

Fire Safety/Prevention Lesson Plan

Grade: First	Subject: Social Studies & Health
Materials: Sticky notes, fire safety booklet, and coloring materials	Technology Needed: Smart TV/Projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) C.K_2.6 – Describe important rights and responsibilities of citizens/residents. E.K_2.4 – Identify how community helpers impact others. 3.2.2 – Identify ways to locate schools and community health helpers.	Differentiation <p>Below Proficiency: For students who may struggle with answering the questions being I would like to hear from every student, I would rephrase the question so the students will better understand what I am asking. For students who may struggle with drawing their pictures in the fire safety booklet, I will encourage them to first try, then I will work with them on developing ideas of what they could draw.</p> <p>Above Proficiency: Answering all questions asked by the teacher and developing their own questions to ask Putting detail into their fire safety booklet by adding color and taking their time Help their peers if needed</p> <p>Approaching/Emerging Proficiency: Students are able to complete all tasks/activities throughout the lesson</p> <p>Modalities/Learning Preferences: Auditory – Listening to the directions/content throughout the lesson</p> <p>Visual – The video at the beginning of the lesson The question written on the white board along with the student answers on the sticky notes or written directly on the board</p> <p>Tactile – Coloring materials and fire safety booklet</p> <p>Kinesthetic – Movement during the two activities during the explain section Movement from whole group to independent work at their table spots</p>
Objective(s) Students will identify the responsibilities of citizens/residents regarding fire safety. Students will Explain how community helpers (firefighters) help and impact others in the community. Students will demonstrate their understanding of fire safety by participating in the stop, drop, and roll activity and the crawl low under smoke activity. By the end of the lesson, students will illustrate images of fire safety which will be done in a booklet form. Bloom’s Taxonomy Cognitive Level: Remembering, Understanding, Applying, & Analyzing.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - The students will stay seated during the whole group lesson - Students will only get up when prompted - If a student has a question, they will raise their hand and will wait to be called on - When a student is answering a question, they must raise their hand and wait to be called on and answer the question at a voice level 1 - The students must not blurt out any answers (voice level 0), they must raise their hand - The students must be at a voice level 0 during the lesson - The students will demonstrate “whole body listening” during the lesson, when the teacher is talking, and when they their peers are talking - The students will respect the space they are in and their peers around them - The students must participate - The students will create their own fire safety booklet
Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, we will be in a whole group where the students will be sitting at the group rug for most of the lesson. During one part of the lesson, the students will be moving throughout the room for a stop, drop, and roll activity and a crawl low under smoke activity. The students will be prompted when this activity takes place so they know what areas they are supposed to move to. After both activities, the students will return to the group rug for further instruction of what they will be doing next independently at their table spots for the fire safety booklets.	

