Lesson 1: “9-1-1, What is Your Emergency?”
Activity 1: Compare Safety Tips
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Lesson 2: Firefighters are our Friends
Activity 1: Thinking About Safety
Activity 2: What do People Wear?
Activity 3: Firefighter Gear
Extension: Visit Fireman’s Hall Museum

Lesson 3: Matches and Lighters – Tools or Toys?
Activity 1: Children’s Toys and Adult’s Tools
Activity 2: The Use of Tools
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Lesson 4: Stop, Drop, Rock, and Roll!
Activity 1: Storytime
Activity 2: Modeling and Practice of Stop, Drop, Rock, and Roll

Lesson 5: The Great Escape
Activity 1: Comfort with Fire Safety
Activity 2: How to Make an Escape Plan
Activity 3: Create an Escape Plan

Lesson 6: Fire Safety Race
Activity 1: Ready, Set, Go!

Addendum:
#1 List of Possible 9-1-1 Emergencies
#2 9-1-1 Call Procedure
#3 “What Do People Wear?” Worksheet
#4 Firefighter Gear Vocabulary
#5 “Tools and Toys” Worksheet
#6 Fire Safety Race Ideas
Lesson 1: “9-1-1, What is Your Emergency?”
Essential Questions:
- In what situations do I call 9-1-1?
- What should I say when I call 9-1-1?

Length of Lesson: Two 30-minute lessons

Objectives:
Upon completion of this lesson, students will be able to...
- Perform the proper evacuation procedures for fire in a home
- Dial 9-1-1 in an emergency
- Speak clearly and calmly while giving their name, address, and the nature of their emergency
- Identify 9-1-1 operators and explain their role in an emergency

Common Core Standards:
- CCSS.ELA-LITERACY.SL.2.1.B
  o Build on others’ talk in conversations by linking their comments to the remarks of others.
- CCSS.ELA-LITERACY.SL.2.2
  o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

PA State Standards:
- CC.1.5.2.A
  o Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.C
  o Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 10.3.2.B1
  o Recognize emergency situations and discuss appropriate responses.
- AL.2.2.E1
  o Employ new and familiar strategies to recall information for a purpose.

Materials:
- Computer with internet and projector access
- Pencils
- Paper
- Index Cards with 911 emergency scenarios (in trunk)
- Fire Safety Cubes (in trunk)
Procedure:

Activity #1

1) Students will divide into Fire Safety Teams of 4-5 members.

2) Students will listen to the Fire Safety Rap without talking to each other: [https://www.youtube.com/watch?v=s_5FqaWTj9c](https://www.youtube.com/watch?v=s_5FqaWTj9c)

3) Students will independently write down the fire safety tips they hear in the song.

4) Students will get into their Fire Safety Teams to compare and share tips they heard in the song.

5) Once all groups are finished comparing and sharing, one team member from each group will report their tips to the entire classroom.

6) Students will be given a Fire Safety Cube to manipulate and identify the fire safety tips.

7) The students will draw and fill in a Venn Diagram comparing and contrasting the Fire Safety Cube with the Fire Safety Song.

Activity #2

1) The teacher will begin a discussion on when you should call 9-1-1.

2) The students will generate examples of possible 9-1-1 emergencies and share some of their answers out loud.

3) The teacher will confirm correct responses and write them on the white board. To broaden the students’ awareness of 9-1-1 emergencies, the teacher will also categorize these responses into Fire, Crime, and Medical emergencies (Addendum #1).

Activity #3

1) The teacher will review the procedure on how to call 9-1-1 (Addendum #2).

2) Students will pair up practice a simulation of a 9-1-1 call using by placing two chairs back-to-back to stage a phone call.

3) Teachers will pass out index cards with different scenarios for students to use and respond to. They will check up on all of the pairs until everyone has completed a correct simulation.
Lesson 2: Firefighters Are Our Friends
**Essential Questions:**
- What gear do firefighters wear?
- How does this gear help protect firefighters?

**Length of Lesson:** One 40-minute lesson, plus possible extension

**Objectives:**
*Upon completion of this lesson, students will be able to…*
- Understand the purposes of tools and gear for specific jobs or situations
- Use the correct vocabulary for firefighter gear
- Recognize the correct safety procedure when they see a firefighter on scene

**Common Core Standards:**
- **CCSS.ELA-LITERACY.SL.2.1.B**
  - Build on others’ talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.2.2**
  - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-LITERACY.RI.2.4**
  - Determine the meaning of words and phrases relevant to a topic or subject area.

