



SAFETY SMART

A Fire Safety and Burn Prevention Program
For Kindergarten through 3rd Grade

Teachers Guide



Children's Burn Foundation

Giving New Hope

Sherman Oaks, California



Children's Burn Foundation

Giving New Hope

History

The Children's Burn Foundation was founded in 1985 to meet the urgent needs of young burn survivors. Due to the lack of financial resources and/or adequate insurance many children may be unable to benefit from state of the art medical treatment and other needed post acute services without Foundation support. Founders Dr. A. Richard Grossman, renowned plastic surgeon and burn specialist, and the late McLean Stevenson, concerned child advocate and actor, both profoundly impacted by firsthand observation of the devastating consequences serious burn injuries had on children, joined forces to help the healing.

Restructured in 1995, the Foundation is governed by a Board of Trustees consisting of 25 active, dedicated members who give both their time and resources. Since being restructured, the Foundation has raised over \$13 million to create and sustain programs that meet the ongoing needs of young burn survivors, as well as supporting innovative burn prevention and education programs including:

- Children's Full Recovery Fund for medical/surgical and post-surgical needs
- Patient education assistance
- Psycho-social services including a children's summer camp and a family camp
- Fire safety and burn prevention programs for kindergarten through third grade students
- Scald prevention program for the parents and caregivers of the most vulnerable members of our community, infants and young children
- Supplemental nurse education for the treatment of burned children

The Children's Burn Foundation also has a volunteer group, the Council. Formed to help broaden community outreach efforts, this volunteer organization has 75 dedicated members to support the Foundation's fundraising efforts. The Council developed the "Giving New Hope" award, presented annually to a philanthropist who has brought new hope for children.

The Children's Burn Foundation, with its committed Board of Trustees, its outstanding Council and its generous supporters, offers young burn survivors the best possible medical care and psycho-social support as well as highly-acclaimed fire safety and burn education programs.





Children's Burn Foundation

Giving New Hope

Prevention Programs

Burns are the third leading cause of accidental death in children under the age of 9 and one of the top ten injuries treated in emergency rooms for children under the age of 5. The Children's Burn Foundation educates children, parents and other caregivers how to stop serious burns before they happen and how to reduce the seriousness of injuries that do occur.

"Careful, That's Hot!" Program

Over 65% of pediatric burn admissions are children under the age of 4, as a result of burns by scalding hot liquid or contact with a hot object like an iron or hot stove. "Careful, That's Hot!" outreaches to parents and caregivers of young children, teaching them how to safeguard against burn injuries and what to do should an accident occur. The program targets at-risk populations and is available in English and Spanish at daycare centers, nursery schools, head start programs and parenting classes in low-income communities.

L.A. Troupe Theatre-In-Education

This year, approximately 50,000 Los Angeles County kindergarten through third grade elementary school students will reap the benefits of L.A. Troupe. This highly praised, interactive performance group entertains children while teaching them burn prevention and life-saving skills.

Fire Safety House

In partnership with the Burbank, Glendale and Pasadena Fire Departments, the Foundation teaches children safe behavior in case of fire and provides actual practice in a mobile trailer, simulating fire conditions in a home environment. The program has been well received by teachers and fire fighting professionals and praised for the enduring impact its vital lessons have on children's lives.



BACKGROUND INFORMATION FOR TEACHERS AND SUGGESTIONS FOR USE

This program, while directed at students in grades Kindergarten to Third, may be used for older students as well by focusing more on Curriculum Extenders on page 47 and the “Triangle of Fire”. It can be implemented during the HEALTH and SCIENCE blocks of time. The lessons are interrelated with the California State Standards and Behaviors in Science and Health.

It is suggested that before teachers assemble their binders, all posters and charts be laminated for durability. Attaching a zip-bag to the back of the binder will assure organization of additional “Fire Prevention Week” materials, as they become available each October.

Other information and materials will be available at the website www.childburn.org



STATEMENT OF PURPOSE

This program is intended to help students in Grades Kindergarten through Third become aware of the dangers of fires, burns and scalds, and develop responsible behaviors and attitudes towards their prevention.

Each lesson introduces and instructs students in California State Standards-based concepts and behaviors, while reinforcing those learned at earlier grades. The lessons are interrelated, sequential, and/or independent.

- 250,000 children are burned annually in the U.S. seriously enough to require medical attention.
- Over 80% of burns are preventable.
- Nearly 85% of the victims of child-set fires are the children themselves.
- A fresh brewed cup of coffee can cause a third degree burn to a young child in one second.
- As high as 70% of burns to children occur to children ages five and younger.
- Nationally, playing with fire is the leading cause of death in residential fires for young children.

Sources: National Health Interview Survey, National Hospital Discharge Survey, National Hospital Ambulatory Medical Care Survey, National Electronic Injury Surveillance System



ACKNOWLEDGEMENTS

We would like to personally thank all of the hard-working teachers that we have met and worked with who have generously shared their time-tested classroom ideas with us.

Without this networking process, lessons would not be as exciting and fun.

Thank you.

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KINDERGARTEN SCIENCE STANDARDS

This unit addresses the following California State Science Content Standards:

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. observe common objects using the five senses. 8
- b. describe the properties of common objects.
- c. describe the relative position of objects using one reference (e.g., above or below).
- d. compare and sort common objects based on one physical attribute (including color, shape, texture, size, weight).
- e. communicate observations orally and in drawings.



FIRST GRADE SCIENCE STANDARDS

This unit addresses the following California State Science Content Standards:

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

- a. draw pictures that portray some features of the thing being described. 9
- b. record observations and data with pictures, numbers, and/or written statements.
- c. record observations on a bar graph.
- d. describe the relative position of objects using two references (e.g., above and next to, below and left of).
- e. make new observations when discrepancies exist between two descriptions of the same object or phenomena.



SECOND GRADE SCIENCE STANDARDS

This unit addresses the following California State Science Content Standards:

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

- a. make predictions based on patterns of observation rather than random guessing. 10
- b. measure length, weight, temperature and liquid volume with appropriate tools and express measurements in standard and non standard units.
- c. compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight).
- d. write or draw descriptions of a sequence of steps, events, and observations.
- e. construct bar graphs to record data using appropriately labeled axes.
- f. write or draw descriptions of a sequence of steps, events and observations, and include the use of magnifiers or microscopes to extend senses.
- g. follow verbal instructions for a scientific investigation.



THIRD GRADE SCIENCE STANDARDS

This unit addresses the following California State Science Content Standards:

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations.

As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

- a. repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. 11
- b. differentiate evidence from opinion, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- c. use numerical data in describing and comparing objects, events and measurements.
- d. predict the outcome of a simple investigation, and compare the result to the prediction.
- e. collect data in an investigation and analyze them to develop a logical conclusion.



CALIFORNIA HEALTH EXPECTATIONS FOR GRADES K – 3

EXPECTATION 1

Students will demonstrate ways in which they can enhance and maintain their health and well-being.

EXPECTATION 2

Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

EXPECTATION 3

Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

EXPECTATION 4

Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

EXPECTATION 5

Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

EXPECTATION 6

Students will identify information, products, and services that may be helpful or harmful to their health.



INSTRUCTIONAL PLANNING

Instruction is organized into six lessons in the teacher's guide. A concept map to integrate thematic instruction is provided below.



MATERIALS

The teacher guide is the primary component of this program. The kit contains:

- ✎ Teacher's Guide 14
- ✎ Safety Smart posters
- ✎ Class set of Fire Escape Plan templates
- ✎ Story cards
- ✎ Black line masters
 - 👑 Pre/post tests
 - 👑 Mini-posters
 - ⌘ Flames
 - ⌘ Pumpkin Sequence
 - ⌘ Triangle of Fire
 - 👑 Family activity sheets, including parent letters and information sheet
- ✎ Baby Bath Thermometers
- ✎ Background information for teachers
- ✎ Follow-up and extension activities
- ✎ Test result postcard (to be mailed to Children's Burn Foundation in exchange for replacement consumable materials)
- ✎ Fold-out flame poster



Dear Parents,

Your child is beginning a scientific unit of study entitled “Safety Smart” which focuses on fire safety and burn prevention in the home. This unit has been developed in conjunction with the Children’s Burn Foundation, which was founded in 1985 to meet the urgent needs of young burn survivors.

Most burn related accidents in the home can easily be prevented through educating children and their families about dangers, particularly in the kitchen.

Please be sure that you discuss with your child what information s/he is learning, and check your home for any of these dangers that might exist.

In addition, below are several activities you may wish to review with your child as s/he becomes “Safety Smart.”

