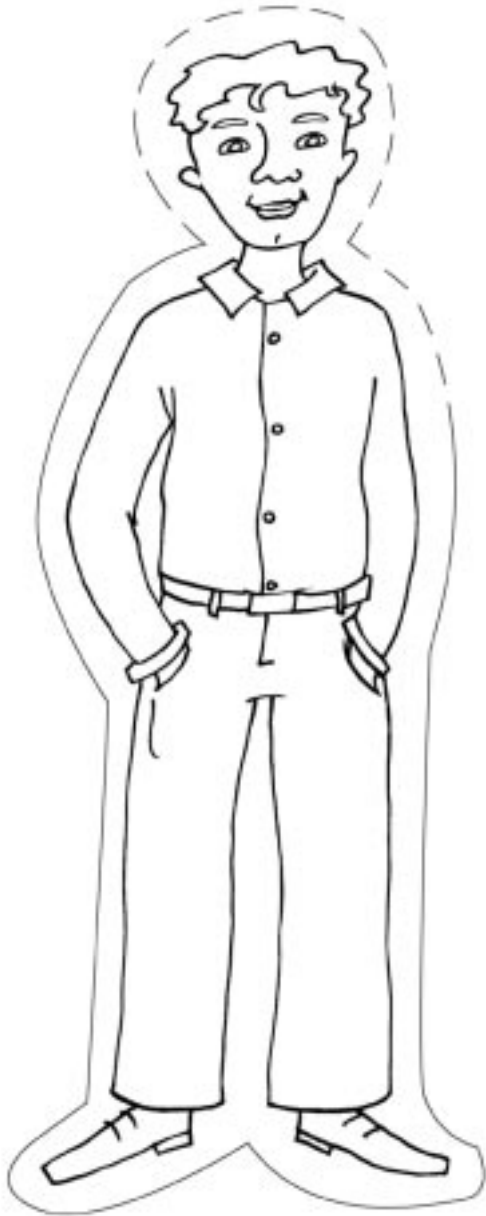
Leonie
(big sister)



**Gemma
(Grandma)**



Chief



Father



Mother

The following is a list of situations you can cut out and that teams can choose.



Situation 1:

Leonie is at home alone with her little brother Thomas. The smoke alarm begins to beep. What should they do?



Situation 2:

Leonie wants to cook french fries in oil without an adult present. Thomas, who is there with his sister, has to stop her. What should he do?



Situation 3:

Grandma Gemma is taking care of Leonie and Thomas at her home. The smoke alarm begins to beep and Grandma is taking a nap. What should they do?



Situation 4:

There is a fire at Leonie and Thomas's house; everyone gets out of the house. When Thomas gets outside, he can't find his family. What should he do?



Situation 5:

There is a fire in a house, *Chief* the firefighter dog arrives. He wants to help the people who are inside. What will he do to make sure he does not frighten the people?





Situation 6:

Thomas wants to have some fun. He calls the fire department as a joke. What could *Chief* say to him to make him understand this is the wrong way to have fun?



Situation 7:

While playing at the park, Leonie finds a lighter. What should she do?



Situation 8:

There is a fire in Grandma Gemma's house. She calls the firefighters and *Chief* answers. What will they say to each other?



Situation 9:

Thomas and Leonie are at a celebration dinner with their parents and grand-mother. There is a candle on the table. Thomas wants to get close to it. What could happen?



Situation 10:

For homework, Leonie has to think up an escape plan for her house and practise it. How does she convince her little brother and grandmother to help her and to practise it with her?



Appendix 4.1 - A Review of What You've Learned



First name: _____

Date: _____

- Draw a picture of yourself practising a fire safety tip that you learned in class.

- Indicate which activity you enjoyed most. Explain why it was your favourite activity. _____

Favourite activity: _____

Reasons: _____

