

The Great Escape

Overview

Task Context

Students will learn about the importance of home fire escape plans.

Description

Students will select safe meeting places and draw fire escape plans for their homes. Students will use role play to present safety information to younger students.

Expectations

Grade 4	Grade 5	Grade 6
<p>4p3 • use living skills to address personal safety and injury prevention;</p> <p>4e56 • contribute and work constructively in groups;</p> <p>4e66 • listen to others and stay on topic in group discussion;</p>	<p>5p3 • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);</p> <p>5e49 • contribute and work constructively in groups;</p> <p>5e61 • contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;</p>	<p>6p3 • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others;</p> <p>6e48 • ask and answer questions to obtain and clarify information;</p> <p>6e51 • contribute and work constructively in groups;</p>

Groupings

Students Working As Whole Class

Students Work in Small Groups

Students Working Individually

Teaching / Learning Strategies

Discussion

Role-playing

Map making

Notes to Teacher

The following materials will be needed:

- pencils
- blank floor plan grid (2 or 3 copies per group of 4 or 5 students)
- 2 or 3 blank floor plan grids per student

Teaching / Learning

Part One

1. Teachers and students discuss the importance of a well-planned home escape plan. (You cannot plan in the midst of a fire. You need to have a plan in place ahead of time and practise it.) Discuss how quickly fires can spread and why everyone should know in advance what to do if they hear a smoke alarm.
2. Teachers and students discuss key points in home escape planning.

Key home escape planning steps.

- Plan two ways out of each room. The first way out should be a door and the second way out could be another door or window.
 - Choose a special meeting place outside the home. A meeting place should be something that stays in the same place, such as a tree, telephone pole, or a neighbour's house. If your family meets in one place, you can quickly tell firefighters if anyone is missing.
 - If you live in an apartment, use the stairs. **Never use an elevator** in case of a fire. The elevator could take you to the floor where the fire is burning. If fire blocks your exit, close the apartment door and cover all cracks where smoke could enter. Telephone the fire department even if firefighters are already at the building. Tell them where you are. Wave a towel or sheet at the window to help the firefighters find you.
 - If you live in a mobile home, follow the same steps. Keep all exits clear and install smoke alarms on interior walls.
3. Teachers and students discuss the importance of safety awareness outside the home (e.g., at a hotel, grandparent's home, or a friend's house).
 - Check for smoke alarms.
 - Are the windows sealed shut or can they be opened for escape?
 - Where are the exits located?
 4. Teachers divide students into groups of 4 or 5 and provide each group with a blank floor plan grid. Groups of students draw a floor plan of a specific area in the school (e.g., the classroom, gym, library, lunch room, etc.). Students are instructed to plan two ways out.
 5. Escape plans are reviewed and posted in the appropriate area of the school.

Part Two

1. Teachers give each student 2 or 3 copies of the blank floor plan grid. Students use the sheets to create a home escape plan showing two ways out of each room in the house. Drawings should include the following:
 - various levels of the home
 - all rooms
 - front and back doors
 - stairways

- fire escapes
- windows
- exits
- location of smoke alarms
- family meeting place

2. Teachers make copies of the home escape plans so students can take them home and discuss them with their families.
3. Teachers and students discuss the importance of practising the home escape plan at least twice a year.

Part Three: Role-Playing

1. Teachers and students discuss the many quick decisions that must be made to escape from a burning building. These decisions are based on things you see, feel or smell. (e.g., If there is smoke coming from the hallway, you must decide to escape through the window. If you discover smoke or fire while you are crawling down a hallway, you must go away from the smoke. If the door feels hot, you must not open it.)
2. Using tape, teachers create a home floor plan on the classroom floor or the floor in the gym. The location of doors and windows should be marked.
3. Working in groups of 4 or 5, students develop a role-play to show how a sleeping child would escape from a bedroom. Assign each group a different scenario.
 - the bedroom door is hot to the touch
 - the bedroom door is cool to the touch
 - the bedroom window is stuck
 - the bedroom window is open
 - the room is full of smoke
4. Each group presents their role-play to the rest of the class.

Part Four: Coaching

1. Teachers arrange for students to visit a Kindergarten or first grade class and present their escape role plays. lesson. As an extra reinforcement, your class can ask the younger students they are teaching to act out the safety steps.