1. Practice dialing 9-1-1 on your telephone at home (without a dial tone). Pretend that you are having a real emergency and tell the “operator” all the things s/he needs to know.
2. Develop a family plan for leaving your house in case there is a fire. Be sure to include a safe meeting space which all family members are familiar with (such as a tree, a neighbor’s house, or the sidewalk in front of your house).
3. Practice what to do if your clothing catches on fire.
 - ✦ STOP
 - ✦ DROP
 - ✦ ROLL
4. Remind your child that fire fighters sometimes look scary when they are wearing all of their fire equipment (like their mask, turn-out coat, and big gloves for example). However, during an emergency if s/he sees a fire fighter, they are there to help so s/he must always listen to them and not be afraid or hide from them.
5. Discuss the purpose of having a “Danger Zone” taped around the stove area. Your child will be able to tell you about the “Danger Zone” after Lesson 3. Use masking tape to create one in your kitchen.
6. In some households, families place hot pots on the floor away from the stove to cool. This is a potentially dangerous situation that leads to many scalds and burns in young children. Identify alternative areas to cool hot food items.

Thank you for helping your child to be fire and burn safe.

Sincerely,

Your Child’s Teacher



Estimados padres:

Su hijo(a) está comenzando una unidad de estudio científico titulada “Inteligente en cuanto a la Seguridad” la cual se concentra en la seguridad en incendios y en la prevención de las quemaduras que pueden ocurrir en el hogar. Esta unidad ha sido desarrollada de forma conjunta con la Fundación Pediátrica del Quemado, la cual fue fundada en 1985 para satisfacer las necesidades urgentes de jóvenes que sobreviven quemaduras.

La mayoría de los accidentes relacionados con las quemaduras en el hogar pueden evitarse fácilmente a través de la educación de los niños y de sus familias en cuanto a los peligros que existen, particularmente en la cocina.

Por favor, asegúrese de hablar con sus hijos acerca de la información que él o ella está aprendiendo e inspeccione su hogar para detectar la existencia de cualquiera de estos peligros.

Además, a continuación encontrará varias actividades que es posible que usted desee practicar con su hijo(a) mientras él o ella logra ser “Inteligente en cuanto a la Seguridad”.

1. Practique marcar el 9-1-1 en su teléfono del hogar (sin un tono para marcar). Haga de cuenta que usted está teniendo una verdadera emergencia y díglele a la “operadora” todas las cosas que ella necesita saber.
2. Elabore un plan familiar para abandonar su hogar en caso de incendio. Asegúrese de incluir un lugar seguro donde reunirse que todos los miembros de la familia conozcan (tal como un árbol, la casa de un vecino o la banqueta enfrente de su hogar).
3. Practique qué es lo que va a hacer si su ropa se prende fuego.
 - ✦ DETENERSE
 - ✦ TIRARSE AL SUELO
 - ✦ RODAR
4. Recuérdele a sus hijos que hay veces en las que es posible que los bomberos tengan una apariencia que los atemorice cuando tengan puesto todo el equipo contra incendios (como por ejemplo, sus máscaras, chaquetas especiales y guantes grandes). Sin embargo, durante una emergencia si él o ella ve a un bombero, sus hijos deberán saber que ellos se encuentran en ese lugar para ayudar, por lo tanto, siempre deberán escuchar lo que ellos digan y no deberán tenerles miedo ni esconderse de ellos.
5. Discuta el propósito de tener una “zona de peligro” marcada con cinta adhesiva alrededor del área de la estufa. Su hijo o hija podrá hablar acerca de la “zona de peligro” después de la Lección 3. Utilice cinta para crear su propia zona en su cocina.
6. En algunos hogares, las familias colocan ollas calientes en el piso alejadas de la estufa para que se enfríen. Esta es una situación potencialmente peligrosa que lleva a muchas escaldaduras y quemaduras en los niños pequeños. Identifique áreas alternativas en donde poner a enfriar artículos comestibles calientes.

Muchas gracias por ayudar a hacer que su hijo o hija esté seguro en incendios y protegido de quemaduras.

Atentamente.

La maestra de su hijo(a)



NAME: _____

WHAT DO YOU KNOW ABOUT FIRE SAFETY?

1. How many times a year should your family practice a fire safety drill in the home?
 - Once
 - Twice
 - Never

2. Why should you have a smoke detector in your home?
 - It puts out a fire.
 - It alerts you to danger.
 - It looks nice.
 - It calls the fire department.

3. If there is a fire or a smoke-filled room in your home, what is the first thing you should do?
 - Get out of the house to a safety spot.
 - Get to a phone and call 911.
 - Look for the rest of your family.

4. If there is smoke in your house, where will you find the clean air?
 - Down low
 - Up high

5. If there is fire or a lot of smoke in your home, how do you get outside safely?
 - Wait for a grown-up to take you out.
 - Run to a door or window, open it and run outside.
 - Crawl to a door or window, feel it to make sure it is cool, then open it and run outside.

6. How close should you be to the hot stove when it is in use?
 - Touching it
 - A safe distance away
 - Next to the person using it
 - Outside the "Danger Zone"

7. If you burn yourself, what should you do?
 - Put butter on it
 - Run cold water over it
 - Phone an adult
 - Call 9-1-1



WHAT DO YOU KNOW ABOUT FIRE SAFETY?

1. How many times a year should your family practice a fire safety drill in the home?

Once

Twice

Never

2. Why should you have a smoke detector in your home?

It puts out a fire.

It alerts you to danger.

It looks nice.

It calls the fire department.

3. If there is a fire or a smoke-filled room in your home, what is the first thing you should do?

Get out of the house to a safety spot.

Get to a phone and call 911.

Look for the rest of your family.

If your house is on fire, the most important thing to do is get out of the house. Meet at your family's safety spot and call 911 using a cell phone or a neighbor's phone.

4. If there is smoke in your house, where will you find the clean air?

Down low

Up high

5. If there is fire or a lot of smoke in your home, how do you get outside safely?

Wait for a grown-up to take you out.

Run to a door or window, open it and run outside.

Crawl to a door or window, feel it to make sure it is cool, then open it and run outside.

6. How close should you be to the hot stove when it is in use?

Touching it

A safe distance away

Next to the person using it

Outside the "Danger Zone"

7. If you burn yourself, what should you do?

Put butter on it

Run cold water over it

Phone an adult

Call 9-1-1

KINDERGARTEN/1ST GRADE SAFETY TEST

(Read by Teacher)

1. What should you do if you see a fire or smell smoke?
 - Phone 911
 - Run outside 19
 - Go to your room
 - Call a friend

2. If you burn yourself, what should you do?
 - Put butter on it
 - Run cold water over it
 - Phone an adult
 - Call 911

3. If there is fire or smoke in your house, how do you get out safely?
 - Run
 - Stop, drop, roll
 - Wait for an adult
 - Crawl to a cool outside door

4. How close should you be to a hot stove when it is in use?
 - Touching it
 - A safe distance away
 - Next to the person using it
 - Outside the "Danger Zone"

5. Why should you have a smoke detector in your home?
 - It puts out the fire
 - It alerts you to danger
 - It looks nice
 - It calls the fire department

Pre/Post Test



KINDERGARTEN/1ST GRADE SAFETY TEST

(Read by Teacher)

MASTER KEY

1. What should you do if you see a fire or smell smoke?

Phone 911

Run outside

Go to your room

Call a friend

If your house is on fire, the most important thing to do is get out of the house. Meet at your family's safety spot and call 911 using a cell phone or a neighbor's phone.

2. If you burn yourself, what should you do?

Put butter on it

Run cold water over it (Cold water is the best care for burns)

Phone an adult

Call 911

3. If there is fire or smoke in your house, how do you get out safely?

Run

Stop, drop, roll

Wait for an adult

Crawl to a cool outside door

Crawl low under smoke to a safe exit. Use the back of your hand to feel the door for heat. If the door is hot, do not open. Use your second way out.

4. How close should you be to a hot stove when it is in use?

Touching it

A safe distance away

Next to the person using it

Outside the "Danger Zone"

5. Why should you have a smoke detector in your home?

It puts out the fire

It alerts you to danger

It looks nice

It calls the fire department

Pre/Post Test



LESSON 1

UNDERSTANDING FIRE SAFETY AND BURNS

STORY CARD SET #1: MEET THE SPARKLE FAMILY

Before Day 1, teacher gives pre-test to students to check for prior knowledge of subject.

Materials:

- ✎ Large Flame Poster without questions
- ✎ Story Card Set #1
- ✎ Tagboard to make a KWL Chart 21
- ✎ Markers

Objectives:

To develop an awareness of what fire is and what it can cause.

Vocabulary:

fire, burn, smoke, safety, heat

Procedures:

1. Hang poster while students are out of room.
2. When students enter and discover the “fire”, initiate a discussion of what fire is and what are its effects, through developing the “Know” and “Want to Know” portions of the KWL chart.
3. Read Story Card Set #1 to the students, which introduces the Sparkle Family.