**PA State Standards:**
- **CC.1.5.2.A**
  - Participate in collaborative conversations with peers and adults in small and larger groups.
- **CC.1.5.2.C**
  - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **10.3.2.B1**
  - Recognize emergency situations and discuss appropriate responses.
- **AL.1.2.C1**
  - Engage in cooperative, purposeful, and interactive play experiences that enhance learning.
- **16.1.2-3.1R**
  - Match illustrations of school vocabulary with labels with visual supports.

**Materials:**
- Computer with internet and projector access
- Pencils
- “What Do People Wear?” worksheets (in trunk)
- Fire Safety Cubes (in trunk)
- Firefighter gear (in trunk)
Procedure:

Activity #1

1) Students will break into Fire Safety Teams of 4-5 members. Each group will get a Fire Safety Cube and manipulate the cube.

2) Then, they should turn to a partner and tell them one fire safety tip from the cube.

3) Finally, the students should manipulate the cube again and come up with a group answer to the question, “How do firefighters help us?” Groups will share their answers out loud to the class.

Activity #2

1) Students will divide into Fire Safety Teams of 4-5 members and complete a “What Do People Wear?” worksheet by filling in the chart (Addendum #3).

2) When the Fire Safety Teams have completed the chart, the teacher will lead the whole classroom to share. One member from each team will share answers.

Activity #3

1) As a classroom, the teacher will begin to introduce firefighter gear by playing a YouTube video for students to see: https://www.youtube.com/watch?v=b0GvZgPukjY

2) After watching the video, the teacher and students will go over each gear item and what its use is (Addendum #4). Students may explore and try on the firefighter gear available in the trunk.

3) As a wrap-up, the teacher should remind students that all of this gear is to help protect them to save people. In an emergency situation, you must go towards firefighters rather than be afraid of them.

Extension Activity

1) Visit Fireman’s Hall Museum in Philadelphia. The students will have an opportunity to see lots of historical firefighter artifacts and talk about firefighters’ work has changed over time.

OR

2) Invite your local firefighters to visit your classroom and ask if they can bring their protective gear.
Lesson 3: Matches and Lighters – Tools or Toys?
Essential Questions:
• What are the differences between tools and toys?
• What should I do when I see lighters or matches?

Length of Lesson: Two 30-minute lessons

Objectives:
Upon completion of this lesson, students will be able to...
• Know the difference between tools and toys
• Know that tools are for adults and grown-ups to use
• Know how to use the “hands-off” approach when they see matches and lighters
• Tell a grown-up when they see a tool that is not in its correct location

Common Core Standards:
• CCSS.ELA-LITERACY.SL.2.1.B
  o Build on others’ talk in conversations by linking their comments to the remarks of others.

PA State Standards:
• CC.1.5.2.A
  o Participate in collaborative conversations with peers and adults in small and larger groups.
• CC.1.5.2.C
  o Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
• 10.3.2.A1
  o Recognize safe and unsafe practices.

Materials:
• Scissors
• Glue or glue sticks
• Coloring utensils
• Construction paper
• “Tools and Toys” worksheets (in trunk)
• Empty lighters (in trunk)
• Matches without striker (in trunk)
Procedure:

Activity #1

1) The teacher will lead a whole class discussion about favorite toys. Questions may include, “What is your favorite toy?” “How do you play with this toy?” and “What makes this toy fun?”

2) The teacher will continue the discussion with further questions such as, “Who usually plays with toys?” and “Where are some places that you play with your toys?”

3) The teacher will transition to asking similar questions about tools and what they are used for, such as “Who usually uses tools?” and “Why do adults and grown-ups use tools?”

4) Working individually, students will receive both sheets of the “Tools and Toys” worksheet, scissors, and glue (Addendum #5).

5) The students will cut out the items and glue them into the correct category, Tools or Toys. The teacher will go over answers at the end once everyone has finished.

Activity #2

1) The teacher will place the empty lighters and matches with no striker on a table or desk where the students can see but not touch them. The teacher will explain to students that matches and lighters are tools just like hammers, screwdrivers, etc.

2) The teacher will explain that like other tools, matches and lighters should only be used and touched by adults.

3) The teacher will discuss the uses of matches and lighters such as lighting birthday candles, starting a fire in a fireplace, start a barbecue, etc. The teacher should ask, “Who should use matches and lighters?” and “Why should adults be the only people who use these tools?”

