



Sound Off Physical Activity Games

Reinforce key safety messages introduced in the activities by getting kids up and moving. Games may be played in the classroom, school gym, playground, or any setting where you and the students have room to move.

ACTIVITY 1 – “Smoke Alarm Says” (variation of “Simon Says”)

Play a version of “Simon Says” to reinforce the sounds smoke alarms make.

- Ask students to stand behind their chairs in the classroom, or conduct this activity outside or in the gym. Explain that you’re going to play a type of “Simon Says” game, called “Smoke Alarm Says.”
- Demonstrate the sound a smoke alarm makes when it detects smoke. Use the three-beep pattern because that is what the alarm will do: BEEP-BEEP-BEEP (pause) BEEP-BEEP-BEEP. Explain that this sound means there is a fire nearby and you should get out fast and go to your meeting place outside.
- Then demonstrate the sound a smoke alarm makes when it is getting old or needs a new battery: CHIRP. Explain that this means a grown-up should fix the smoke alarm right away by putting in a new battery or installing a new alarm.
- Tell the students that you are going to call out a phrase and they have to make the correct smoke alarm sound. Next, in random order, call out “Smoke alarm says, FIRE!” or “Smoke alarm says, NEW BATTERY” and listen as the students make the appropriate BEEP-BEEP-BEEP or CHIRP sound. Students who make the wrong sound should sit down. Periodically call out “FIRE!” or “NEW BATTERY” without saying “Smoke alarm says” first. Students who respond with the related sound should sit down, as you did not say “Smoke alarm says.” Keep going until one student remains standing.
- Next reverse the order—you call out the smoke alarm sound and ask the students to indicate what they should do. When you say, “Smoke alarm says, BEEP-BEEP-BEEP (pause) BEEP-BEEP-BEEP”, students should point to the door. When you say, “Smoke alarm says, CHIRP,” students should reach for the ceiling to represent changing a smoke alarm battery. Demonstrate these moves before starting, and let the students know you’re going to also add some fun things that a smoke alarm does not really say, such as “Smoke alarm says, touch your head” or “Smoke alarm says, wave your arm.” Students who make the wrong motion should sit down. Periodically make the sounds without saying “Smoke alarm says” first. Students who react should sit down, as you did not say “Smoke alarm says.” Keep going until one student remains standing.

- Note: If you have time, teach students about carbon monoxide and the 4-beep sound a CO alarm makes (BEEP-BEEP-BEEP-BEEP (pause) BEEP-BEEP-BEEP-BEEP).

Alternative: Use the Digital Whiteboard Activity and have students take turns coming to the whiteboard to move the smoke alarms into the proper position.

ACTIVITY 2 – I Spy with My Safety Eye (variation of “I Spy with my Little Eye”)

This game will help students identify fire dangers and learn what to do if they see them.

- Duplicate the Activity 2 “Detect the Dangers” worksheet for each student, or display the activity sheet on a whiteboard.
- For each of the dangers illustrated, give students a clue by saying:
 1. “I spy with my safety eye...something that should be put in a safe place with a lock.” (Answer: the lighter)
 - Follow up by asking, “What should you do if you see a lighter or matches? (Answer: Stay away and tell a grown-up.)
 2. “I spy with my safety eye...something that could catch the curtains on fire because it is too close to them.” (Answer: the lit candle)
 - Follow up by asking, “What should families do to make this safer?” (Answer: Move the candle away from anything that can burn. Also, a grown-up should blow out the candle when he or she leaves the room.)
 3. “I spy with my safety eye...something a grown-up should stand next to and watch carefully.” (Answer: food cooking on the stove)
 - Follow up by asking, “What if the doorbell rings and the grown-up has to leave the kitchen?” (Answer: For food cooking on top of the stove — not in the oven — the grown-up should turn the burner off until he or she comes back.)
 4. “I spy with my safety eye...something that a grown-up should move three giant steps away from the couch/sofa.” (Answer: the space heater)
 - Follow up by asking, “What else should families do to make this safer?” (Answer: Unplug the heater when a grown-up is not in the room or when you go to sleep.)
 5. “I spy with my safety eye...something that could overheat and start a fire.” (Answer: the overloaded electrical outlet)
 - Follow up by asking, “How many plugs should you put in a wall outlet at one time?” (Answer: Put only one plug per outlet space directly into the wall, not an extension cord.)
 6. The final danger is one you HEAR, not see, so for this one, say: “I hear with my safety ear...something a grown-up needs to fix right away!” (Answer: the chirping smoke alarm)
 - Follow up by asking, “What does a grown-up need to do to fix the alarm?” (Answer: A grown-up needs to replace the battery or get a new alarm.)

ACTIVITY 3 – Act It Out: A Home Fire Drill

Explain to students that you are going to practice a home fire drill and review some important fire escape rules.

- Have students line up behind their desks or in an open area.
- Demonstrate the steps of a home fire drill listed below. Then have the students act out the steps (pantomime) as you read each step aloud. Model each motion as you go along so that students can copy your actions.
- Say to students:
 1. You're in your bedroom. The smoke alarm sounds. (Make the three-beep sound pattern: BEEP-BEEP-BEEP (pause) BEEP-BEEP-BEEP.) You open your eyes.
 2. You go to the bedroom door quickly.
 3. You feel around the cracks of the bedroom door and the door handle with the back of your hand. It is not hot.
 4. You open the door a crack and peek out. You do not see any smoke.
 5. You go through the bedroom door and close it behind you.
 6. You go to your exit and go outside quickly. You close the door behind you.
- Now ask students:
 - "Where do you go once you are outside?" (Answer: Go to your meeting place.)
 - "You stay at the meeting place until a grown-up arrives. Then what do you do?" (Answer: Call 9-1-1 and give them your home address.)
- Next, review what to do if there is smoke or the door is hot. Ask students:
 - "What should you do if the smoke alarm goes off and you see or smell smoke?" (Answer: Get low and go.) Act this out with students and remind them, "If you see smoke, you should stay near the floor. Get low so you don't breathe in the dangerous smoke. Go to your exit."
 - "What should you do if the doorknob is hot, or you feel heat around the door?" (Answer: Don't open the door. Go to your second escape route.)
- To reinforce these behaviors, set up a pretend bedroom and have students compete to see who can escape fastest. Continue this practice by adding pretend smoke to the scenario.
- If time permits, have students act out going to a "meeting place" and calling 9-1-1. Play the role of the 9-1-1 operator and ask a few volunteers the following questions. Guide them with their answers.
 - What is your emergency?
 - Where are you? Can you tell me the street address?
 - Are you ok? Is anyone hurt?
 - What is your name?
 - Don't hang up. Help is on the way.
- If possible, have students work in pairs to practice calling 9-1-1, with one student making the call and the other playing the operator.