



Preparing for Home Fires

PLEASE NOTE:

Students must complete the "Initiation" section of the **Monster Guard** app before they begin this activity, in order to gain access to the Fire Hazards and Fire Escape training missions.



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Opening

Inform students that they are going to learn about home fires and how to stay safe if a home fire happens. Assess for prior knowledge by asking students to share any fire safety tips they may have learned. Explain that home fires are the most frequent type of emergency, so it is important to learn how to protect against home fires and how to be prepared in case a home fire happens.

Monster Guard

Tell students that they will be learning more about home fires with a cool app called **Monster Guard**. Explain that **Monster Guard** was created by the American Red Cross as a way for students to have fun learning, practicing, and sharing how to stay safe during different types of emergencies.

Adapt your teaching instructions to the various methods of playing **Monster Guard** – whether you're using a smart board to play as a class, or having students play in small groups or individually using mobile devices.

Before they begin playing, remind students that they need to watch the videos before and after the **Monster Guard** training missions for information that will help them complete the classroom activities.

This lesson plan builds on two **Monster Guard** training missions, Fire Hazards and Fire Escape. Pass out the activity sheet and read the introduction to Part 1 together. Then have students go through the Fire Hazard training mission with Chad. Remind them to write their score in the space provided on the activity sheet. As a class, have students suggest ways they think they could raise their scores the next time.

After students complete Part 1, read the introduction to Part 2 together and have students go through the Fire Escape training mission with Chad. Again, remind them to write their score in the space provided on the activity sheet. As a class, have students suggest ways they think they could raise their scores the next time.

Grades 1-3

Part 1. Read the introduction to Part 1, then turn the activity into an I Spy game by giving clues for each fire-safe behavior until the students find it. Prompt them to explain how each behavior helps protect this family from the risk of a home fire. Emphasize that getting your home fire-safe should be done with a grown up, so be sure to share what you learn today with your family. For example:

- What did we learn on our training mission with Chad about preventing fires in the kitchen? Why is it important for a grown-up to be in the kitchen when something is cooking on the stove? (A grown-up can control the heat and reduce the risk that something might burst into flame. Only grown-ups should operate a stove.)
- What did we learn about how grown-ups can make a fireplace fire-safe? How does the fireplace screen help protect against the risk of a home fire? (The screen keeps sparks from jumping out of the fireplace.)

- What did we learn about candles on our training mission? Why is it important that a grown-up is able to see the candle from the kitchen? (There should always be a grown-up watching when a candle is burning.) Why is the mantelpiece a fire-safe place for the candle? (It is out of reach of children and pets, and far away from anything that might catch on fire. Only grown-ups should touch a burning candle.)
- What did we learn about how grown-ups can make space heaters fire-safe? How does the position of the space heater help protect against home fire? (It is at least three feet away from anything that could catch on fire.)

Answers: Students should circle the grown-up at the stove, the fireplace screen, the candle on the mantelpiece, and the space heater.

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Part 2. Have students complete this part of the activity as you guide them through the steps for making a home fire escape plan.

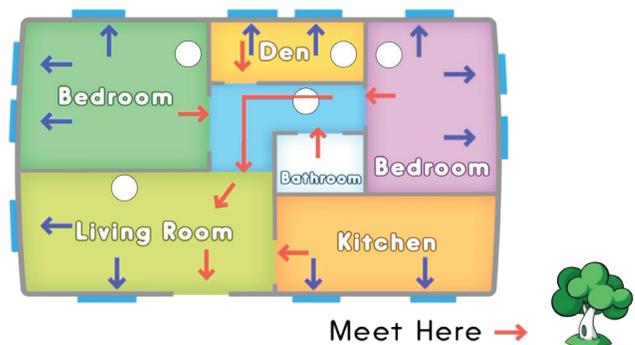
- Ask students if they can remember where Chad found smoke alarms in the Fire Escape training mission (the Living Room, the Den, the Hallway, and both Bedrooms). Have students draw small circles to represent smoke alarms in those rooms. Ask why we don't put smoke alarms near cooking appliances, in bathrooms, or near bathroom doors. Explain that cooking fumes in the kitchen and steam in the bathroom can set off false alarms. Have students make the smoke alarm sound they heard during their training mission with Chad — BEEP-BEEP-BEEP. Remind students that when they hear that sound, they should get out and stay out!
- Before students begin drawing escape paths, ask: Why do we need **two** ways to get outside from every room at home? Explain that our usual paths to the outside, through doorways, might be blocked by smoke or flames during a home fire. That's why we need to plan ahead and find a second way to get outside from every room. Have students work individually to draw two paths outside from each room in the diagram, or you can walk them through the activity by calling on students to describe the different escape paths from each room.
- Before students draw their meeting place, ask: Why is a family meeting place important? Explain that a home fire is confusing, and different family members might use different escape paths. You need a family meeting place where everyone goes once they get outside so that you know everyone is safe. Call on students to describe places where their family could meet up in case of a home fire. Have students draw these meeting places on the map of Maya's home.