LESSON 1

UNDERSTANDING FIRE SAFETY AND BURNS

Possible questions:

What is fire?

What can fire do?

What does fire look like?

What happens when/if you get burned?



LESSON 2

WHAT DOES FIRE NEED TO SURVIVE?

Materials:

- ✎ One pumpkin (cleaned) 23
- ✎ One Jack-O-Lantern (If pumpkins are not available, use melon or non-combustible containers such as a quart sized canning jar – one lidded and one without the dome lid to allow air to pass through)
- ✎ 2 Votive candles
- ✎ Matches or Lighter
- ✎ Blackline master for sequencing cards and follow-up activities
- ✎ "Triangle of Fire" Poster

Objectives:

Students will be able to identify the three elements necessary to sustain fire, fuel, heat, oxygen.

Vocabulary:

"triangle of fire", fuel, heat, oxygen, smother, extinguish

Procedures:

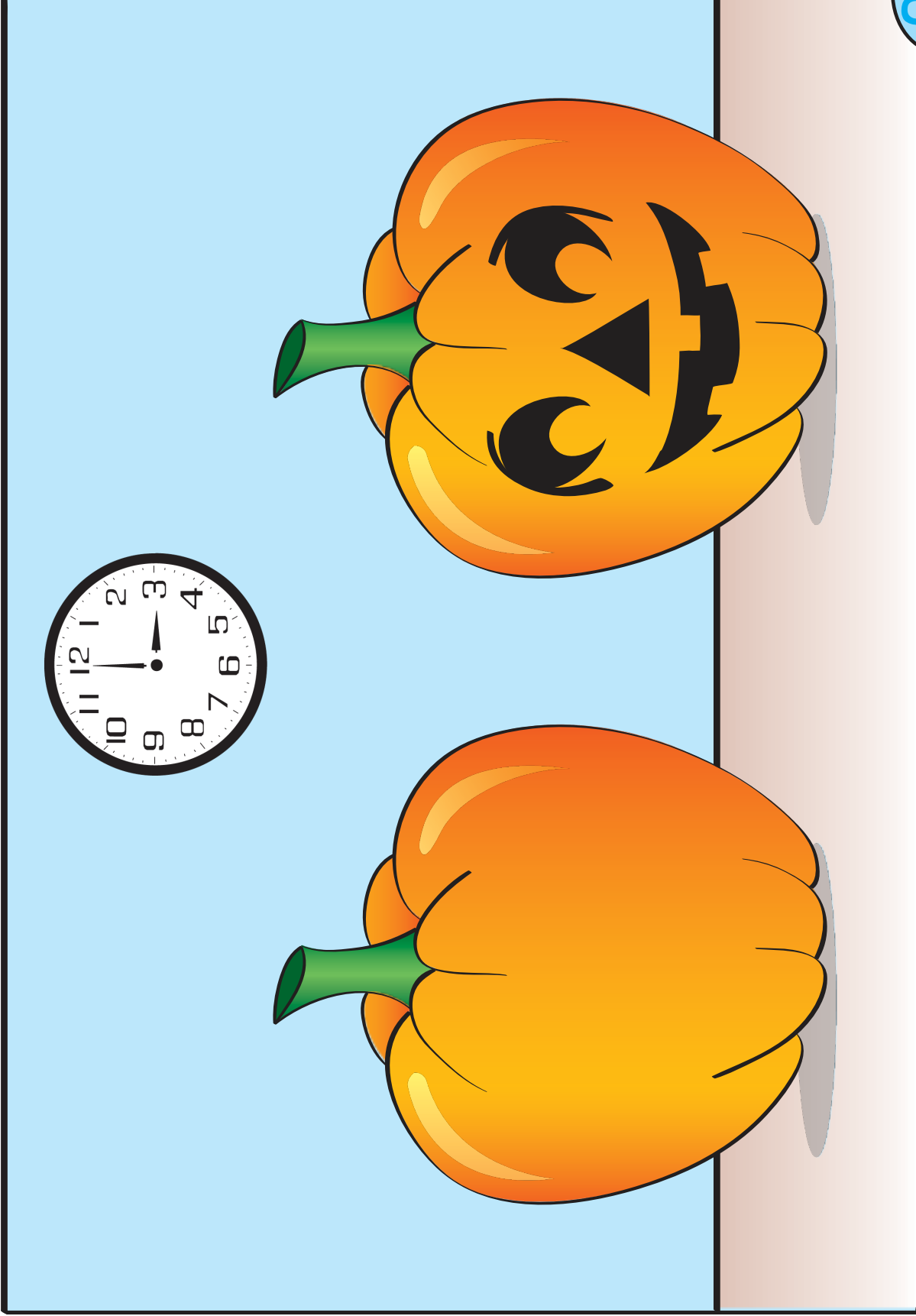
1. Compare pumpkin to jack-o-lantern. Identify likenesses and differences. Be sure students identify that the jack-o-lantern has openings.
2. Discuss how students see pumpkins displayed on Halloween. (i.e. with candle inside)
3. Darken classroom, light both candles, placing one in each pumpkin, and put on lids.
4. Ask students to hypothesize about what might happen inside each pumpkin.
5. Be sure to WAIT enough time to ensure that the candle in the closed pumpkin has extinguished its flame.
6. Uncover both pumpkins and ask an observer to share with the class the results of the two candles.
7. Pose the questions, "What do you think happened?"
"Why did one candle stay lit while the other went out?"
"What does fire need to survive?"
8. Introduce the "Triangle of Fire" poster and the three elements: fuel, heat, oxygen.

FOLLOW UP

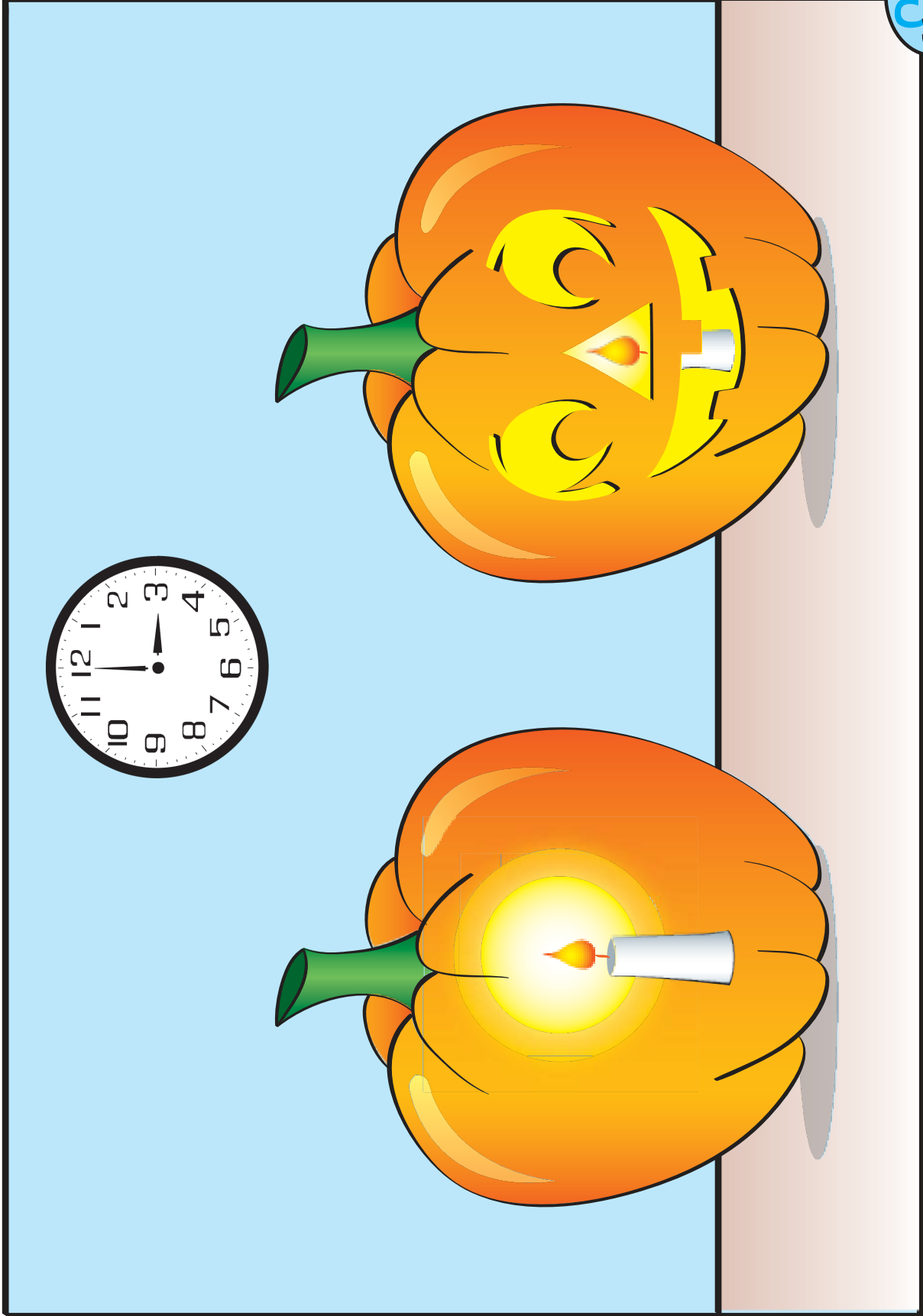
- K Sequencing whole group with the sequencing cards
Cut and paste paper
- 2 Triangle of Fire activity



