
Fire Safety:

It's a New Year: Are You Ready?

Instructor's Guide: Grades 10-12

www.tsag.net



**FIRST NATIONS
TECHNICAL SERVICES
ADVISORY GROUP INC**

Preface

The First Nations Technical Services Advisory Group Inc., (TSAG), provides technical services and training for First Nations in Alberta in Asset Management, Circuit Rider Training, Water and Wastewater Management, Environmental Management, Housing Support Services, Fire Safety, Rural Addressing, Information Technology Services, and Virtual Healthcare. As a third-party service provider, we are funded by Indigenous Services Canada (ISC), and the First Nations and Inuit Health Branch of Canada (FNIHB) to deliver these services.

TSAG's values are:

<i>Integrity:</i>	<i>We value honesty, trust, and confidentiality in our relationships and re committed to achieving excellence.</i>
<i>Accountability:</i>	<i>We accept responsibility for our actions and decisions.</i>
<i>Respect:</i>	<i>We will respect the rights of First Nations, our partners, and our employees.</i>

These values are the foundation on which TSAG is built. We continually strive to create programming and build capacity within our First Nations to support our people today and expand to future generations. We welcome your feedback, hope that you utilize this information as lesson plans and share the knowledge with those around you.

Forward

Fire has always been an important symbol in First Nations Culture. It brings warmth, prepares food and water for safe consumption, acts as a defense against predatory animals and has a spiritual meaning. It can bring new growth, but it can also bring destruction and devastation. An element as important as this requires the utmost respect and care.

The TSAG Fire Keepers initiative was created in 2022 to continue to bring awareness and education to youth about the importance of Fire Safety in and around their home and community.

As your students learn about Fire and Fire Safety, we hope that they will continue to develop respect for fire and recognize the significance of this element to their family, community, and culture. It is with that sentiment that TSAG is honored to share these lessons with you.





Lesson Overview

This lesson begins with instruction on smoke and smoke detectors and lead into what students need to do in the event of a home fire. It also presents what to do if clothing should catch fire. The bulk of the lesson is spent on home fire escape planning. It concludes with how to call emergency services. **Please note that this lesson is 75-85 minutes in length due to the late start of the program and the need to include teachings that build on previous concepts. It can be taught in two segments if necessary.**

Lesson Length

75- 90 minutes

Materials Needed

- Computer with projector
- 11" X17" paper
- Markers
- TSAG PowerPoint

Workshop Prep

- Review this lesson plan and PPT before the class.
- Preview the videos embedded in the PowerPoint slides to ensure your students will not be alarmed by them.
- Make a copy of the Fire Escape Plan Checklist for each student.

How to Make This Class Successful


Before Class

- Come prepared with examples from your own background/experience.
- Set up laptop and projector and make sure they are working properly.

During Class

- Be prepared to share your thoughts on various topics.
- Keep the class on track and focused on the issues.

After Class

- Write down your feedback on the lesson and submit it to TSAG.
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Alberta Education Objectives:

This lesson aligns with Alberta Education's
Career & Technology
Program of Studies

Introductory Courses

CON1010: Construction Tools & Materials

Level: Introductory

Prerequisite: None

Description: Students develop basic hand tool and production skills to transform common building materials safely into useful products.

Parameters: Access to a materials work centre, complete with basic hand tools.

Outcomes: The student will:

- **1. create a health and safety plan with special emphasis on conditions and factors related to the specific pathway or series of courses**
 - **1.1 research and identify the following eight common elements of a health and safety management system:**
 - **1.1.1** management, leadership and organizational commitment including policies, guidelines, and responsibilities
 - **1.1.2** hazard identification and assessment
 - **1.1.3** hazard control
 - **1.1.4** worker competency and training including technical competence, safe work practices and procedures, personal protective equipment
 - **1.1.5** work site inspection
 - **1.1.6** incident investigation
 - **1.1.7** emergency response
 - **1.1.8** management system administration including evaluation, records and statistics, maintenance of system

<https://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=524475#>

Fire Safety: It's a New Year: Are You Ready?

