

# TOPIC 1 - HOME FIRE ESCAPE PLAN

Teachers should print this sheet and make it available to each student group allocated to this topic. \*Two groups maximum per Topic



## Learning Intentions

- Students will understand what a home fire escape plan is and the importance of having one for their homes.
- Students will use this understanding to work with their families to create individual home fire escape plans for their homes.
- Students will understand how to escape safely if they have a fire in their homes

## Essential Questions

1. Why do emergency services encourage people to be prepared for emergencies eg a fire in their home?
2. Why is it important for each household to have an individual home fire escape plan?
3. What are the potential implications for not having a home fire escape plan for our households?
4. What are the steps of a home fire escape plan?

## Key Understandings

- Home fire escape plans save lives
- Every household should have a home fire escape plan so they will be better prepared and more likely to safely escape from a fire in their homes
- Every home fire escape plan is unique to the home and family who use it as everyone's home is different
- A good home fire escape plan involves the whole family
- Home fire escape plans should be practised on a regular basis
- There are crucial steps that should be followed to safely escape a house fire

## Key Skills

Students will be able to:

Assess and/or complete a home escape plan

- Identify safe exit routes
- Identify a Safe Meeting Place
- Crawl low in smoke
- How to check if a door is hot
- Call 000 and accurately respond to the call taker's questions

## Success Criteria – Rubric

I will be successful if I:

- Demonstrate my understanding of the steps that should be included in a home escape plan by the completion and presentation of a group research project.
- Listen and participate when my classmates present their group projects to my class.
- Actively listen, participate and engage with the firefighters during their visit.
- Use the Victorian website references as assigned below.

	Excellent	Good	Developing
Presentation	Work was well presented and easy to understand. The presentation engaged the audience.	Most of the work was well presented and easy to understand. Most of the presentation engaged the audience.	Most of the work was not well presented or hard to understand. Some of the presentation engaged the audience.
Content	All Information was accurate, showed excellent use of listed resources and was written in the student's own words.	Most information was accurate, showed good use of listed references and was mostly written in the student's own words.	Some of the information was inaccurate or incomplete, there was little use of listed references and/or it was not written in the student's own words.
Creativity	The presentation was creative and unique. The visual and/or audible presentation showed that the learner had a lot of pride in his/her work.	The presentation had some elements of creativity. The visual and/or audible presentation showed that the learner had some pride in his/her work.	The presentation had only a few elements of creativity. The visual and/or audible presentation showed that the learner had little pride in his/her work.
Organisation	Information was organised in a clear, logical way. Information followed the project guidelines.	Most information was organised in a clear, logical way. It followed most of the project guidelines for organisation.	The information was not always logically sequenced. Some of the project guidelines for organisation were missing.

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Each group should choose one of the following activities to display their research into the Key Understandings.



## A) Podcast

**Write a script for and record a podcast.**

Base the script on a child who is telling the story of their family who has recently escaped from a fire in their high rise apartment.

**Use the story starter: “It was 3am. The fire alarm was shrieking…….”**

The script should show the importance of your family knowing and following the building’s evacuation procedures.

Consider:

- How and where the fire started
- Can you use the stairs or lift?
- Assisting or alerting other people in the building
- The family arriving at Emergency Assembly Area
- The fire service

Most of the script will represent what the child is thinking, feeling and doing. What the child and other family members actually say may only be a small part of the script.

Give a short verbal introduction before you present to firefighters.

**References:** FRV [high-rise-fire-safety](#) [home-fire-safety](#)

## B) Board Game

**Create a board game** which will help players learn how to safely evacuate from their home in case of fire.

Decide on a type of game that will highlights safe and unsafe actions.

1. You could consider a ‘snakes and ladders’ type board game with ‘good’ and ‘bad’ squares.
  2. You might make a board game that requires using a spinner or a dice. You could create 10 safe and 10 unsafe cards to move forwards or backwards on the board.
- Find some relevant pictures and information to help you.
  - The end point of the game is when the firefighters arrive or the winner arrives at their Safe Meeting Place.
  - Make it fun!

Display the game in your classroom and describe the rules and content briefly to firefighters.

**References:** FRV [home-fire-safety](#)  
CFA [plan-prepare-escape-plans](#)  
ESTA [kids-zone](#)  
[kids.triplezero](#)

## C) Write a Script / Record a Video

**Write a script and then record a short video** (1-2 minutes) about a family practising their home fire escape plan.

The video should include:

- A family safely exiting from various places in their home.
- The family talking to and helping each other.
- Their escape route(s).
- The family all arriving at their safe meeting place.
- An adult calling 000 – include the conversation with 000 call-taker
- Try to show the emotions the family would be experiencing
- Appropriate voice over and sound effects to create atmosphere and to engage the audience eg a smoke alarm activating, the fire truck arriving

The video could feature your group acting as the members of the household eg Mum, Dad, Grandma, dog.

Give a short verbal introduction to your video before you present it to firefighters

**References:** FRV [home-fire-safety](#)  
CFA [plan-prepare-escape-plans](#)  
ESTA [kids-zone](#)  
[kids.triplezero](#)

## D) Online Report

**Write a report about the house fire that was discussed in the Focus Activity.**

Use the **Empathy Maps** your class created to summarise the thoughts, feelings, words and actions of the child and adult occupants, the neighbour and the firefighter.

Include quotes from them all that express their thoughts and feelings. Were they scared? Confident? Relieved?

The story should highlight the importance of the occupants having and following their home fire escape plan. It is a success story.

Remember that newspaper stories have their own style. You can use it as well. Follow these questions:

- Who? What? Where? When? Why? How?

You may choose to include a photo or illustration with your report.

Provide a short summary of your project to firefighters. Presentations should be rehearsed before the firefighters’ visit.

**References:** The four interview videos and class Empathy Maps

## E) Write a Script / Perform a Play

**Write a short play** that shows a small group of teenagers escaping a fire in a home.

Each of the teenagers should experience different thoughts and feelings. Who was thinking clearly, or scared, or confident? Is there a leader?

Consider how you could represent:

- ‘fire’ and ‘smoke’ spreading. **DON’T USE REAL FIRE**
- people’s thoughts and feelings eg thought bubbles.

Possible scenarios:

- The lounge room curtains have caught on fire
- A frying pan on the stove has burst into flames.
- The smoke alarm activates while all the teenagers are asleep.

Give a short verbal introduction before you perform your play to your classmates and firefighters.

Remember to rehearse your play before performing.

**References:** FRV [home-fire-safety](#)  
CFA [plan-prepare-escape-plans](#)

## F) 000 Phone Call

**Write a script and then perform a phone ‘conversation’** between a person reporting a fire to Triple Zero (000) and the 000 call taker. This is a pair activity.

Research the process of calling 000 in event of an emergency.

Include:

- The questions the call taker will ask.
- The answers the caller will give.
- The type of fire or other emergency
- The people involved – injuries, ages,
- Assistance required eg Fire, Ambulance or Police
- Location

Consider:

How the caller would be feeling as they are speaking. Make sure you’re able to convey this emotion in your performance.

You may perform the conversation in a **Language Other Than English** using an ‘interpreter’.

Give a short verbal introduction and remember to rehearse before you perform.

**References:** ESTA [kids-zone](#)