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# Fire Safety: Family and Community

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## Instructor's Guide: Grades 4-6

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**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:

<b><i>Integrity:</i></b>	<i>We value honesty, trust, and confidentiality in our relationships and re committed to achieving excellence.</i>
<b><i>Accountability:</i></b>	<i>We accept responsibility for our actions and decisions.</i>
<b><i>Respect:</i></b>	<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 a review of last month's lesson. It addresses "false alarms" as well as intentionally and unintentionally set fires. Lastly, it focuses on the personal responsibility of children to their families, community, and Mother Earth.

### **Lesson Length**

40-60 minutes

### **Materials Needed**

- TSAG PowerPoint
- Projection screen or blackboard
- Student booklets
- Copies of fire related scenarios (at the end of this lesson plan)

### **Lesson Preparation**

- Ensure you have enough copies of the student booklet.
- 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.
- Call your local fire department and find out the percentages of
  - false alarms they answer each year.
  - fires started and losses from children playing with fire.
  - fires they fight that are arson related.
- Copy out the fire scenarios for the students (one per group of 4)

### **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 Program of Studies  
Science

- ***4-4, 5-4, 6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.***
  - *a sense of responsibility for personal and group actions*
  - *respect for living things and environments, and commitment for their care.*

# Fire Safety: Family and Community

## Lesson Objectives:

Together, you and your students will:

1. Recognize the repercussions of unintentionally and intentionally set fires.
2. Recognize the repercussions of "false alarms".
3. Evaluate their level of responsibility for family, home, and community safety.
4. Recognize how they can manage difficult peer-pressure related situations.

Review and Introduction	Check as you complete each task
<p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>• Last month we learned about what to do in the event of a fire and today we are going to look at how you can prevent fires. First, let's review last month.</li> </ul> <p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ What should you do if the smoke alarm goes off in your house? <ul style="list-style-type: none"> <li>✓ <i>stay low, get out, and meet!</i></li> </ul> </li> <li>➤ What are some precautions you should take? <ul style="list-style-type: none"> <li>✓ <i>if there is smoke you should crouch down or crawl,</i></li> <li>✓ <i>you should touch the doors to see if they are hot,</i></li> <li>✓ <i>when you open doors, you should look around to make sure it is safe to exit</i></li> <li>✓ <i>you should yell fire to make sure everyone knows.</i></li> </ul> </li> <li>➤ Why do you need 2 exits out of each room? <ul style="list-style-type: none"> <li>✓ <i>in case one exit is blocked by fire.</i></li> </ul> </li> <li>➤ Once you are out of the house, who should be called? <ul style="list-style-type: none"> <li>✓ <i>(911- if applicable to your community, if it is not, find out what the procedure is from your local fire services team).</i></li> </ul> </li> <li>➤ What information do they need? <ul style="list-style-type: none"> <li>✓ <i>name, address, phone number, type of emergency</i></li> </ul> </li> </ul> <p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>• Let's take a look at how you can make a difference preventing fires.</li> </ul>	
False Alarms	
<p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ What is a false alarm to you? <ul style="list-style-type: none"> <li>✓ <i>Example: Thinking I lost my homework and then finding it under my bed...</i></li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>➤ When you think you lost your homework, what might go through your mind? ✓ <i>Example: I spent all that time and now its wasted, I get ready to do it again...</i></li> <li>➤ What do you think it is called when you pull a fire alarm if there is no fire?</li> <li>➤ How might the fire /emergency services people feel?</li> </ul> <p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>• Discuss that when people make false alarms with emergency services, the fireman or emergency service workers have to get suited up, mentally prepared and ready to react.</li> <li>• It costs on average between \$500 and \$1500 when emergency services respond to a false alarm, and it takes them away from other possible emergency calls.</li> <li>• This is money that could be spent on other things.</li> </ul> <p><b>Do</b></p> <ol style="list-style-type: none"> <li>1. Play the video embedded in the PowerPoint slide “The true cost of a Malicious Fire” and discuss.</li> </ol>	
<p><b>Playing with Fire</b></p> <p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ What is arson? (intentionally starting a fire)</li> </ul> <p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>• There are approximately 9000 fires a year in Canada started intentionally.</li> <li>• In Alberta in 9 years between 2000 and 2009 there were 730 fires with 309 deaths and almost 3000 injuries causing 21 million dollars damage. (<a href="https://open.alberta.ca/dataset/5a0d23fb-9acf-4437-8fb3-af82eb5c982b/resource/34fb2b15-96c9-4808-8b0f-9965a302cd37/download/ma-fire-losses-from-children-youth-playing-with-fire.pdf">https://open.alberta.ca/dataset/5a0d23fb-9acf-4437-8fb3-af82eb5c982b/resource/34fb2b15-96c9-4808-8b0f-9965a302cd37/download/ma-fire-losses-from-children-youth-playing-with-fire.pdf</a>)</li> </ul> <p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ Who do you think gets hurt from fires?</li> <li>➤ <i>people lose their families, homes and even pets, financial cost to the community (they have to rebuild the premises, and they have to take money from other places to do so.</i></li> </ul> <p><b>Class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Play the video embedded in the PowerPoint slide “Child plays with fire.”</li> </ol>	


