



# Prepare with Pedro!

## Dear Educator:

Thank you again for inviting us to share our *Prepare with Pedro* emergency preparedness program with your students. To help you build on our presentation, we have developed these K-2 lesson plans, with separate activity sheets for each grade. We hope that you will use these resources to further enrich your students' learning experience and help them learn how to prepare for emergencies.

Sincerely,

**Your Friends at the American Red Cross**



## Home Fire Safety Activity 1:

# Keep Mia's Home Fire-Safe!

## Objectives

- Make students and their families aware of hazards that could lead to a home fire.
- Strengthen visual discrimination, visual literacy, vocabulary, and reading skills.
- Promote parent/guardian involvement through at-home learning activities.

## Kindergarten

This activity alerts students (and their families) to potential fire hazards around the home by illustrating five fire-safe behaviors which, according to the National Fire Protection Association, can significantly reduce the risk of a home fire:

1. Install working smoke alarms. The risk of dying in a home fire is cut in half in homes with working smoke alarms.
2. Always remain in the kitchen when cooking. Cooking mishaps are the number one cause of home fires.
3. Place candles where they cannot be reached or knocked over by pets and children. Never light a candle near anything that might catch fire, and never leave a burning candle unattended by a grown-up.
4. Use a fireplace screen to keep sparks, rolling logs, and embers from jumping out of the fireplace and starting a fire.
5. Position space heaters at least three feet away from furniture and other combustibles. Space heaters account for four out of five home heating fire deaths.

Distribute copies of the activity sheet and begin by asking students to find something in the picture that they learned about when they read the *Prepare with Pedro* storybook. Have students circle the smoke alarm, and ask them how a smoke alarm helps protect Mia and her mom from a home fire. (It will sound a warning, so that Mia and her mom can escape to safety.) If appropriate for your class, help students find and read the words "smoke alarm" in the hint list.

Continue by asking students to look for other ways Mia and her mom protect themselves from the dangers of a home fire. Direct students' attention to Mia's mom cooking at the stove. Ask: Why is it important for Mia's mom to be in the kitchen when something is cooking? (She can control the heat and reduce the risk that something might burst into flame.) Have students circle Mia's mom at the stove and, if appropriate, help them find and read the word "stove" in the hint list. Remind students that they can help protect against kitchen fires by not distracting a grown-up who is cooking.

Next, direct students' attention to the fireplace. Ask students to raise their hands if they have a fireplace at home. (According to the Hearth, Patio & Barbecue Association, more than 50 percent of American homes have at least one fireplace.) Have students explain how we use a fireplace, then ask how the screen helps protect against the risk of a home fire. (The screen keeps sparks from jumping out of the fireplace.) If appropriate, help students find and read the word "fireplace" on the hint list.

Direct students' attention to the candle on the mantelpiece. Have students talk about where and how their family uses candles. Point out that Mia's mom has placed the candle out of reach of children and pets, and far away from anything that might catch fire, and she can see the candle from the kitchen. Ask: What should Mia's mom do if she has to leave the kitchen? (Turn off the stove and extinguish the candle.) If appropriate, help students find and read the word "candle" on the hint list.

Finally, direct students' attention to the space heater. Ask students to raise their hands if their family uses a space heater. Talk about how a space heater works and why Mia and her mom keep their space heater at least three feet away from anything that could catch on fire. If appropriate, help students find and read the word "heater" on the hint list.

Ask students if they can think of any other ways to keep a home fire-safe. Prompt them to recognize this important fire safety rule:

**Never play with matches or lighters. Remind grown-ups to keep matches and lighters stored away where children cannot see or reach them.**

Read the directions at the end of the activity, which tell students to work with a grown-up to find ways to help make their home fire-safe. Students are asked to list two things they did to make their home fire-safe, and to draw a picture that shows one of the ways they made their home fire-safe. Schedule time the next day for students to share their lists and pictures.

## Grade 1

This activity alerts students (and their families) to potential fire hazards around the home by illustrating five fire-safe behaviors which, according to the National Fire Protection Association, can significantly reduce the risk of a home fire:

1. Install working smoke alarms. The risk of dying in a home fire is cut in half in homes with working smoke alarms.
2. Always remain in the kitchen when cooking. Cooking mishaps are the number one cause of home fires.
3. Place candles where they cannot be reached or knocked over by pets and children. Never light a candle near anything that might catch fire, and never leave a burning candle unattended by a grown-up.
4. Use a fireplace screen to keep sparks, rolling logs, and embers from jumping out of the fireplace and starting a fire.
5. Position space heaters at least three feet away from furniture and other combustibles. Space heaters account for four out of five home heating fire deaths.



