

Fire safety

Year Group 8

Experience Living room

24 Alcorn Close, Sutton, SM3 9PX

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Setting the scene...

Kid Do you dare me....?

Operator You've dialled 999, which service do you require? Fire, Police, or Ambulance?

Kid I'd like to report a fire.

Narrator A hoax call is about to put lives in danger. The fire engine is now half way across town, but... there is no fire and in 20 seconds time it will be needed here for when a real fire happens.

Common fire hazards include...

- A lit candle placed under some curtains
- Matches in reach of small children
- Too many plugs in one socket
- A lit cigarette in an ashtray balanced precariously on the arm of sofa.

The fire actually starts in the next room – in the kitchen where a frying pan is left on the heat and the oil bursts into flames.

It is not just the flames that are dangerous. The smoke contains poisonous gases that can kill. Smoke seeps under the door of the living room, up to a sleeping man. If he breathes it in, he might never wake up. Did you know your sense of smell switches off when you're asleep?

The smoke alarm goes off. The main character wakes.

A smoke alarm is a signal to get out, but to get out you need to get down – below the smoke where you can breathe.

Touching the door with the back of the hand tells you if it's hot. And if it IS hot, keep the door shut and lay something soft against the gap to stop smoke getting in. The door can hold back fire for 20 minutes.

If you've got a phone, dial 999. If the door WASN'T hot then it's okay to open it and get out the house as quickly as you can, shouting 'Fire' as you go. Then make the 999 call from a safe place e.g. outside.

Operator Which service do you require? Fire, police or ambulance?

Man Fire

Operator Connecting you to the Fire Brigade...

Fire Service Person Fire Brigade. What's the problem?

What do you think...

Do you think it's funny to call the fire brigade as a hoax?



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Fire safety lesson plan

1 Review the scenario in small groups and discuss the following questions:

- What do you think are the key messages?
- What do you think could be other fire risks within the home?

Feed back to the main group three key points from your discussion.

2 Some children and young people deliberately start fires.

- Why do you think they might do this?
- What do you think could be the social and health consequences of such actions?

- a. Divide the class into pairs with equal numbers looking at either the social or health consequences.
- b. After 10 minutes ask each pair focusing on the social consequences to join with a pair looking at the health consequences.
- c. Ask each group of 4 to look at the similarities and the differences in their responses.
- d. As a whole class agree one final set of responses to both the social and health consequences.

3 Drawing and writing activity

- a. Ask the students to draw a picture showing several fire risks. Ask them to explain in writing, what is taking place under the picture.
- b. Ask the students to write down what makes this risky in terms of fire hazards.
- c. Ask the students to return to their drawing and draw themselves in the scene. What would they be doing or saying to help?

4 Review the lesson and the key messages learnt.



approximately 1 hour