Read the directions for creating a fire escape map at home with a grown-up. Tell students that, as they work on their map, they and their families should:

- Make sure that it is easy to open windows and doors along all escape paths, and move any furniture or other items that may block the way.
- Make sure that any window security bars have a quick-release mechanism that is easy to open in an emergency.
- Consider purchasing escape ladders for second story windows (relatively inexpensive at local hardware stores).

Remind students that traveling through doors and/or windows during a home fire escape can be difficult, especially if it is dark and smoky. That's why it is important for your family to practice your escape plan!

Answers:



Part 3. Have students work individually to complete Part 3 of the activity. Remind them that they can replay the **Monster Guard** Fire Escape training mission if they need help. Review the answers in a class discussion.

Answers: (1) a; (2) a; (3) a; (4) b; (5) a.

Grades 4-6

Part 1. Read the introduction to Part 1, then turn the activity into an I Spy game by giving clues for each fire-safe behavior until the students find it. Prompt them to explain how each behavior helps protect this family from the risk of a home fire. Emphasize that getting your home fire-safe should be done with a grown up, so be sure to share what you learn today with your family. For example:

- What did we learn on our training mission with Chad about preventing fires in the kitchen? Why is it important for a grown-up to be in the kitchen when something is cooking on the stove? (A grown-up can control the heat and reduce the risk that something might burst into flame. Only grown-ups should operate a stove.)

- What did we learn about how grown-ups can make a fireplace fire-safe? How does the fireplace screen help protect against the risk of a home fire? (The screen keeps sparks from jumping out of the fireplace.)
- What did we learn about candles on our training mission? Why is it important that a grown-up is able to see the candle from the kitchen? (There should always be a grown-up watching when a candle is burning.) Why is the mantelpiece a fire-safe place for the candle? (It is out of reach of children and pets, and far away from anything that might catch on fire. Only grown-ups should touch a burning candle.)

- What did we learn about how grown-ups can make space heaters fire-safe? How does the position of the space heater help protect against home fire? (It is at least three feet away from anything that could catch on fire.)

After they have circled the fire-safe behaviors in the picture, have students work individually to complete the sentences. Review the answers in a class discussion.

Answers: Students should circle the grown-up at the stove, the fireplace screen, the candle on the mantelpiece, and the space heater. Sentences: (1) candle; (2) stove; (3) heater; (4) screen.

Part 2. Have students complete this part of the activity as you guide them through the steps for making a home fire escape plan.

- Ask students if they can remember where Chad found smoke alarms in the Fire Escape training mission (the Living Room, the Den, the Hallway, and both Bedrooms). Have students draw small circles to represent smoke alarms in those rooms. Ask why we don't put smoke alarms near cooking appliances, in bathrooms, or near bathroom doors. Explain that cooking fumes in the kitchen and steam in the bathroom can set off false alarms. Have students make the smoke alarm sound they heard during their training mission with Chad — BEEP-BEEP-BEEP. Remind students that when they hear that sound, they should get out and stay out!
- Before students begin drawing escape paths, ask: Why do we need **two** ways to get outside from every room at home? Explain that our usual paths to the outside, through doorways, might be blocked by smoke or flames during a home fire. That's why we need to plan ahead and find a second way to get outside from every room. Have students work individually to draw two paths outside from each room in the diagram, or you can walk them through the activity by calling on students to describe the different escape paths from each room.
- Before students draw their meeting place, ask: Why is a family meeting place important? Explain that a home fire is confusing, and different family members might use different escape paths. You need a family meeting place where everyone goes once they get outside so that you know everyone is safe. Call on students to describe places where their family could meet up in

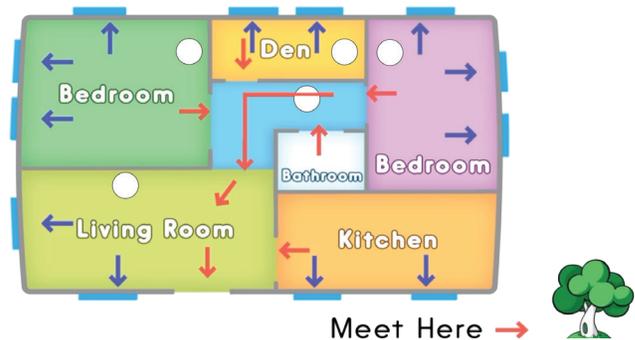
case of a home fire. Have students draw these meeting places on the map of Maya's home.

Read the directions for creating a fire escape map at home with a grown-up. Tell students that, as they work on their map, they and their families should:

- Make sure that it is easy to open windows and doors along all escape paths, and move any furniture or other items that may block the way.
- Make sure that any window security bars have a quick-release mechanism that is easy to open in an emergency.
- Consider purchasing escape ladders for second story windows (relatively inexpensive at local hardware stores).