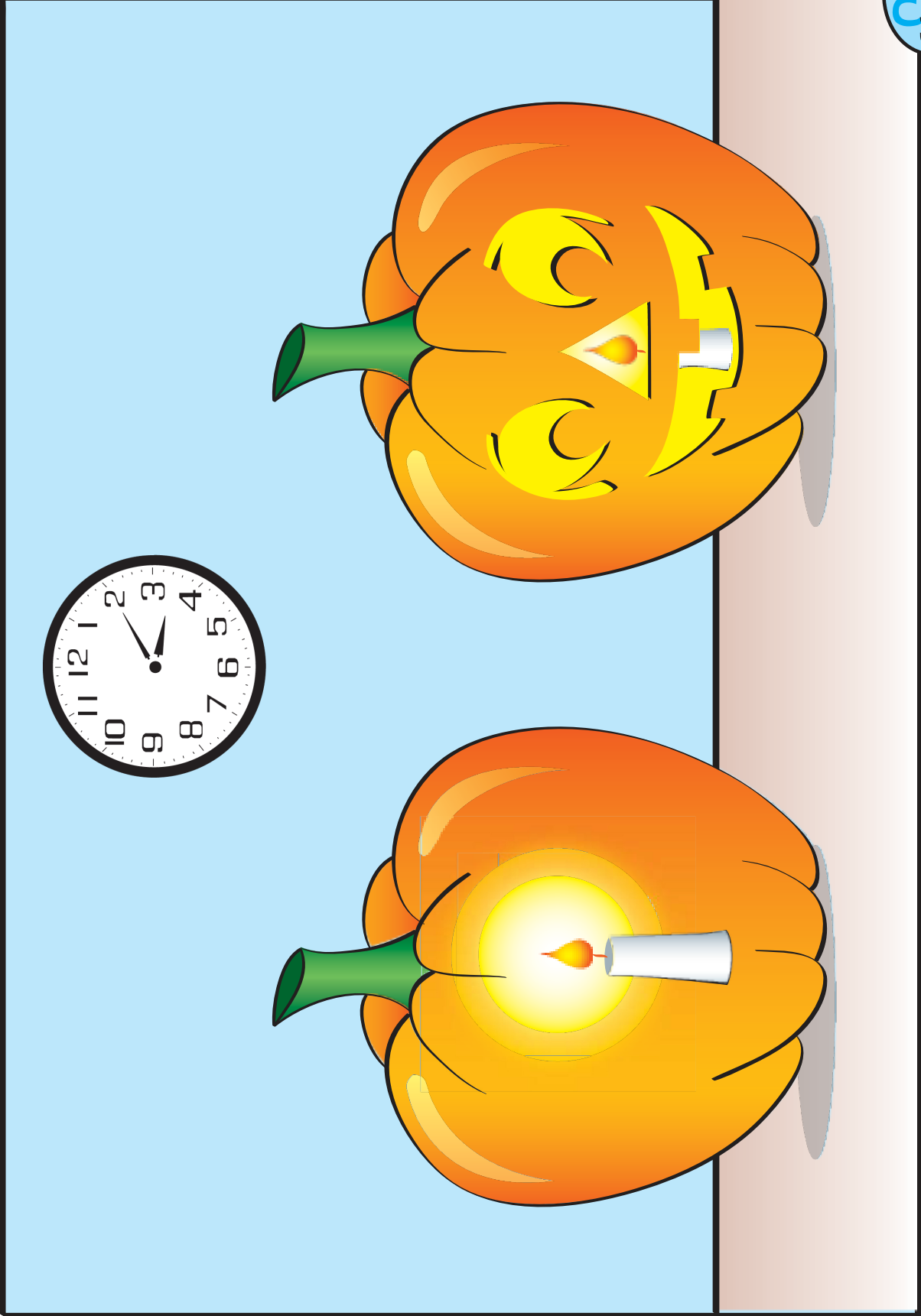
WE STARTED WITH A PUMPKIN AND JACK-O-LANTERN



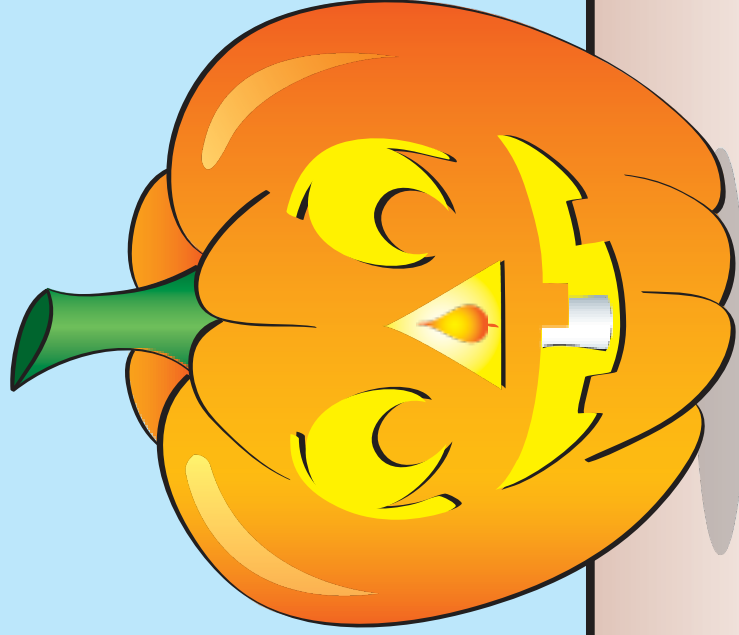
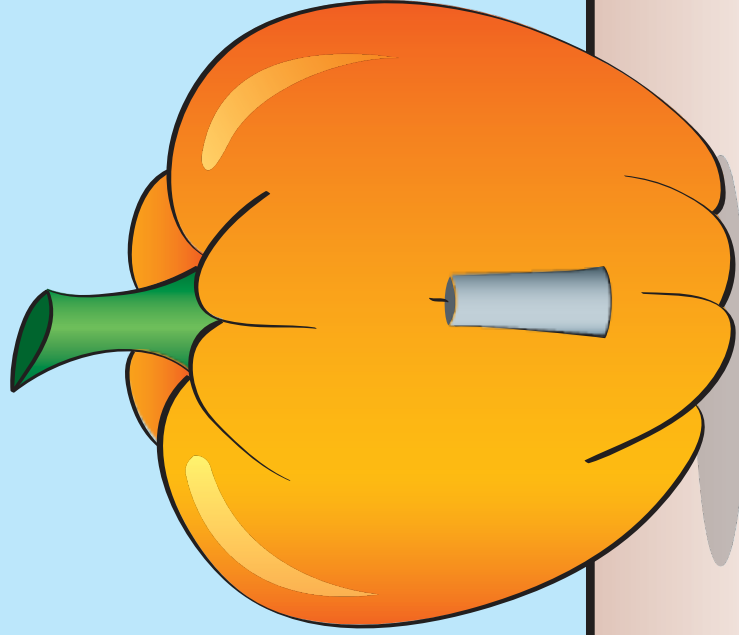
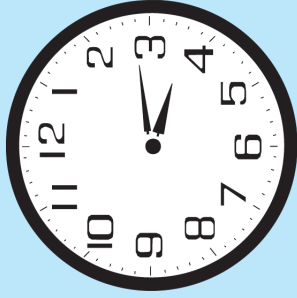
WE PUT A LIGHTED CANDLE INSIDE EACH.



WE WAITED AND OBSERVED FOR A FEW MINUTES.



