



TEACHING OUTLINE

AUDIENCE

This session is intended for high school students in grades 9 through 12, or teens in community group settings such as Girl Guides, Scouts, 4H or babysitting courses.

LEARNING OUTCOMES

After attending this session, students will be able to:

- Identify and eliminate hazards that contribute to kitchen fires
- Describe safe cooking behaviours
- Describe the Ontario law relating to the number and location of smoke alarms in the home
- Describe how to test and maintain smoke alarms
- Explain the importance of a home fire escape plan
- Identify the key elements of a home fire escape plan

REQUIRED RESOURCES

The educator will require the following resources to conduct the session:

- Laptop computer
- LCD projector
- Speakers for computer
- *What's Cooking – for Teens!* PowerPoint presentation
- Student handouts – kitchen hazard identification worksheet (for classes with kitchens)
- Student handouts – kitchen hazard identification worksheet with picture (for classes without kitchens)
- Student knowledge quiz
- Teacher feedback form
- Props for kitchen hazard set-up and demonstration. (See next page for itemized list.)

TOTAL TIME: 70 MINUTES

Introduction of educator and session:	5 minutes
Kitchen hazard identification activity:	10 minutes
Delivery of PowerPoint presentation:	45 minutes
Administer and collect student knowledge quiz:	10 minutes

INTRODUCTION OF EDUCATOR AND SESSION (5 MINUTES)

The teacher will most likely bring the class to order and introduce you as the guest speaker. Highlight your role with the fire department and explain the purpose of the session and what you hope the students will learn.

KITCHEN HAZARD IDENTIFICATION ACTIVITY - WITH KITCHEN SET-UP (10 MINUTES)

Before the session, stage the kitchen with the following hazards:

- Pot(s) on stove with handles turned outwards.
- Cluttered countertops and combustibles too close to the stove, e.g. paper towels, oven mitts, wooden spoon, boxed food items, tissue box, pizza box, etc.
- Tea towel hanging over oven handle.
- Electric appliance, such as a kettle, on a burner.
- Appliance cord (e.g. toaster, electric frying pan) dangling from the countertop.
- Multiple items plugged into one receptacle.
- Smoke alarm on countertop with no battery.

After the introductions, distribute a hazard identification worksheet to each student. In groups of three or four, depending upon the size of the class, ask the students to examine the kitchen set up and record any hazards they see on the worksheet. Ask them to work quietly and individually, not as a group. Ask them not to touch any of the hazards. Each group will have two minutes to record as many hazards as they can. At the end of two minutes, ask the group to sit down and send the next group up.

Do not review or take up the handout. Tell the students that you will be discussing all of the hazards in the PowerPoint presentation and they can check them off on their worksheets as they arise.

OR

KITCHEN HAZARD IDENTIFICATION ACTIVITY - WITH NO KITCHEN SET-UP (5 MIN.)

After the introductions, distribute a kitchen hazard identification worksheet, with picture, to each student. Explain to the students that you would like them to review the picture and write down all of the hazards they can identify. Ask them to work quietly and individually.

Do not review or take up the handout. Tell the students that you will be discussing all of the hazards in the PowerPoint presentation and they can check them off on their worksheets as they arise.

POWERPOINT PRESENTATION (45 MINUTES)

The PowerPoint presentation is designed to take about 45 minutes for delivery. You will need to closely monitor your time and adjust the pace of the presentation depending on questions and discussion that may ensue. Remember you will need 10 minutes before the end of *your allotted time* to administer the student knowledge quiz.

Refer to the slide-by-slide Presentation Guide for details about the content and suggestions for delivery. Keep the presentation interactive and encourage questions and comments. Make the presentation relevant by including anecdotes and stories from real-life situations in your community, where possible.

Required Props:

- Smoke alarm and battery
- Large pot with proper fitting lid
- Oven mitt

Video Clips

The PowerPoint presentation contains two embedded video clips.

The video clip is courtesy of Shane Edwards, Barrie Fire & Emergency Service.

Clip #1 – water on a grease fire (slide #24) – 20 seconds

Before showing the clip, explain to the students that you are going to show them a clip of what can happen if you put even a small amount of water on a grease fire. The firefighter in the clip uses only half a cup of water. This video clip clearly shows the devastating results of throwing water on a grease fire. Explain that this video was filmed in controlled conditions with the fire department standing by. The clip is a perfect lead-in to the next slide which shows the correct way to extinguish a pot fire.

POWERPOINT PRESENTATION (45 MINUTES) - CONTINUED

Clip #2 – excerpt from No Time to Spare (slide #47) – 3 minutes

Before showing the clip, share some background information with students, as follows:

A few years ago, a fatal fire occurred in Ontario in which a five-year-old boy died. The mother, father and a second child managed to escape, but the 5-year-old became scared and ran back upstairs, where he perished in the fire.

The home was semi-detached and the adjoining home, although not damaged, was going to be torn down. This gave the Office of the Fire Marshal the opportunity to re-create the fire in identical conditions. Smoke alarms, heat sensors and video cameras protected by thermal glass were installed to monitor and record the conditions and behaviour of the fire.

Ask the students to watch the video carefully and make note of the amount of time that elapses from the start of the fire to the sound of the smoke alarms on each storey. Ask them to make note of the amount of time that has elapsed when flashover occurs.

Double click to start the video.

Following the video, lead a brief discussion with the students. Ask them what surprised them most and how much elapsed time they had noted. Reinforce the importance of having working smoke alarms on every storey and the importance of home fire escape planning.

STUDENT KNOWLEDGE QUIZ (10 MINUTES)

Following the PowerPoint presentation, thank the students and teacher for their attention and encourage them to go home and check their smoke alarms and develop a home fire escape plan.

Distribute the student knowledge quiz and give the students 5 minutes to complete it. Collect the knowledge quizzes.

TEACHER FEEDBACK FORM

Before you begin your session, ask the teacher if she/he would mind filling out a feedback form. Give them the form at the beginning so they can be considering the questions throughout the session.

Remember to ask the teacher for the form at the end of the session. If he/she was unable to fill out the form for some reason, make sure to drop by and pick it up later.