<ol style="list-style-type: none"> <li>Put the students in groups of 4 and provide each group with a scenario. They must work together to list the repercussions of each fire scenario: who it hurts, the damage and how it impacts the community.</li> <li>Ask the students to present their findings and discuss to ensure that they have looked at all the consequences.</li> </ol>	
<b>Peer Pressure</b>	
<p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>We have just discussed the damage that playing with fire unintentionally or intentionally can cause.</li> <li>If we are going to protect our community, protect Mother Earth and be good stewards, we need to prevent fires. It is our responsibility.</li> <li>Sometimes we do things because our peers think it is fun and we go along with it.</li> </ul> <p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ How do you react when one of your friends suggests you do something that is going to impact the community in such a way?</li> </ul> <p><b>Class Activity:</b></p> <ol style="list-style-type: none"> <li>Discuss each of the following scenarios: <ul style="list-style-type: none"> <li>❖ Your friends find matches and start lighting them and throwing them on the ground. What do you do?</li> <li>❖ You and your friend are walking in the forest in the middle of a dry season, and they pile up some twigs and light them. What do you do?</li> <li>❖ Your parents have a campfire in their back yard and one of your friends is poking at the fire and causing sparks. What do you do?</li> <li>❖ One of your friends suggests setting off some fireworks on the school playground during a dry season. What do you do?</li> </ul> </li> </ol> <p><b>Ask the class:</b></p> <ul style="list-style-type: none"> <li>➤ As part of this community, what can you do to prevent fires?</li> </ul>	
<b>Concluding Activity</b>	
<p><b>Topics to Discuss with your Class:</b></p> <ul style="list-style-type: none"> <li>Preventing fires isn't just about being aware of fire hazards, it is also about thinking about our own actions. We need to think about the damage our actions can have on people, property, and Mother Earth.</li> </ul>	

<b>Class Activity:</b> <ol style="list-style-type: none"> <li>1. Ask students to complete the activity in their booklets.</li> <li>2. Play the video "How People got fire" embedded in the PowerPoint.</li> </ol>	
<b>Take Home Activity</b>	
<ol style="list-style-type: none"> <li>1. Ask students to talk to their parents about peer pressure and how they dealt with it and if they have any stories to share.</li> </ol>	





## Fire Scenarios

1. Someone pulled the fire alarm at your community centre. The building had to be evacuated. What was the damage to people, property, and Mother Earth?
  2. Some youths were smoking in the soccer field next to the forest and through their butts on the ground. A fire started and spread into the forest? What was the damage to people, property, and Mother Earth?
  3. In August, when it was very hot and dry, 4 children found a lighter on the sidewalk outside the store. When some paper caught fire, they put it in the garbage can, which then started on fire. The fire spread to the outside of the store and roof before anyone saw it and call the fire department. The store had to close for 4 months because they had to replace all the smoke damaged groceries and the roof. What was the damage to people, property, and Mother Earth?
  4. One friend got mad at the other and started a fire in his back yard. The fire spread through the yard and the house. Several people were inside. What was the damage to people, property, and Mother Earth?
  5. Several grade 5 students got together at an abandoned home and set it on fire to see what would happen. The house burned down, and the trees/shrubs on the lot caught on fire. What was the damage to people, property, and Mother Earth?
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