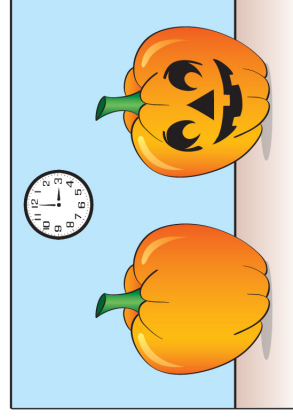
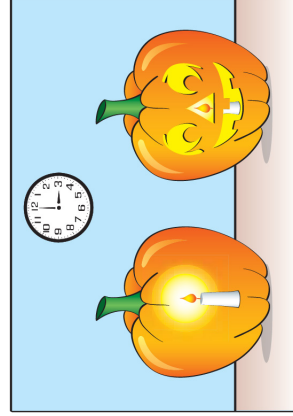
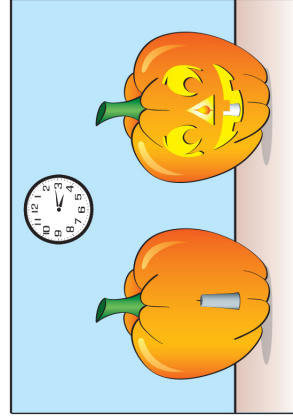
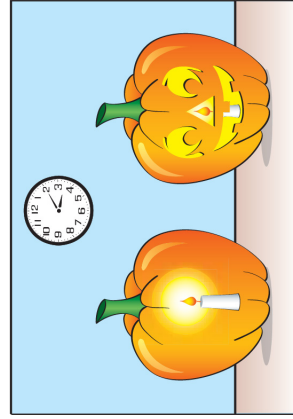
THE CANDLE IN THE PUMPKIN WENT OUT.



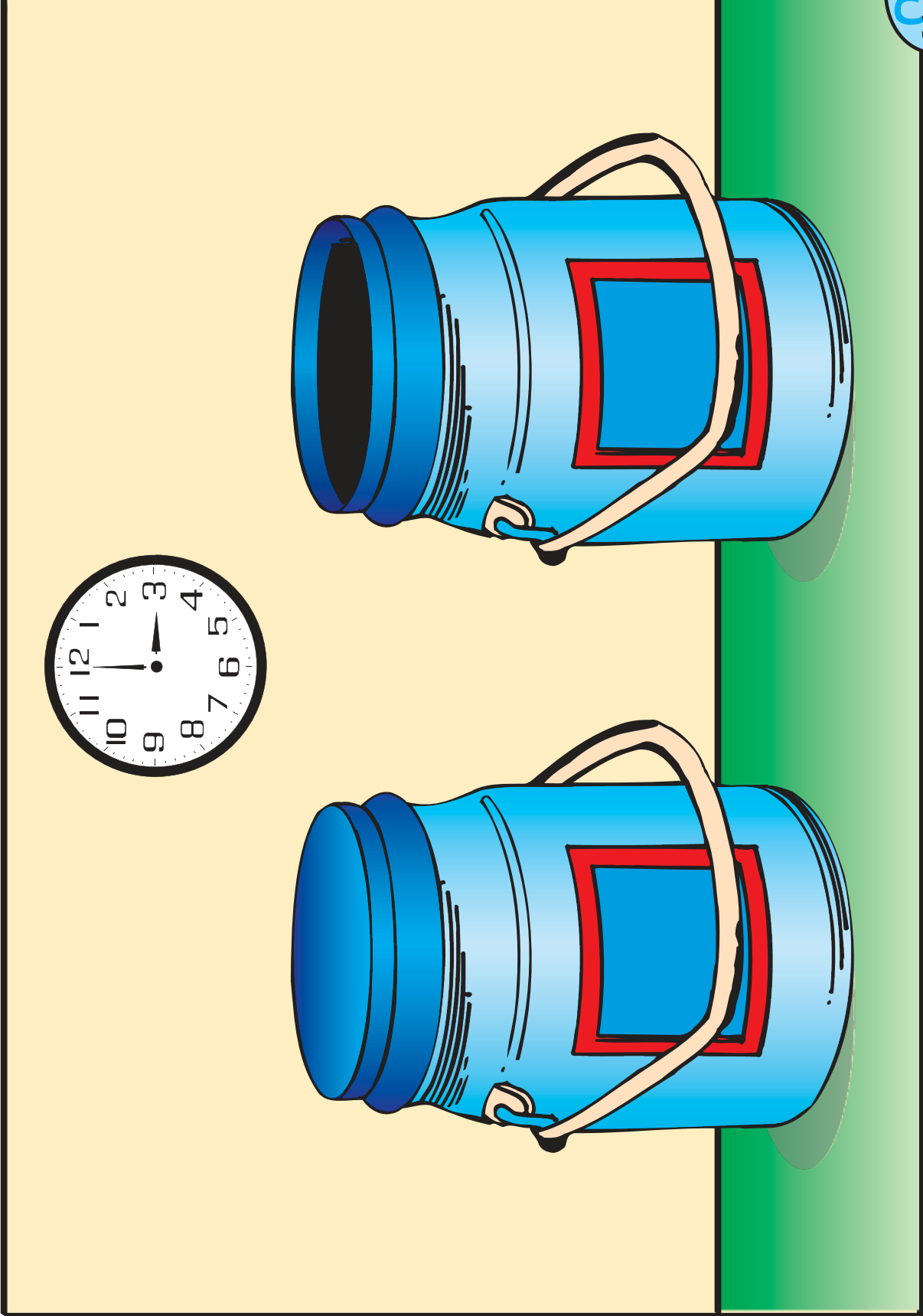
NAME: _____

We learned the difference between a pumpkin and a jack-o-lantern. We discussed how they are alike and different. We talked about why people put a light inside the jack-o-lantern. We lit the candles and followed the 4 steps below but not in that order. We discovered that the candle we put in the pumpkin went out, but not the candle in the jack-o-lantern.

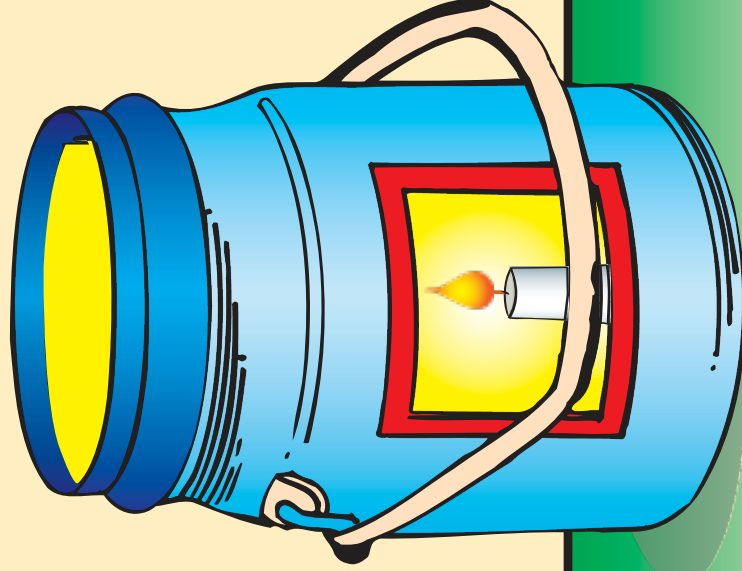
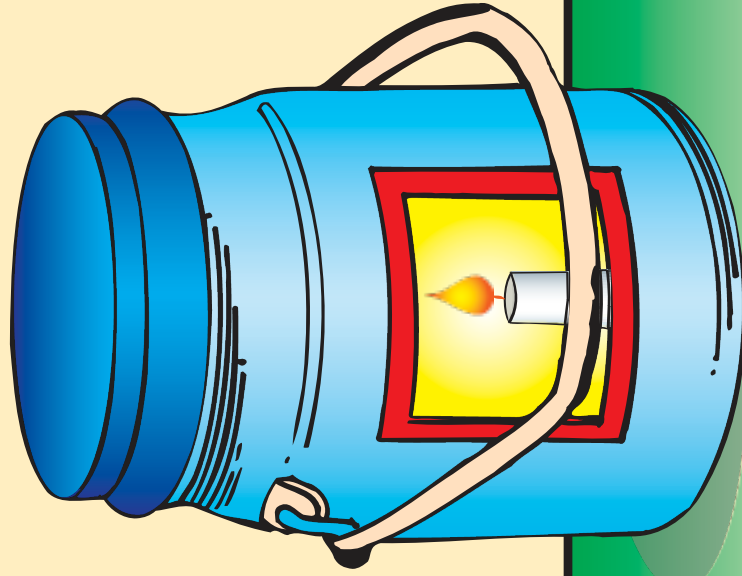
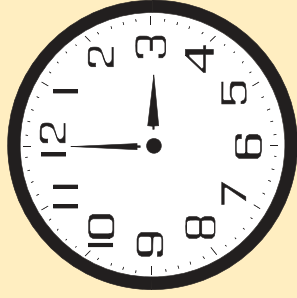
Cut and paste the pictures in the order of our experiment.