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Minutes	Procedures
1-2	<p>Set-up/Prep: The teacher will gather the materials for the lesson: sticky notes, fire safety booklet, and coloring materials.</p>
3-4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask these questions:</p> <ul style="list-style-type: none"> • Who has seen a firefighter or a fire truck before? • Who can tell me what a firefighter does? • Why are they important? • How do firefighters help our community? Do they leave a positive impact? • What could happen if we didn't have firefighters in our community?
10-15	<p>Explain: (concepts, procedures, vocabulary, etc.) The teacher will say, "Today we are going to talk about fire safety and what we can do to be safe when we see a fire and how we can help."</p> <p>Watch this video from Sparky on Fire Safety: https://www.youtube.com/watch?v=gHrPLeKzLg4</p> <p>Ask this question:</p> <ul style="list-style-type: none"> • What do we know about fire safety? – write on white board <ul style="list-style-type: none"> ○ Have students answer one at a time and write their answers either next to the fire hydrant picture or write them on sticky notes and place on the white board <p>The teacher will say, "Now that we have generated some ideas about fire safety from what we already know, we are going to talk about what will happen if there is a fire in our homes or what we can do to help prevent them from happening."</p> <ul style="list-style-type: none"> • Ask these questions for discussion and have the students turn and talk: <ul style="list-style-type: none"> ○ If fire in the house: <ul style="list-style-type: none"> ▪ Do you know what to do if there's a fire in your house? <ul style="list-style-type: none"> • Does your family have a fire escape plan? <ul style="list-style-type: none"> ○ Make sure your family fire escape plan includes two ways to get out of your house ○ Prevent fires from happening: <ul style="list-style-type: none"> ▪ What does a smoke detector do? <ul style="list-style-type: none"> • How does it help keep us safe? • What others things help keep us safe in a fire? ▪ Can anyone tell me what a fire extinguisher looks like and what it does? <ul style="list-style-type: none"> • It is important to know where this is located in your house just in case there is a fire in your house. Should you use the fire extinguisher or should an adult? ▪ What could you do to help put a fire out? <ul style="list-style-type: none"> • Dial 911 and get help ▪ What are some important rules/tips everyone should know about fire safety/prevention? <ul style="list-style-type: none"> • Don't play with matches or lighters – fire is not a toy • Don't hid from the fire – stay low and crawl to safety • Stop, drop, and roll • Leave toys behind – get out of the house quickly, but safely <p>The teacher will say, "Now we know a lot about fire safety from the video we watched today and earlier in the week and talking about how we can be safe but also be helpers when there is a fire whether it is in your home or another. We are now going to do a couple of activities to teach us a little more about fire safety."</p> <ul style="list-style-type: none"> • Firefighter song – to the tune of "I'm A Little Tea Pot" <ul style="list-style-type: none"> ○ I'm a little firefighter on the go ○ Here is my helmet (point to head), here is my hose (put right arm out like holding a hose) ○ When I see a fire hear me shout! (Put hands over mouth like shouting) ○ I turn on the water and put it out (pretend turning water on and pretend spraying water to put the fire out) • Stop, Drop, and Roll <ul style="list-style-type: none"> ○ The teacher will say, "The thought of a fire is pretty scary right? What would happen if your clothes would catch on fire? Would you know what to do? You may want to run as fast as you can but that is not safe because the air could cause the fire to get bigger and spread. If your clothes have caught on fire, there are three steps you should do." <ul style="list-style-type: none"> ▪ Stop what you are doing ▪ Drop to the ground ▪ Roll around on the ground until the fire goes out <ul style="list-style-type: none"> • Rolling around on the ground traps the fire and doesn't let it get any air ○ Model for students – pretend clothes are on fire and model stop, drop, and roll ○ Student practice