Remind students that traveling through doors and/or windows during a home fire escape can be difficult, especially if it is dark and smoky. That's why it is important for your family to practice your escape plan!

Answers:



Part 3. Have students work individually to complete Part 3 of the activity. Remind them that they can replay the **Monster Guard** Fire Escape training mission if they need help. Review the answers in a class discussion.

Answers: (1) When a smoke alarm makes a chirping sound it means you should put in fresh batteries; (2) When a smoke alarm makes a BEEP-BEEP-BEEP sound, it means you should get out and stay out! (3) You should test your smoke alarms every month; (4) When you are escaping a home fire, you should be able to get outside in 2 minutes; (5) If you have to go through smoke to escape a home fire, you should Get Low and Go by staying close to the floor where there is less smoke; (6) When you get to your outside meeting place, you should call 9-1-1.

Teachers:

Please provide feedback on this activity using our online feedback form at www.ymiclassroom.com/mgfeedback-home-fire.



Preparing for Home Fires



Hi! I'm Chad. Home fires can happen any where and any time. In fact, more than 1,000 home fires are reported every day! Want to learn more? Download **Monster Guard**. It's a free app from the American Red Cross that teaches kids how to be prepared for emergencies. Choose "Fire Hazards" on the main menu. Then join me on a training mission to learn how to help prevent a home fire. **Note:** You must have completed the **Monster Guard** Initiation section before you can access the Fire Hazards training mission.

My Fire Hazards Safety Score: _____

Part 1

You've learned a lot about how to prevent home fires. Now use what you've learned to check out this home. Circle all the ways this family is keeping their home fire-safe!



Chad here. Ready to learn more about being prepared for home fires? Choose "Fire Escape" on the **Monster Guard** main menu to join me on another training mission. This time we will learn about smoke alarms and how to get out fast if a home fire happens.

My Fire Escape Safety Score: _____

Preparing for Home Fires

Grades 1-3
Reproducible Master



Part 2

Here's a chance to practice helping your family be prepared for a home fire. Let's use this map of Maya's home from the **Monster Guard** training mission.

- First, draw small circles in the rooms where Maya and her mom should have smoke alarms.
- Next, draw arrows to show at least two paths to get outside from each room. One path could be through the doorway. Another path could be through a window.
- Last, draw a picture of a meeting place where everyone will go when they get outside.



Meet Here



When you get home, work with a grown-up to make your own home fire escape map. Draw arrows to show two ways out of every room. Then draw a meeting place where everyone will go when they get outside.

Part 3

How well do you remember your home fire safety training? Show what you learned by circling the right answer to each question.

1. What sound does a smoke alarm make when there is a fire?
a. BEEP-BEEP-BEEP b. HONK-HONK
2. How often should you test your smoke alarms?
a. Every month. b. Every week.
3. How quickly should you be able to get outside when you are escaping a home fire?
a. In 2 minutes. b. In 10 minutes.
4. If you have to go through smoke to escape a home fire, you should _____ by staying close to the floor where there is less smoke.
a. Stop, Drop and Roll. b. Get Low and Go.
5. What should you do when you get to your outside meeting place?
a. Stay there, don't go back inside. b. Go back inside to get something you forgot.

Need help? Replay the Monster Guard Fire Escapes training mission. See if you can score higher!



Preparing for Home Fires

Grades 4-6
Reproducible Master

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My Fire Hazards Safety Score: _____



Part 1

You've learned a lot about how to prevent home fires. Now use what you've learned to check out this home. Circle all the ways this family is keeping their home fire-safe. Then choose the right words to complete the sentences.



candle faucet heater screen stove table window

1. Never leave a _____ burning when there is no one watching it.
2. A grown-up should be in the kitchen when there is something cooking on the _____
3. A _____ that is too close to furniture could start a fire.
4. Put a _____ in front of the fireplace to stay safe.



Chad here. Ready to learn more about being prepared for home fires? Choose "Fire Escape" on the **Monster Guard** main menu to join me on another training mission. This time we will learn about smoke alarms and how to get out fast if a home fire happens.

My Fire Escape Safety Score: _____

Preparing for Home Fires

Grades 4-6
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Part 2

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- First, draw small circles in the rooms where Maya and her mom should have smoke alarms.
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Meet Here



When you get home, work with a grown-up to make your own home fire escape map. Draw arrows to show two ways out of every room. Then draw a meeting place where everyone will go when they get outside.

Part 3

How well do you remember your home fire safety training? Show what you learned by completing these sentences.

1. When a smoke alarm makes a chirping sound it means _____.
2. When a smoke alarm makes a BEEP-BEEP-BEEP sound, it means you should _____.
3. You should test your smoke alarms every _____.
4. When you are escaping a home fire, you should be able to get outside in ____ minutes.
5. If you have to go through smoke to escape a home fire, you should _____.
6. When you get to your outside meeting place, you should _____.

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