

GRADE **5****Fire Prevention and Risk Reduction Program****CHAPTER OVERVIEW**

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Every year, children die in fires and trauma related injuries. These are the unfortunate statistics that haunt the fire service. However, there is a solution: fire prevention and risk reduction education. Successful risk reduction programs reduce the risk before there is a need for technology, gear, or equipment.

After students attend this course, they will understand the basic premise of risk reduction. Students will review fire safety from years past and understand traumatic injuries that this age group faces and how they can be prevented.

**OBJECTIVES AND RESOURCES**

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**Knowledge Objectives**

After teaching this grade, students will be able to:

- Understand fire safety
- Understand the importance of seatbelts
- Know how to act while riding in a vehicle
- Understand water safety related to drownings and diving

**Skill Objectives**

After teaching this grade, students will be able to perform the following skills;

- Wear a seatbelt appropriately
- Act in an appropriate manner while riding in a vehicle
- Know how to evaluate water while swimming and diving

**Common Core**

The following common core objectives are met with this program

- Comprehensive and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- National Health Education Standards: Students will discuss healthy practices in their homes and around their community to maintain personal health. Examples include limiting practicing safe passenger safety while in the vehicle and to wear a safety helmet while bicycling to prevent injuries.

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## Reading and Preparation

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- Review “Knowing Fifth Graders”
- Review the objectives for this grade
- Review supporting material as needed

## Support Material

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- LCD Projector, Overhead Projector, Smart Board, or Projection Screen
- Fire Safety Tool Box
  - Videos on Flash Drive
  - An assortment of Dry Erase Markers
  - Props that demonstrate fire and life safety hazards

## Enhancements

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- Additional support material is available at the teaching channel [www.teachingchannel.org](http://www.teachingchannel.org)
- Utilize transitions when switching topics. You may want to ask teachers how this works and review the following <http://www.teachingchannel.org/videos/managing-transitions>
- Additional enhancement material is available at the National Fire Academy website [www.usfa.fema.gov](http://www.usfa.fema.gov)
- Support material for Sparky can be found at [www.sparky.org](http://www.sparky.org)

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## TEACHING TIPS AND ACTIVITIES

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- It is imperative that the instructor believes in fire prevention and public education efforts. The attitude of the instructor toward the material is critical in fostering an environment where the students can appreciate the significance of the material.
- Having supporting material and props, such as lighters, smoke alarms, pictures, and videos will help permanent learning occur.
- Meet with the teacher prior to your presentation to gather information on the best ways to teach his/her class
  - Is there a student of the day that can be used to help?
  - Are there transitions that work well for them?
  - How does the teacher streamline questions and comments?
  - Are there any problem children in the class and how does the teacher work with them?

## PRESENTATION OVERVIEW

Total time: 50 Minutes	Activity Type	Time	Content
<b>Welcome</b>			
Introduction	Discussion	5 minutes	Meet Teacher / Introduction
<b>Discussion/Activities</b>			
I. What are we here for?	Lecture/Discussion	2 minute	Risk Reduction
II. What Is Risk Reduction	Lecture/Discussion/ Demonstration	2 minutes	Interaction With Students
III. Fire Prevention Review	Discussion	10 minutes	Smoke alarms, escape plans, 911, playing with fire
IV. Discussion/Activities The Brain is the Boss Activity Fish Bowl Activity	Discussion	20 minutes	Seatbelt Safety, Bike Helmet, Water Safety (Drowning/Diving)
<b>COMPLETION OF PROGRAM</b>			
I. Fire Truck Show and Tell	Individual Activity/Small Group Activity/ Discussion	10 minutes	Fire Truck Show and Tell
II. Thank You	Discussion	1 minutes	

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## WELCOME

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### Introduction

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Time: 5 Minutes

Content: Meet teacher and Students

Activity Type: Discussion

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#### Purpose

Use the introduction time to introduce yourself to the teacher and students. This time can be used to learn about the students in the class and the transitions the teacher uses to manage the students.

#### Instructor Directions

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1. Introduce yourself and your crew to the teacher
2. Ask the teacher if there is anything in particular you should know about the students (see teaching tips above)
3. Once the teacher introduces you to the students, you can introduce yourself and crew
4. When possible wear your department uniform

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## DISCUSSION/ACTIVITIES

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### I. What are we here for?

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Time: 2 Minutes

Content: Fire Safety and Risk Reduction

Activity Type: Lecture/Discussion

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#### Purpose

To allow students an opportunity to explore the significance and concerns associated with fire prevention and risk reduction efforts. Use this time to understand what the students already understand

#### Discussion Topics

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1. Ask the students why they think you are there
2. Once given a minute you can explain you are there to review their understanding of fire safety
3. Additionally, explain to the students that you are in their class to discuss common safety problems with students at this age

### II. What is risk reduction?

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Time: 2 Minutes

Content: Prevention of fires, and reduction in injuries

Activity Type: Lecture/Discussion

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#### Purpose

This section explains what fire prevention is and why it is important to the students. You can utilize the discussion topics in a questions and answer basis or in a lecture format

#### Discussion Topics

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1. Our number one goal is to reduce the deaths and injuries of kids
2. Most fires and injuries are an accident and can be prevented

### III. Fire Prevention Review

Time: 10 Minutes

Content: Review smoke alarms, escape plans, 911, and playing with fire

Activity Type: Discussion

#### Purpose

To review fire prevention with the 5<sup>th</sup> grade students in a way they can relate and understand. Use this time to review what the students already understand and provide more information in the areas where they could use help. Do not stay on one topic too long if they understand it.