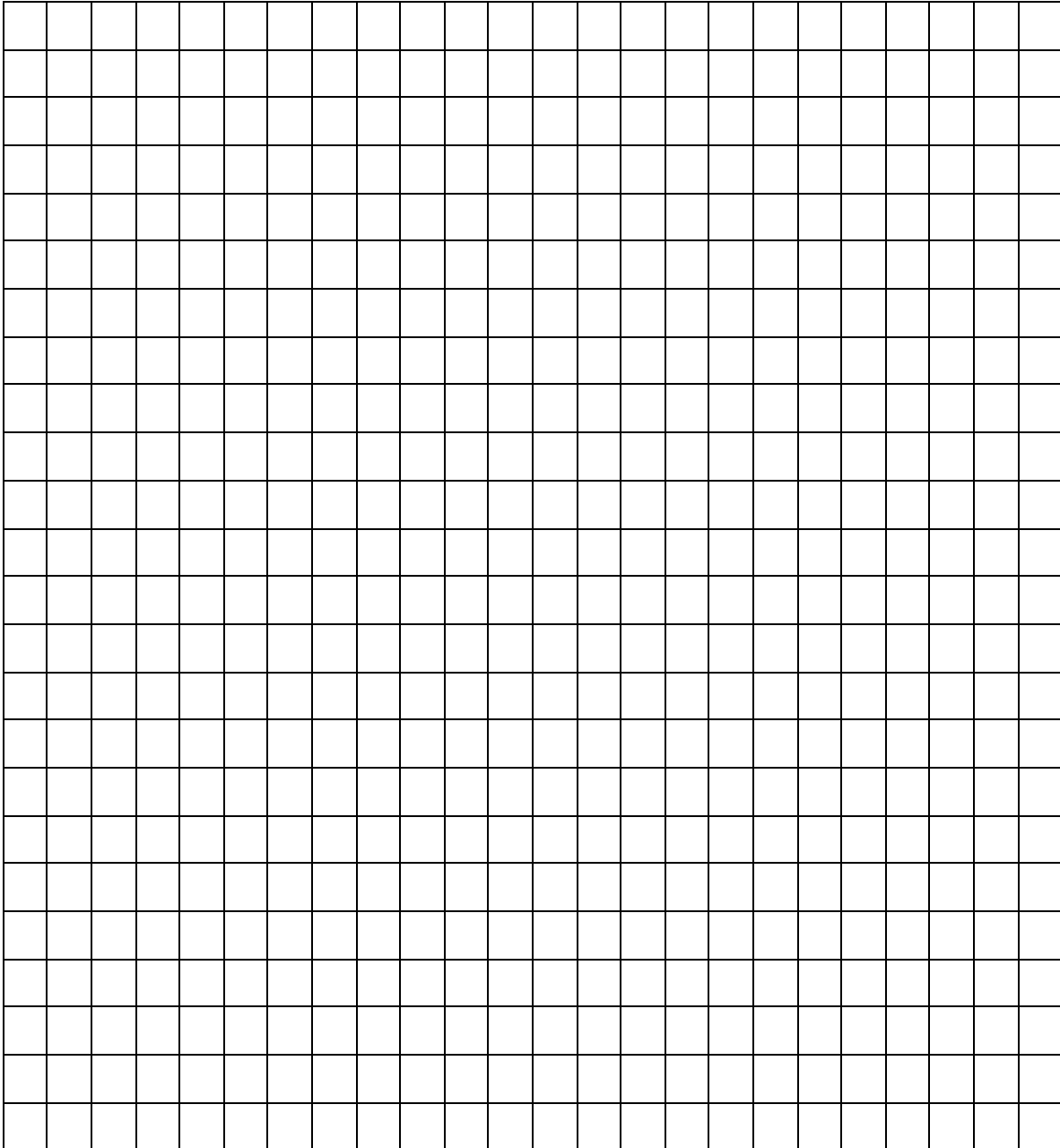
Home Connection

Students take completed home escape plans and share them with their families. They should be posted in the home and the plan should be practised at least twice a year.

Resources

- blank floor plan grid

Floor Plan Grid



Practise Your Escape Plan