Complete this activity as a class. Distribute copies of the activity sheet and begin by asking students to find something in the picture that they learned about when they read the *Prepare with Pedro* storybook. Once they identify the smoke alarm, ask how a working smoke alarm helps protect Mia and her mom from a home fire. (It will sound a warning, so that Mia and her mom can escape to safety.) Have students draw a circle around the smoke alarm and a line from the smoke alarm to its name.

Follow a similar procedure as you guide students through the remaining fire-safe behaviors in the picture, or you can 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 Mia and her mom from the risk of a home fire. For example:

- Why is it important for Mia's mom to be in the kitchen when something is cooking? (She can control the heat and reduce the risk that something might burst into flame.)
- How does the fireplace screen help protect against the risk of a home fire? (The screen keeps sparks from jumping out of the fireplace.)
- 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.) Why is it important that Mia's mom is able to see the candle from the kitchen? (There should always be a grown-up watching when a candle is burning.)
- 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.)

As they find each fire-safe behavior, have students circle it and draw a line to its name.

Ask students if they can think of any other ways to keep a home fire safe. Prompt them to recognize this important fire safety rule:

**Never play with matches or lighters. Remind grown-ups to keep matches and lighters stored away where children cannot see or reach them.**

Conclude by having students read the directions at the end of the activity, which tell them to work with a grown-up to find ways to help make their home fire-safe. Students are asked to list two things they did to make their home fire-safe, and to draw a picture that shows one of the ways they made their home fire-safe. Schedule time the next day for students to share their lists and pictures.

## Grade 2

This activity alerts students (and their families) to potential fire hazards around the home by illustrating five fire-safe behaviors which, according to the National Fire Protection Association, can significantly reduce the risk of a home fire:

1. Install working smoke alarms. The risk of dying in a home fire is cut in half in homes with working smoke alarms.
2. Always remain in the kitchen when cooking. Cooking mishaps are the number one cause of home fires.
3. Place candles where they cannot be reached or knocked over by pets and children. Never light a candle near anything that might catch fire, and never leave a burning candle unattended by a grown-up.
4. Use a fireplace screen to keep sparks, rolling logs, and embers from jumping out of the fireplace and starting a fire.
5. Position space heaters at least three feet away from furniture and other combustibles. Space heaters are responsible for four out of five home heating fire deaths.

Distribute copies of the activity sheet, read the directions together, and have students complete the activity individually, then review their answers in a class discussion. Prompt students to explain how each behavior helps protect Mia and her mom from the risk of a home fire. For example:

- Why is it important for Mia's mom to be in the kitchen when something is cooking? (She can control the heat and reduce the risk that something might burst into flame.)



- How does the fireplace screen help protect against the risk of a home fire? (The screen keeps sparks from jumping out of the fireplace.)
- 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.) Why is it important that Mia's mom is able to see the candle from the kitchen? (There should always be a grown-up watching when a candle is burning.)
- 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.)

Ask students if they can think of any other ways to keep a home fire safe. Prompt them to recognize this important fire safety rule:

**Never play with matches or lighters. Remind grown-ups to keep matches and lighters stored away where children cannot see or reach them.**

Conclude by having students read the directions at the end of the activity, which tell them to work with a grown-up to find ways to help make their home fire-safe. Students are asked to list two things they did to make their home fire-safe, and to draw a picture that shows one of the ways they made their home fire-safe. Schedule time the next day for students to share their lists and pictures.

**Answers:** 1-smoke alarm; 2-candle; 3-stove; 4-heater; 5-fireplace.



## Home Fire Safety Activity 2:

# Make an Escape Plan!

### Objectives

- Teach students and their families the importance of identifying two escape paths from every room in their home so that they will have an alternate escape path if their primary escape path is blocked by flames.
- Reinforce the need to identify a family meeting place outside the home where all family members gather after they have escaped a home fire so that everyone knows who is safe.
- Encourage parents/guardians to create a home fire escape plan and conduct family fire drills at least twice a year with the goal that all family members can get outside in less than two minutes.
- Strengthen visual discrimination and visual literacy skills, fine motor skills, and vocabulary and reading skills.
- Promote parent/guardian involvement through at-home learning activities.

### Kindergarten

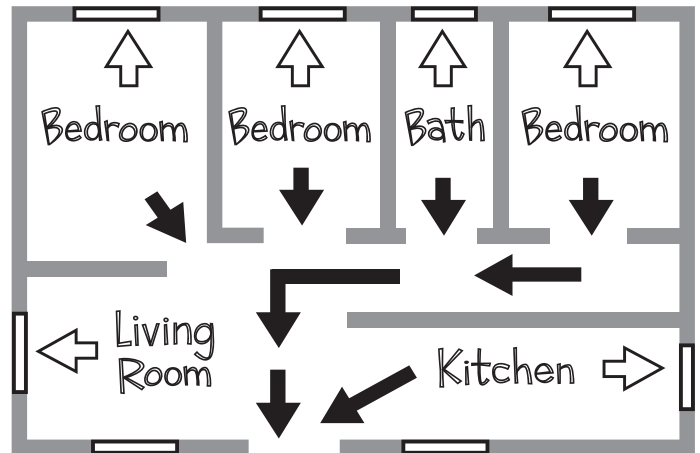
This activity introduces students to the importance of identifying two escape paths from every room in their home so that they will have an alternate escape path if their primary escape path is blocked by flames.