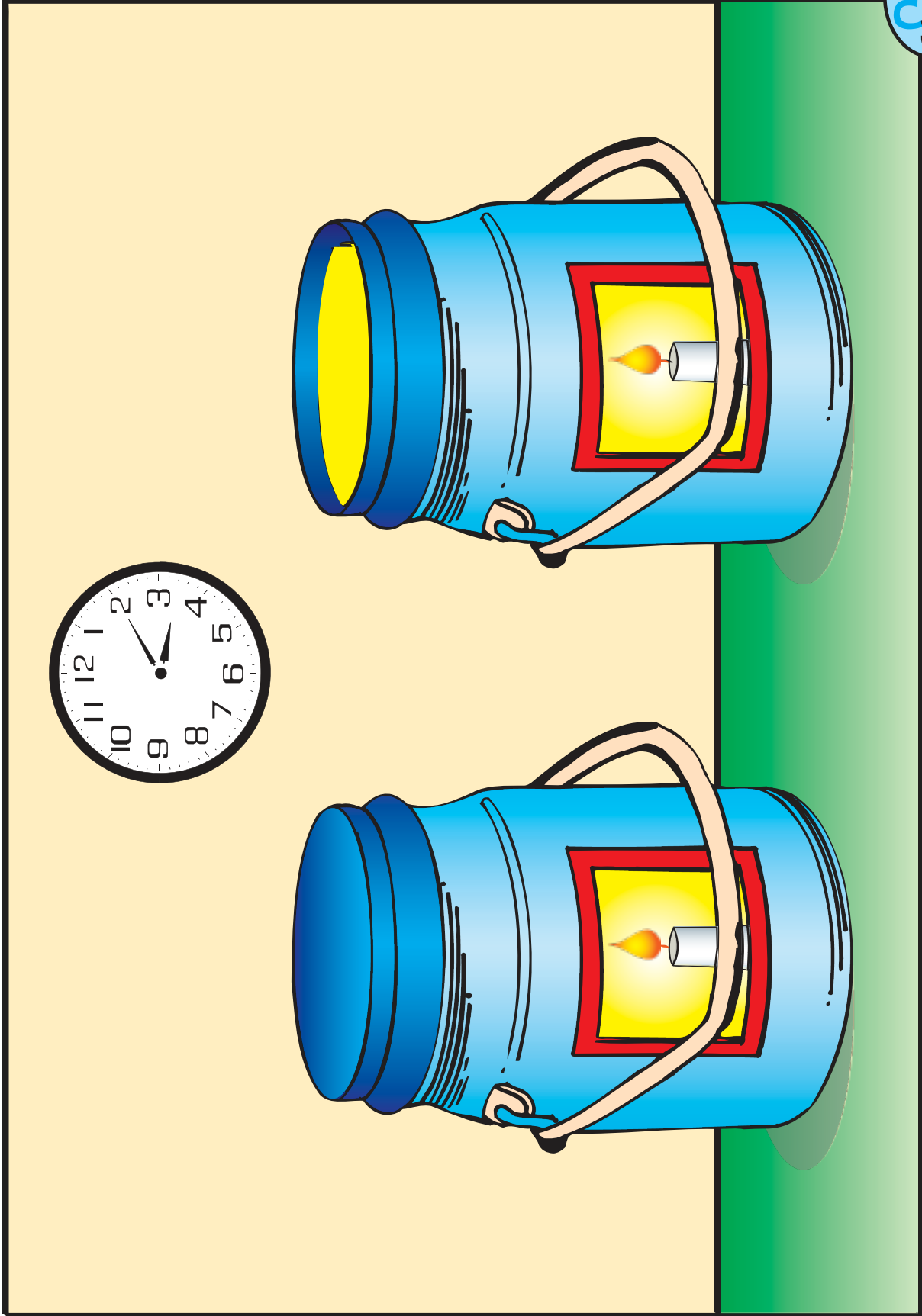
WE STARTED WITH A CLOSED JAR AND A VENTILATED JAR.



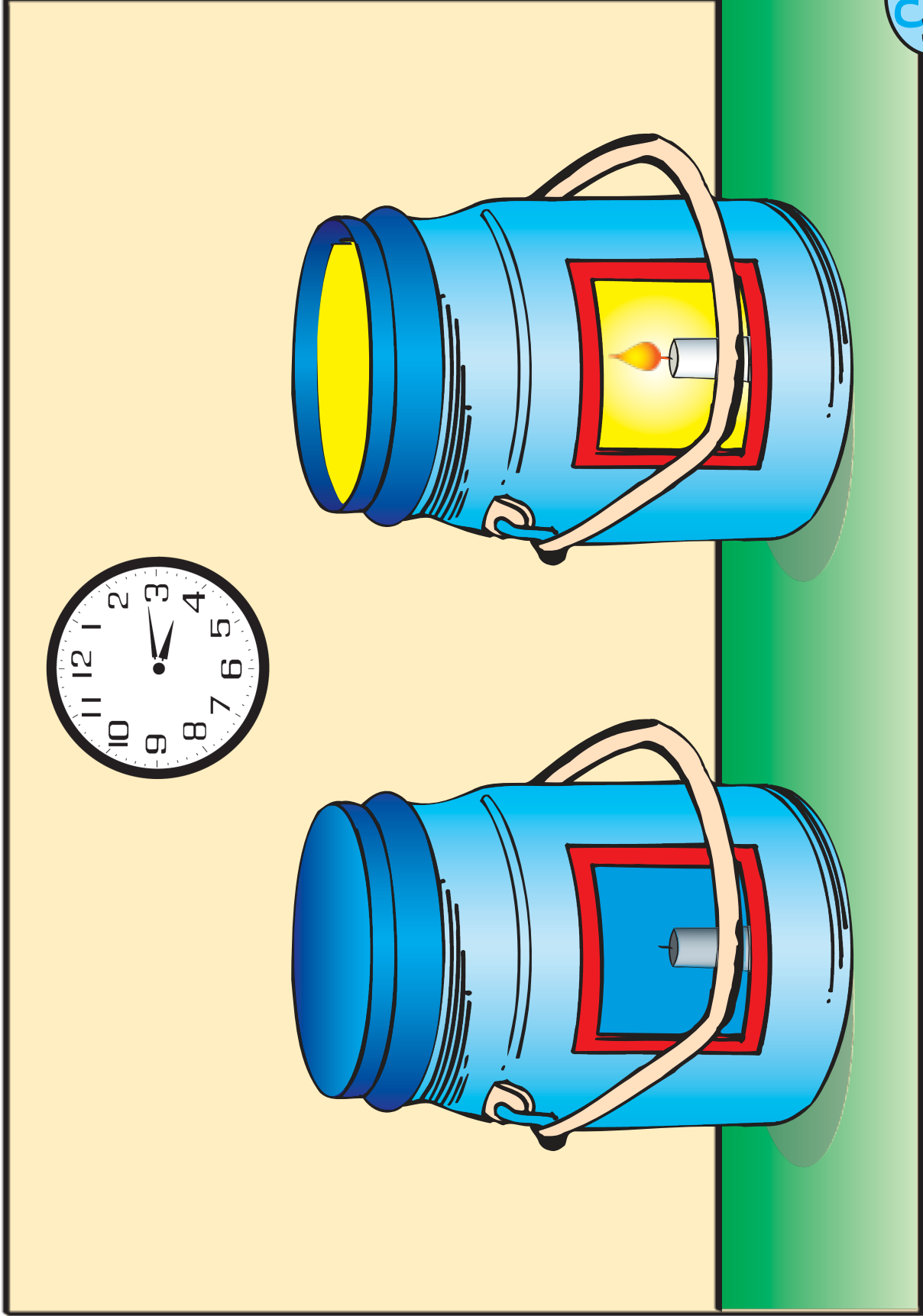
WE PUT A LIGHTED CANDLE INSIDE EACH.



WE WAITED AND OBSERVED FOR A FEW MINUTES.



THE CANDLE IN THE CLOSED JAR WENT OUT.