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	<ul style="list-style-type: none"> ▪ Students will go two at a time and practice stop, drop, and roll ▪ Song to sing while students are practicing (tune of Farmer in the Dell, if want) <ul style="list-style-type: none"> • Stop, drop, and roll, • Stop, drop, and roll, • If your clothes catch on fire, • Stop, drop, and roll. • Crawl low under smoke <ul style="list-style-type: none"> ○ Going to learn how to get out of a smoky room safely, when a room fills with smoke it rises which leaves a small space of cleaner air near the floor ○ To be able breath the clean air, we have to get down on our hands and knees and crawl low under the smoke to get out of the room ○ When you get to a door, don't reach up and grab it right away, touch it with the back of your hand to see if it's warm <ul style="list-style-type: none"> ▪ If it is warm, you need to find another way out ▪ If it is cool, you can open the door and crawl the rest of the way out of the room ○ Student practice <ul style="list-style-type: none"> ▪ Students will practice crawling low under smoke by going underneath a table, two students at a time
<p>10-12</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The teacher will say, "We have learned a great amount of information about fire safety today and throughout the week through answering questions and talking with our peers along with doing some important activities of knowing how to stop, drop, and roll and crawling low under smoke. We are now going to create our own fire safety booklets about what we have learned today."</p> <ul style="list-style-type: none"> • Show students the Fire Safety Booklet (Appendix A): <ul style="list-style-type: none"> ○ Students will first write their name on their booklet then will color the cover, they can color the back if they choose ○ Students will then complete each page of the booklet, they will fill in the letters/words that are missing the draw a picture corresponding to the words <ul style="list-style-type: none"> ▪ Smoke detectors save lives ▪ Know two ways out ▪ Stay low and go ▪ Call 911 for help ▪ Stop drop and roll ▪ Fire is not a toy
<p>2-3</p>	<p>Review (wrap up and transition to next activity):</p> <p>Ask these questions:</p> <ul style="list-style-type: none"> • Why is it important to know about fire safety? • How can we be helpers when there is a fire? • What do you do if your clothes are on fire? • What do you do to get out of a room?
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Answering any questions the students may have throughout the lesson • Observing the students during the stop, drop, and roll activity by seeing if they are able to do it correctly • Observing the students during the crawl low under smoke activity by seeing if they are able to do it correctly • Observing the students while they are creating their fire safety booklets <ul style="list-style-type: none"> ○ If they are able to fill the words in correctly ○ If they are able to draw a corresponding picture to the words ○ Add color <p>Consideration for Back-up Plan: If the students are unsure of how to complete the two activities during the explain, we will come back together as a whole group and I will remodel the steps. If the students are unsure of how to complete the fire safety booklets, I will first answer questions individually, then move to whole group if needed.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Looking back at how this lesson went after I taught it, it went well, and I enjoyed teaching this lesson. I enjoyed teaching this lesson because the students were engaged throughout the whole lesson and my dad was a volunteer fire fighter for 28 years, so it was fun teaching fire safety to the students as he taught me. This lesson went well for a few reasons. First, the students have slowly been learning about fire safety throughout the school week, so their previous knowledge contributed to this lesson because they were able to answer the questions I asked using their previous knowledge or what they learned throughout this lesson. Second, the students enjoyed watching the video and then were able to take that knowledge and apply it to the two activities of stop, drop, and roll and the crawl low under smoke activity. The students saw these two things take place during the video and were able to apply those actions to the two activities. It was great seeing the students participate in these activities because I knew that they comprehended what they saw in the video and was able to know what to do if their clothes caught on fire along with getting low to the ground and crawling when they are in a building that is one fire. Third, the students loved the fire fighter song I taught them which I learned from a previous job experience. The song was interactive because it included not only words but movements as well which the students enjoyed doing and signing. The last reason the lesson went well is because of the fire safety booklets. After I explained what the booklet was and what the students would be doing, they were excited about creating their own booklets. The students were quite involved with this activity as they had to use the information from what they learned today and apply it to the booklet by completing the statements and then drawing a corresponding picture.

From this lesson the students learned a couple of new things along with furthering their knowledge of fire safety. First, the students learned of some new information on fire safety from the video and from what we discussed throughout the lesson from the questions and activities. Through the activities, the students learned a new song, how to stop, drop, and roll if their clothes are on fire, and how to stay low to the ground to avoid being in the smoke which rises in the air. Second, the students learned how important fire fighters are to have in a community as they help us save our houses by putting the fires out and keeping us safe when a building we are in or around is on fire. Lastly, the students learned how important it is to be safe when a fire is near such as having a family escape route, knowing what a smoke detector and a fire extinguisher is, and how to stop, drop, and roll, and staying low to the ground when there is smoke present. The students furthered their knowledge in this lesson from accessing their previous knowledge about what they already know about fire safety along with adding the new information I taught from this lesson. I know the students learned from this lesson because they were able to answer the questions I asked along with participating in the activities I planned for the lesson.

After teaching my lesson, there are a couple of things I would change or add if I were to teach this lesson again. The first thing I would change would be having the students do the crawl low under smoke activity as a whole group which is what I decided to do last minute. I changed this activity to whole group participation because I could tell that the students needed to move around which is what I chose to have the students do this all at once. Doing the activity this way went well because I explained to the students that they cannot be close to their peers when they are moving around, and they must stay low and move at a good pace which is what they did. The second thing I would change would be using a doc camera to present my (teacher example) of the fire safety booklet so the students have a bigger visual of what the books looks like along with being able to see what I drew for each page. I did add this aspect to my lesson right before I began teaching it since Ms. Lucas suggested I do so and it went well. The students were able to understand what they were supposed to be doing with the booklets with completing the statements and drawing a corresponding picture. The doc camera made this part of my lesson quite easier with explaining how to complete the booklet and I'm glad I made this change.