Lesson Objectives:

Together, you and your students will:

1. State how to leave a building in the event of a fire.
2. Describe what to do if their clothing catches fire.
3. Create a drawing of their fire escape plan from their homes demonstrating two ways out of every room (primary and secondary exits) and include large pieces of furniture that can help or hinder escape.
4. Analyse their family fire escape plan by comparing it to the Fire Escape checklist
5. Explain what and how to report an emergency.
6. Create a fire inspection checklist for their families.
7. Discuss the health impact of smoke.
8. Explain how smoke detectors and Carbon Monoxide detectors work and where they should be placed in a house.

Introduction	Check as you complete each task
<p>Topics to Discuss with your Class:</p> <ul style="list-style-type: none">• Today we are going to learn more about how to stay safe in a fire, but first let's see how much you remember from last month. <p>Ask the Class:</p> <ul style="list-style-type: none">➤ What are some kitchen fire prevention tips?➤ How do you put out a grease fire?➤ How do you put out an oven fire?➤ What are some ways to prevent holiday fires?➤ What are some things you should never do while babysitting?	
Fire Inspection	15 minutes
<p>Class Activity:</p> <ol style="list-style-type: none">1. Return the hazard lists that the students made in the first Fire Safety class to the appropriate groups.2. Ask the students to take each of the hazards they have written down and create a preventative action for it. For example, they may have listed towels close to stove and so the inspection item would be "no flammable material	

<p>near stove or oven". <u>They can google fire inspection checklists to add to their own checklist.</u></p> <p>3. Ask for a student volunteer to create a master checklist and when complete distribute to the students to take home and use with their families.</p>	
Smoke and Carbon Monoxide Detectors	15 minutes
<p>Topics to Discuss with your Class:</p> <ul style="list-style-type: none"> The checklists we prepared will help ensure the safety of our families, but there are other things that also help ensure our safety. Smoke detectors and Carbon Monoxide Detectors are critical in every home. <p>Class Activity:</p> <ol style="list-style-type: none"> Show the video embedded in the PowerPoint "Smoke Inhalation Most Common Cause of death in House Fires." Show the video, "Smoke and Carbon Monoxide Detectors" embedded into the PowerPoint slide and discuss according to speaker's notes. Review the PowerPoint slide "Smoke Alarm Checklist". Ask them if there are any new items they would like to add to their checklists (such as adding smoke or CO2 detectors and where should they be placed as well as some of the rules around upkeep of both detectors (testing and changing the batteries). 	
What To Do If There Is A Fire	15 minutes
<p>Ask the Class:</p> <ul style="list-style-type: none"> ➤ What do we know about smoke from a fire? <ul style="list-style-type: none"> ✓ <i>It rises.</i> ✓ <i>It contains toxic materials, it can cause confusion, it can kill, it causes poor or lack of visibility</i> ➤ Why does smoke rise? ➤ What does this say to you about how you need to exit a room full of smoke? <ul style="list-style-type: none"> ✓ <i>You need to stay low and either crouch or crawl out of the room/house</i> <p>Class Activity:</p> <ol style="list-style-type: none"> Show the PowerPoint Slide #5 to remind students of what to do in a fire. <p>Topics to Discuss with your Class:</p> <ul style="list-style-type: none"> There are also some other things you should do if your house is on fire. 	

- You should yell fire to make sure everyone knows,
- If a door is hot or blocked, you need to exit a different way.
- If your bedroom door exit is blocked, put a towel or piece of clothing at the base of the door to prevent smoke from coming in.

Ask the Class:

- What would you do if your clothing caught fire?

Class Activity:

1. Show the PowerPoint Slide #6 and discuss as per the speakers notes.

Fire Escape Planning

30 minutes

Topics to Discuss with your Class:

- We just discussed what to do in a fire.
- In such an emergency we don't always think clearly and that is why it is critical to have a fire escape plan in place.