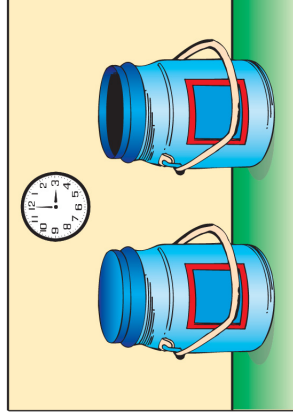
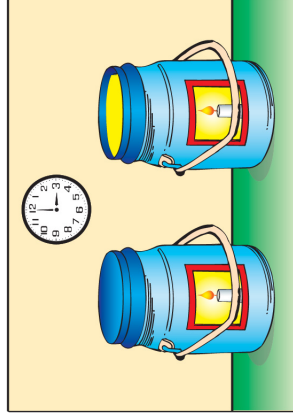
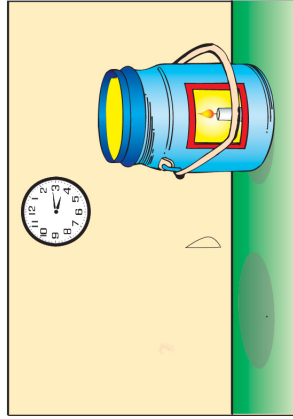
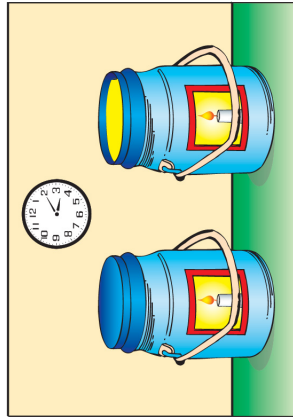
NAME: _____

We learned the difference between a closed jar and a ventilated jar. We discussed how they are alike and different. We lit the candles and followed the 4 steps below but not in that order.

We discovered the candle we put in the closed jar went out, but not the candle in the ventilated jar.

Cut and paste the pictures in the order of our experiment. Under each picture tell what happens in each jar.

1					4



NAME: _____

TRIANGLE OF FIRE

We have discovered that fire needs three things to continue burning: heat, fuel and oxygen. It needs: heat—temperature that can make things hot enough to burn; fuel—anything that will burn; oxygen—a gas in the air all around us. Without one of these things the fire will go out.

On the triangle below, label each fire component and paste or draw pictures of things that fire needs to burn.

What can we remove to put out the fire?



LESSON 3

BURNS FROM FIRE/HEAT IN THE KITCHEN

STORY CARD SET #2: BROTHER SPARKLE TOUCHES THE HOT STOVE

Materials:

- ✦ 2 Bell peppers the teacher has brought from home in baggies (1 fresh and 1 charred from flame or grill)
- ✦ Story Card Set #2
- ✦ Heavy paper for collage and pictures
- ✦ Magazines (K-1)
- ✦ Scissors (K-1)
- ✦ Glue (K-1)

Objectives:

Students will identify common items at home (in the kitchen) that through direct contact with a flame or contact with heat, can cause a burn. Students will understand what to do in the event of a burn. Introduce concept of "Danger Zone" which will be discussed further in Lesson 5.

Vocabulary:

flame, heat, burn, soothe

Procedures:

1. Motivate lesson by asking students what happens to skin that is burned.
2. Brainstorm with students about things in the kitchen that can burn you. Ask students what you should do if you get burned.
3. With the students gathered around you, share the 2 peppers. Ask students how are they different and discuss what has happened to the black pepper (such as blistering and scorching). Compare this to a person being too close to a flame.
4. Discuss first-aid procedures for burns (refer to Children's Burn Foundation information sheet for procedures). Page 36

Follow Up:

- K-1: Students create a collage using images cut out of magazines of things that can burn.
- 2 Students make and illustrate lists of kitchen hazards. OR use the story starters in the blackline section of this guide to have students write and illustrate stories which can then be compiled into a class book.





FIRST AID FOR MINOR BURNS

Minor burns are burns that cover only a small area of the body

DO

- ✎ Apply cool water for 20 minutes. This will stop the heat of the burn and make the burn stop hurting.
- ✎ Protect the burned area from heat (sun) and dirt.
- ✎ Wash the wound gently with mild soap and water.

DO NOT

- ✎ Disturb blisters
- ✎ Apply butter or grease. These oils will trap the heat on the skin, making the burn hotter. Butter and grease can also cause an infection.

CALL A DOCTOR IF

- ✎ The burn is to a child younger than 2 years old.
- ✎ Skin is grey, dull or leathery feeling
- ✎ If the burn is larger than the size of the person's palm of their hand.
- ✎ If the burns are to the face.



LESSON 4
SCALD—ANOTHER WAY YOU CAN GET BURNED STORY CARD SET
#3: BABY SPARKLE GRABS MOTHER'S COFFEE

Materials:

- ✦ Story Card Set #3
- ✦ Thermometers
- ✦ Baby Bath Thermometers
- ✦ Tubs of water (various temperatures—hot, warm, icy)
- ✦ Thermometer Activity pages (blackline masters)

Objectives:

Students will identify how to read a thermometer.

Using tools, students will be able to identify a general feel of the temperature of a tub of water.

Vocabulary:

temperature, thermometer, cold, cool, tepid, warm, hot, scalding, boiling

Procedure:

1. Prepare tubs of various temperatures of warm, cool, and cold water ahead of time. (Boiling water NOT recommended).
2. Teacher will demonstrate what an actual thermometer looks like in boiling water.
3. In small groups, students use “temperature” cards (baby bath thermometers to measure temperature/feel of various tubs of water).
4. Students identify tubs from coldest to hottest
5. Reinforce with students that boiling water can scald skin, and that a scald is a type of burn which should be treated the same way as a burn from fire/heat.
6. Review strategies from Lesson 3.

Follow-up:

- K** Students will create their own thermometers using the blackline masters provided (see directions on page 2 of the activity sheet).
- 2 Students will record as many types of liquids they can think of in their homes and what temperature category they fall in using the blackline master.

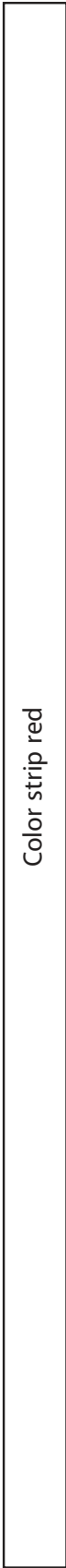


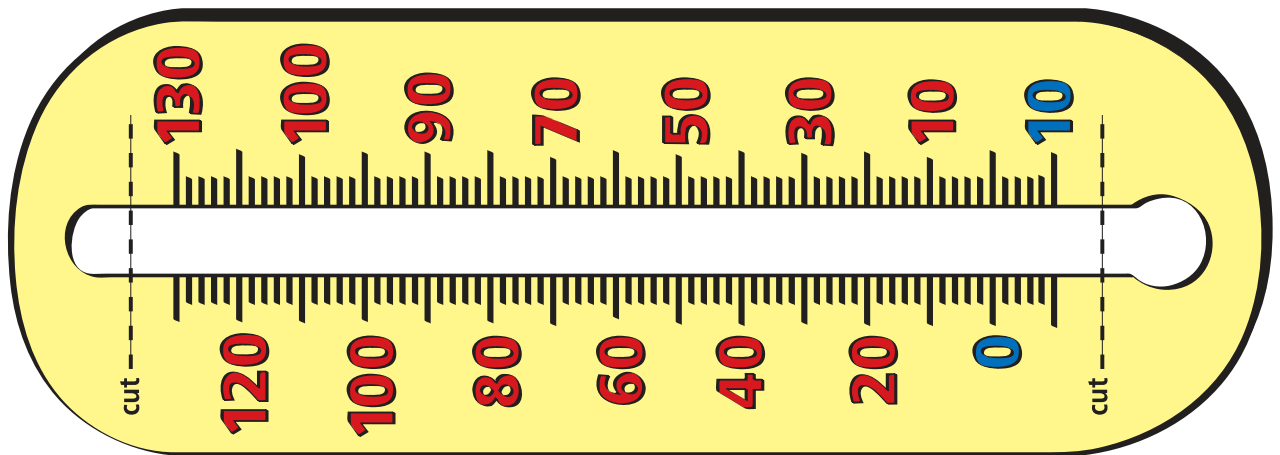
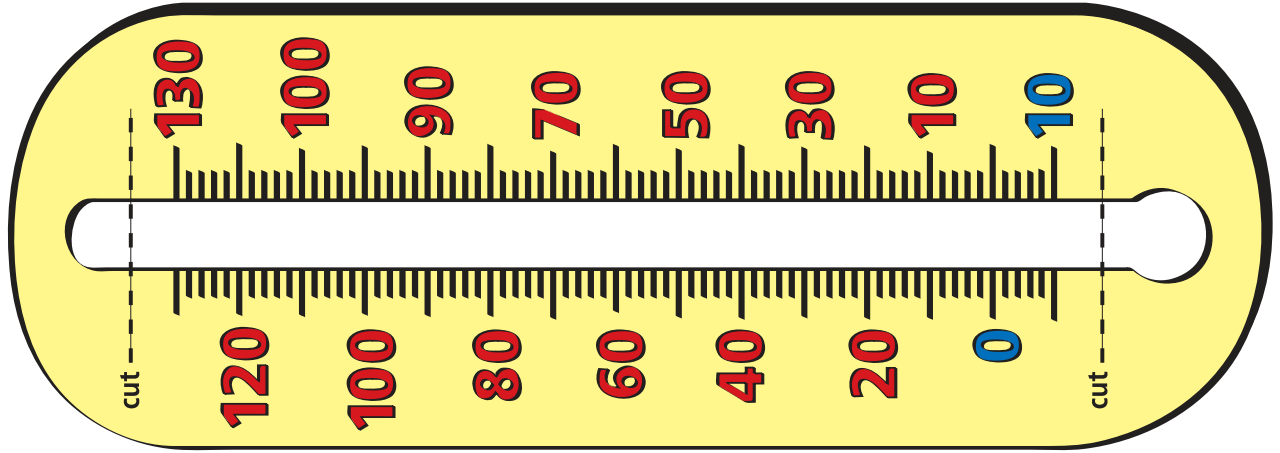
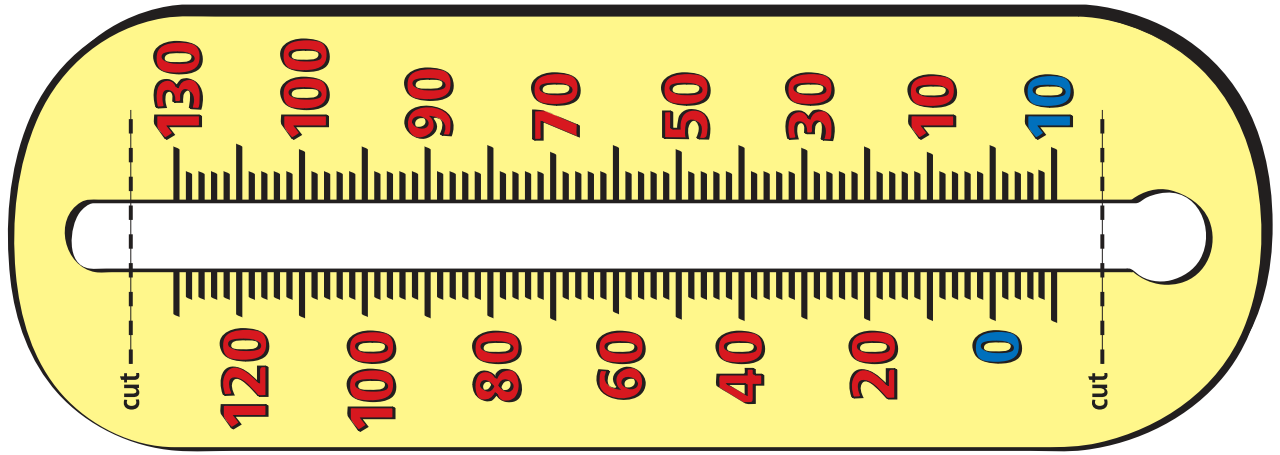
THERMOMETER “MERCURY” MARKERS