4) The teacher should explain why children should not pick up or touch these tools. The students should use a “hands-off approach” and tell an adult where they are located.

Activity #3

1) In their Fire Safety Teams, students will create a poster about the “hands-off” approach to matches and lighters.

2) Posters can be displayed around the classroom.
Lesson 4: Stop, Drop, Rock, and Roll
Essential Questions:
- How do you stop, drop, rock, and roll?
- How does performing stop, drop, rock, and roll help someone?

Length of Lesson: Two 30-minute lessons

Objectives:
Upon completion of this lesson, students will be able to...
- Identify when to perform stop, drop, rock, and roll procedures
- Be comfortable in performing stop, drop, rock, and roll procedures

Common Core Standards:
- CCSS.ELA-LITERACY.SL.2.2
  o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

PA State Standards:
- CC.1.5.2.C
  o Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 10.3.2.B1
  o Recognize emergency situations and discuss appropriate responses.
- 10.4.2.A1
  o Demonstrate coordination of purposeful body movements.

Materials:
- Paper
- Pencils
- Tumbling or exercise mats (if available)
- Computer with internet and projector access
- Stop, Drop, and Roll by Margery Cuyler (in trunk)

Procedure:

Activity #1

1) Students will sit around and listen to the teacher read aloud Stop, Drop, and Roll by Margery Cuyler.

2) After hearing the story, the students in their Fire Safety Teams of 4-5 members will make a list of safety rules that the book mentions.
Activity #2

1) The teacher can show students a video by NFPA Kids about stop, drop, and roll as review of general fire safety: [https://www.youtube.com/watch?v=85CDI4-kTbl](https://www.youtube.com/watch?v=85CDI4-kTbl)

2) The teacher will introduce a new part of the procedure: rock. The teacher will explain that instead of rolling over and over again, a person should cover their face with their hands and rock and roll back and forth.

3) The teacher will demonstrate the procedure while repeating the words: stop, drop, rock, and roll.

4) After modeling the procedure, the teacher will position a few exercise or tumbling mats on the classroom floor (if available) and encourage the students to practice stop, drop, rock, and roll. Additionally, the teacher may play the song “Stop, Drop, Rock, and Roll” by Caroline Figiel and Danny Jones in the background: [https://www.youtube.com/watch?v=Hbq0iuR_ueU](https://www.youtube.com/watch?v=Hbq0iuR_ueU)
Lesson 5:
The Great Escape
Essential Questions:
• Why is a fire escape plan important?
• What is my fire escape route from my own home?

Length of Lesson: Two 30-minute lessons

Objectives:
Upon completion of this lesson, students will be able to...
• Plan, prepare, and implement a fire escape route from their homes
• Identify fire safety tips and incorporate them into escape plan

PA State Standards:
• CC.1.5.2.C
  o Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
• CC.1.5.2.F
  o Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
• 10.3.2.B1
  o Recognize emergency situations and discuss appropriate responses.
• AL.3.2.B1
  o Create an object to serve a functional purpose.

Materials:
• Computer with internet and projector access
• Graph paper
• Pencils
• Coloring utensils
• Smoke detector (in trunk)
• Fire alarm (in trunk)

Procedure:

Activity #1

1) Students will get into their Fire Safety Teams of 4-5 members and discuss objects in their home that are used for fire safety (i.e. fire extinguishers, smoke alarms, fire alarms.)

2) The teacher will pass around the smoke detector and fire alarm handling objects, allowing students to open them, pull on them, and explore objects they do not normally get to touch.
3) The teacher will demonstrate how to open and change the smoke alarm battery and how to push and pull on the fire alarm.

Activity #2

1) The teacher will show students the fire escape plan for their building or classroom as given by the school district. They will guide a discussion about why a fire escape plan is important to have beforehand.

2) The teacher will then show students this video on how to plan a fire escape route: https://www.youtube.com/watch?v=j634sgMX0O8

Activity #3

1) The teacher will keep on the board or projector a model fire escape plan, including the emergency number for your area and a key or legend, indicating smoke alarms, doors, windows, etc.

2) Each child will be given a piece of graph paper and a pencil. They will create an escape plan from their home. The plan must include all of the rooms in the house with doors and windows.

3) The teacher will instruct the students to choose a meeting place a safe distance from their home. They will remind the students that all members of the family must know the meeting place. It should be indicated on their escape plans and identified in their key.