Distribute copies of the activity sheet and read the directions aloud. Ask: Why do you think we need to find **two** ways to get outside from every room at home? Guide students toward an understanding that our usual pathways to the outside might be blocked by flames during a home fire. That's why we need to plan ahead and find a second way to get outside from every room.

Work as a class to identify the two ways out of each room illustrated on the activity sheet. Have students write a "1" on the doorway in each illustration, and a "2" on the window. Emphasize that it is important to escape from a home fire and not try to hide from the danger in a closet.

Read the directions for the take-home part of this activity and review the illustration of a home fire escape plan. Have students go room by room through the illustration tracing the two escape paths for each room. Distribute copies of the take-home worksheet and tell students that they will be working with a grown-up to draw a map that shows two escape paths for every room in their home. As they work on their map, students 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.



1<sup>ST</sup> ESCAPE PATH →  
2<sup>ND</sup> ESCAPE PATH →



- 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).

Call attention to Mia's family meeting place in the illustration. 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. A good family meeting place is:

- At a specific, fixed location.
- At a safe distance from the home.
- In the front, so you can meet the firefighters when they arrive and tell them that everyone in the family is safe.

Remind students that for a family meeting place to work, everyone needs to know where it is and stay there – Get Out and Stay Out!

Ask students to describe places where their families could meet up in case of a home fire. Remind students that they are to choose a family meeting place with a grown-up at home and bring a drawing or photo of their meeting place to class. Schedule time the next day for students to share their pictures.

## Grade 1

This activity introduces students to the importance of creating a home fire escape plan that identifies two escape paths from every room in their home so that they will have an alternate escape path if their primary escape path is blocked by flames.

Distribute copies of the activity sheet and read the directions aloud. Ask: Why do you think we need to find **two** ways to get outside from every room at home? Guide students toward an understanding that our usual pathways to the outside might be blocked by flames during a home fire. That's why we need to plan ahead and find a second way to get outside from every room. Emphasize that it is important to escape from a home fire and not try to hide from the danger in a closet.

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.

Read the directions for the take-home part of this activity. Distribute copies of the take-home worksheet and tell students that they will be working with a grown-up to draw a map that shows two escape paths for every room in their home. As they work on their map, students 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).

Call attention to Mia's family meeting place in the illustration. 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. A good family meeting place is:

- At a specific, fixed location.
- At a safe distance from the home.
- In the front, so you can meet the firefighters when they arrive and tell them that everyone in the family is safe.

Remind students that for a family meeting place to work, everyone needs to know where it is and stay there – Get Out and Stay Out!

Ask students to describe places where their families could meet up in case of a home fire. Remind them to mark their family meeting place on the escape plan map they make with a grown-up at home. Schedule time the next day for students to share their escape plan maps in class.



## Grade 2

This activity introduces students to the importance of creating a home fire escape plan that identifies two escape paths from every room in their home so that they will have an alternate escape path if their primary escape path is blocked by flames.

Distribute copies of the activity sheet and read the directions aloud. Ask: Why do you think we need to find **two** ways to get outside from every room at home? Guide students toward an understanding that our usual pathways to the outside might be blocked by flames during a home fire. That's why we need to plan ahead and find a second way to get outside from every room. Emphasize that it is important to escape from a home fire and not try to hide from the danger in a closet.

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.

Read the directions for the take-home part of this activity. Distribute copies of the take-home worksheet and tell students that they will be working with a grown-up to draw a map that shows two escape paths for every room in their home. As they work on their map, students 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).

Call attention to Mia's family meeting place in the illustration. 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. A good family meeting place is:

- At a specific, fixed location.
- At a safe distance from the home.
- In the front, so you can meet the firefighters when they arrive and tell them that everyone in the family is safe.

Remind students that for a family meeting place to work, everyone needs to know where it is and stay there – Get Out and Stay Out!

Ask students to describe places where their families could meet up in case of a home fire. Remind them to mark their family meeting place on the escape plan map they make with a grown-up at home. Schedule time the next day for students to share their escape plan maps in class.

Conclude by having students complete the Home Fire Escape Rules section of the activity on their own, and review their answers in a class discussion. Remind students to share these rules with their family.

### Answers:

1. Never take anything with you when you are escaping a home fire.
2. Get low and go when you have to escape through smoke.
3. After you get to your meeting place, remind a grown up to call 9-1-1.
4. Stay outside! You should never go back into a burning building.