#### Discussion Topics

1. EDITH (Exit Drills In The Home)
  - a. Review Two ways out, stay low, and meeting places
2. Smoke and CO Alarms
  - a. Review the importance and how to test each one
3. How and When to Call 911
4. Review what to do if they find a fire safety issue
  - a. Lighters
  - b. Matches
  - c. Candle

### IV. Discussion/Activities

Time: 20 Minutes

Content: Seat belt safety, bike helmets, bullying, water safety (Drowning and Diving)

Activity Type: Discussion/Demonstration

#### Purpose

Use this time to discuss the common injuries related to this age group. review the common fire hazards within the home. The students at this age are visual learners and the activities should help them understand how trauma affects the human body.

#### Discussion Topics

1. Motor Vehicle Safety
  - a. Utilize webbing or a seatbelt to show the proper placement of the shoulder strap
  - b. Utilize webbing or a seatbelt to show the improper placement of a shoulder strap
  - c. Students under 4' 9" should be in a booster seat (Measure a student that is this height and have the remaining students stand next to him/her)
  - d. Discuss proper behavior while riding in vehicle
    - i. Inside voices
    - ii. No distractions
    - iii. Don't be afraid to ask mom or dad to stop using phone
2. Helmet Safety
  - a. Discuss importance of bike helmet use
    - i. Skull is like an egg
    - ii. If you break your egg the yolk will come out (They may find this as a fun way to understand)
  - b. Brain is the boss activity
    - i. Have 8-10 students line up to front of the room (Close enough so they can whisper into the next student's ear)
    - ii. Have the first student in line whisper to the next student a task to complete (An example is raise your right hand)
    - iii. Have each student whisper to the next student until the last student in line can complete the task
    - iv. When the last student can complete the task explain this is how the brain and spine work. If you are in a bad accident your brain and spine may not work this well.
    - v. After explaining IV, remove 1 or 2 students in the middle of the line. Do not have students fill the gap. Have the first student whisper another task to be completed by the last student once again.

- vi. The demonstration should end where there are two students missing. You can explain this is what happens when you do not wear safety equipment and hurt the brain or spine.

### 3. Water Safety

- a. Ask the students if they swim and if so, where
  - i. Anticipate you will get swimming pools, lakes, ponds, streams, and or rivers
- b. Ask the students if they know what it looks like if someone is drowning
  - i. Anticipate they will explain they will be waiving their arms
  - ii. Explain that when someone is really drowning they cannot waive their arms
- c. Ask how many students wear safety jackets while in the water (This should be encouraged)
- d. Discuss why diving is extremely dangerous
  - i. Rocks
  - ii. Low water level
  - iii. Spine and Brain injuries can occur
- e. Fish bowl activity
  - i. Fill a clear bowl up with dirty water (water with dirt) and put some rocks in the bottom
  - ii. Have a student reach his/her hand to the bottom of the bowl and explain to peers what may be in it.
  - iii. Once complete, explain to students that you never know whats in the bottom of the lake, stream, pond, etc. It may be rocks in which case you will get hurt if you dive.

## COMPLETION OF EVENT

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### I. Fire Truck Show and Tell

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Time: 10 Minutes

Content: Show the truck and tell the kids about the equipment

Activity Type: Group Activity

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#### Purpose

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To allow the students an opportunity to look through the truck and see the tools we use. Additionally, you can use this time as an opportunity to meet the Common Core objectives in mathematics by adding lengths of hose on the truck.

#### Instructor Directions

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1. Prior to going outside, set some ground rules for keeping track of the students. The teacher may be able to help with this.
2. Go through the outside cabinets of the truck and explain what the tools are used for. Try to provide examples that relate to the students. An example would be, we have ladders to get to the second story of your house or fans to cool the house just like the fans in the ceiling of theirs.
3. At some point, have the kids add the amount of hose the truck carries. You may simplify it by removing the tenth (10 instead of 100 and 5 instead of 50)
4. Show the students the inside of the truck

## II. Thank You

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Time: 1 Minute

Content: Thank the students for their attention and provide handouts for them to take home

Activity Type: Lecture

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### Purpose

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This time is used to thank the students and teachers for their time and attention. Prior to this part of the presentation, you may want to ask the teacher if he/she would like them to take a picture of their class.

### Instructor Directions

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1. Thank the students and teachers for their time and attention
2. Take a picture of the class
3. The students may want to look at the truck (Depending on time)
4. When leaving you may want to show lights and sirens