4) Once the plans are completed, the teacher will provide the students with coloring utensils to color in their maps. They will instruct the students to practice their escape plans for homework and post it somewhere in their house.
Lesson 6: Fire Safety Race
Essential Question:
- Why is remembering fire safety important?

Length of Lesson: One 45-minute lesson

Objectives:
Upon completion of this lesson, students will be able to...
- Remember knowledge about fire safety from previous lessons
- Feel confident in their knowledge of fire safety

PA State Standards:
- 10.3.2.B1
  - Recognize emergency situations and discuss appropriate responses.
- 10.3.2.A1
  - Recognize safe and unsafe practices.
- AL.1.2.B1
  - Participate in a variety of challenging experiences.
- AL.1.2.C1
  - Engage in cooperative, purposeful, and interactive play experiences that enhance learning.

Materials:
- Question Cards in Envelopes (in trunk)
- Smoke Detector (in trunk)
- Certificates (in trunk)
- Prizes (in trunk)

Procedure:

Activity #1

1) Students will be separated into their Fire Safety Teams of 4-5 members and work together to complete a series of questions and challenges.

2) The teacher will have laid out a series of locations around the classroom or school. At each location the group will receive an envelope with a fire safety question they must answer. After correctly answering the question, they will be faced with a challenge to complete (Addendum #6). After finishing both they can move onto the next location.

3) All teams that finish will be given Fire Safety Certificates, along with other various prizes such as pencils, stickers, and foldable fire trucks. The teacher will wrap-up by reminding students of the important of fire safety plans and tips.
Addendum
List of Possible 9-1-1 Emergencies

Some examples of 9-1-1 emergencies include, but is not limited to:

You or someone else is the victim of…
A crime (in progress or those that have just occurred)
A car accident
A robbery
A burglary
A prowler outside your home
A suspicious person or vehicle
A rape
Arson
Assault
Shoplifting
An alarm
A disturbance
A shooting
A stabbing
A physical fight occurring

A medical emergency that cannot wait for a doctor, such as…
Anaphylaxis (severe allergic reaction)
Chest pain or heart attack
Coma
Confusion
Dizziness
Drug overdose
Heat stroke
Shortness of breath
Slurred speech
Stroke
Sudden blindness
Uncontrolled blindness
Vomiting blood
Sudden weakness
9-1-1 Call Procedure

1) Dial 9-1-1.

2) Speak clearly, stay calm, and do not yell into the phone. Do not nod your head, answer "yes" or "no."

3) State the nature of the emergency. (Example: I want to report a fire.)

4) Give your name and the address of the emergency or describe the location.

5) Answer the dispatcher’s questions even if the question has been asked previously.

6) Follow the directions that are given by the dispatcher.

7) Do not hang up unless the dispatcher directs you to do so.

8) If you get disconnected, call again.
What Do People Wear?

Draw or write in the answers to finish the sentences below!

When it is cold outside, people wear ... Because ...

When swimming underwater, people wear ... Because ...

When going to school, people wear ... Because ...

When ____________________________, people wear ... Because ...
Firefighter Gear Vocabulary

- Bunker Pants or Turnout Pants
- Turnout Coat
- Air Mask
- Air Tank
- Helmet
- Boots
- Gloves
- Hose
Tools or Toys?

Cut out the objects on the other page and glue them in the correct circle!
Tools or Toys?

Cut out the objects and glue them in the correct circle on the other page!
Fire Safety Race Ideas

Possible riddles or questions:

• How often should you test your smoke alarms?
• Where should your smoke alarms be located in your home?
• Is a match/lighter a toy? What is it?
• Who is allowed to use matches/lighters?
• How many ways should you know to get out of your home in a fire?
• Where should you go once you are out of your house?
• If a fire starts in your house, should you open a door and walk out of a room?
• What should you do to a door that is closed in a house that is on fire?
• If there is a lot of smoke, what should you do?
• If your clothes catch on fire, what should you do?
• What number do you dial in case of an emergency?
• Do you call for help from inside your house when it's on fire?
• Do you go back into a burning building after you have gotten out?

Possible challenges:

• Test a smoke alarm and replace batteries
• Select three toys from a table of tools and toys
• Complete a maze
• Crawl through a tunnel or under a series of tables
• Stop, drop, rock and roll
• Dial 9-1-1 on a non-working telephone and recite the proper information