Note to the teacher: Before doing this activity with students, cut along the dotted lines at the top and bottom of each thermometer to allow the “mercury” strips to pass through.

Student directions: Color each strip red (up to the line as directed) and cut out. Thread each strip through on each thermometer to see which one shows “cold,” “warm,” and “hot.” Label each thermometer.







NAME: _____

Think of as many liquids as you can that are in your home. Record them under the temperature category in which they belong. Circle which category can cause scalds.

COLD	WARM	HOT



LESSON 5 KITCHEN SAFETY

STORY CARD SET #4: FATHER SPARKLE HAS AN ACCIDENT IN THE KITCHEN

Materials:

- ✦ Story Card Set #4
- ✦ Posters
- ✦ Kitchen hazard sheet
- ✦ Old Food/Cooking/Family Magazines

Objectives:

Students will identify hazards/dangerous situations in the kitchen.

Vocabulary:

hazard, danger, steam, outlet, accident

Procedures:

1. Refer back to lessons 3 and 4 with your students to identify kitchen and cooking hazards/dangers.
2. Brainstorm with students about the dangers they might find. Some suggestions are:
 - ✦ Appliance cords hanging down
 - ✦ Pot handles facing out
 - ✦ Hot pots sitting on the floor to cool
 - ✦ Open oven door
 - ✦ Dish towel on the stove
 - ✦ Faucet with very hot water running
 - ✦ Hot coffee or tea sitting on the edge of a table
 - ✦ Hot foods on placemats that can be pulled over
 - ✦ Steam emerging from microwave food
 - ✦ Tea kettle with steam
 - ✦ Too many plugs in one electrical outlet
 - ✦ Electrical plug half-way out of wall
 - ✦ Barbecue grill
3. Discuss with students corrective measures that could be taken.

Follow up:

- K-1: Using the Kitchen Hazards activity page, circle all hazards.
- 2-3: Do the above. Then choose one hazard. Create and label a poster about it, showing the corrections you have made. Using old food magazines, cut out pictures of potential kitchen hazards and make a collage.



NAME: _____

WHAT ARE THE KITCHEN HAZARDS?

The kitchen has many dangers which can start fires and cause burns. Circle all of the dangerous things that you can see in this picture of a kitchen. After that, draw the "Danger Zone" around the stove and draw an adult in the kitchen. On the back, create your Safety Poster.



Things to remember:

- ✎ Children should stay behind the "Danger Zone" around the stove and oven
- ✎ Pot handles should be turned in
- ✎ Do not touch matches or lighters. Matches and lighters are tools not toys and should be given to an adult.

LESSON 6

PRACTICING SAFE BEHAVIORS

STORY CARD SET #5: THE SPARKLE FAMILY HAS A FIRE IN THE KITCHEN

Materials:

- ✎ Story Card Set #5
- ✎ Butcher paper drawn on to resemble a stove
- ✎ Masking tape 44
- ✎ KWL Chart (to complete the “What I Learned” section)

Objectives:

To reinforce earlier lessons and instill proper fire-safe behaviors.

Vocabulary:

Review—fire, heat, smoke, safety, burn, scald, danger zone, emergency, stop, drop, roll, triangle of fire, fuel, oxygen, smother, extinguish, soothe, temperature, thermometer, cool, cold, tepid, warm, hot, boiling, hazard, danger, steam, outlet, accident

Procedures:

1. Review with students what the proper procedure is if they or someone else gets burned, see a fire in the house, or are on fire themselves.
2. Read Story Card Set #5 about Sister Sparkle playing with a dish towel near a lit hot burner on the stove.
3. Ask the students what would have happened if Brother Sparkle had caught on fire. Introduce the concept of Stop, Drop and Roll.
4. Discuss a Danger Zone around the kitchen stove. Create one in the classroom using the butcher paper and markers and hang it in the classroom. Using masking tape, create a Danger Zone around this stove and discuss its safety potential.
5. Complete the “What I Learned” portion of the KWL chart

Follow up:

K-1: Using the paper stove, roll play the Danger Zone scenario and Stop, Drop and Roll. 2-3: Students will write a letter to their families to discuss their emergency plan. They will then share what they have learned about fire safety.



STOP, DROP AND ROLL

These children are practicing what they will do in case their clothes ever catch on fire. Use the code to fill in the signs, then write the words in the sentences below them.

Code:

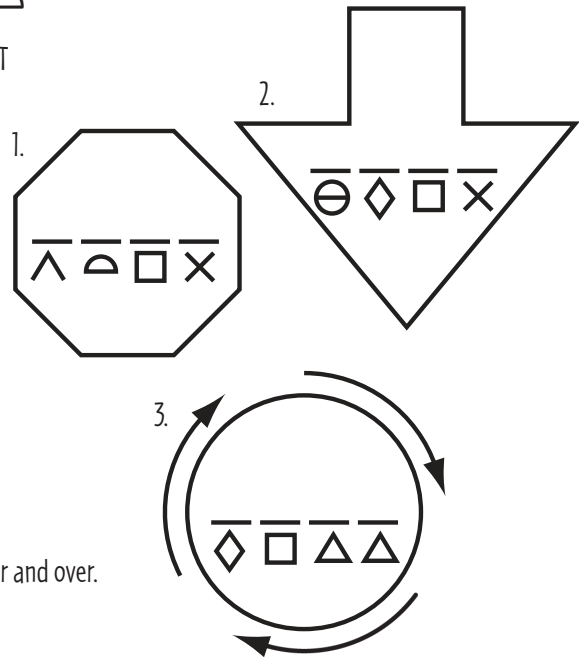


If your clothes catch on fire:

1. _____, don't run.

2. _____ to the ground.

3. Cover your face with your hands and _____ over and over.



Practice these steps until you can do them easily.



What should you do if your clothes catch fire? If you can Stop, Drop and Roll, you will put out the flames.

Be sure to have your hands covering your face.



In the house below, label each room and find at least two ways out of each room. Hint: Use windows too. Add a "Danger Zone" around the stove in the kitchen.