Class Activity:

1. Show the PowerPoint slide with statistics on home fires and ask the questions in the speakers notes.
2. Show the video embedded in the PowerPoint slide "Bedroom Fire Test," and discuss according to the speakers notes.
3. Show the video embedded in the PowerPoint "Making a Fire Escape Plan" Note: please start at .37 seconds to avoid the introduction. Discuss as per Speakers notes in PowerPoint.

Class Activity:

1. Show the PowerPoint slide with the sample house plan and note the escape routes marked in different colors (primary and secondary)
2. Show the PowerPoint slide on how to create the plan.
3. Ask the students to create their home fire escape plan.
4. When they have finished ask them if they have considered where the larger furniture is placed. Is it placed so that it doesn't block doors or windows and instead it assists with home fire escape. When doing so they need to consider placement according to fireplaces and stoves so as to ensure furniture isn't close to sources of ignition. They should write down suggestions where to move furniture on the bottom of their escape plans.
5. Students should also draw in where smoke detectors should be placed.

<ol style="list-style-type: none"> 6. Remind the students that the elderly, small children, and pets may not have the same ability to think clearly, be mobile or understand what is happening. Ensuring that these ones get out safely must be a part of your emergency plan. 7. Read through both of the Fire Escape Plan Checklist PowerPoint slides and ask the students to ensure they have thought about the points while creating their plan. 8. Hand out copies of the Fire Escape Plan Checklist. <p>Topics to Discuss with your Class:</p> <ul style="list-style-type: none"> • Part of fire prevention is planning for the unexpected-like obstacles in your way. • Think about what obstacles would be blocking escape from each of the rooms in your house? • Do all doors and windows open properly? • Are all exits completely accessible? • Is there anything you could stumble or fall over? 	
Calling Emergency Services	5 minutes
<p>Class Activity:</p> <ol style="list-style-type: none"> 1. Discuss the 911 or emergency services PowerPoint slide and the information that they will need. 2. Remind the students to stay on the line until they are told to hang up. 	
Concluding Activity	5 minutes
<p>Ask the Class:</p> <ul style="list-style-type: none"> ➤ How do you exit a burning building? ➤ What would you do if your clothing catches fire and why? ➤ Why is it important to practice a fire escape plan? ➤ Why should you practice in the dark? 	
Take Home Activity	
<p>Topics to Discuss with your Class:</p> <ol style="list-style-type: none"> 1. Ask the students to help a grandparent or Elder in their neighborhood create a home fire escape plan. 2. Students must share their fire escape plans with their parents, practice the escape plan, and analyze how it compared to the Fire Escape plan checklist. 	



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Fire Escape Plan Checklist

- ☐ We have a plan of 2 ways to get out of every room in the house.
- ☐ We all know 2 ways out of every room.
- ☐ We know who will take care of Elders, babies, and pets.
- ☐ All windows and door are easy to get to (nothing in the way).
- ☐ All windows and doors open easily.
- ☐ We have decided on a safe meeting place in front of our house.
- ☐ Everyone knows the emergency number to call.
- ☐ Everyone knows about the emergency plan.
- ☐ We practice our fire drill twice each year.
- ☐ We know not to go back into a burning building.
- ☐ We know to always shut doors behind you.
- ☐ There are smoke alarms in every room.
- ☐ Everyone knows not to open doors that are hot to the touch.
- ☐ We can get out of the house in under 2 minutes.
- ☐ We all know to crawl or get low to stay under smoke.
- ☐ We have a paper copy of the emergency plan posted in the house.

Fire and Rescue NSW. (n.d.). *Home Fire Escape Plan Checklist*. Retrieved October 31, 2022, from <https://www.fire.nsw.gov.au/page.php?id=291>

National Fire Protection Association. (n.d.). *Home Fire Escape Checklist*. Retrieved October 31, 2022, from <https://www.nfpa.org/~media/files/public-education/by-topic/escape/checklist.pdf?la=en>