

TOPIC 3 - HOME FIRE PREVENTION

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



Learning Intentions

- We are learning about how to prevent a fire from occurring in our homes.
- Students will understand that home fire prevention is everyone’s responsibility.
 - Students will be able to describe the main causes of home fires.
 - Students will work with their families to prevent a fire occurring in their homes.

Essential Questions

1. Why do emergency services encourage people to be responsible for their own safety eg home fire safety?
2. Why is it important for each household to be aware of potential fire dangers?
3. What are the main potential causes of fires in our homes?
4. How can we prevent a fire from occurring in our homes?

Key Understandings

- There are many causes of fires in homes e.g. cooking, electricity, heating, smoking
- Fires can start in a variety of locations in homes e.g. kitchen, bedroom, laundry
- People can do many things to prevent fires occurring in homes.

Key Skills

- Students will be able to:
- Make basic assessments of their homes and household activities for fire risk
 - Identify a number of safe and unsafe activities in their homes.

Success Criteria – Rubric

- I will be successful if I:
- Demonstrate my knowledge of basic home fire safety prevention strategies by the completion and presentation of a guided inquiry group 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 students 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) Song, Rap or Poem

Write a song, rap or poem to help people understand home fire hazards in our everyday lives.

The song or rap should have a chorus and 2-5 verses. Compose your own tune or use one that is well known.

The poem can be written as haiku, cinquain, acrostic or limerick. Try to be:

- imaginative
- informative
- persuasive

Consider adding an illustration to help communicate your ideas and engage the audience. Give a short verbal introduction and remember to rehearse before you perform.

References: FRV [home-fire-safety](#) [home-fire-safety-booklet](#)
[high-rise-fire-safety](#) [bbq-safety](#)
 CFA [plan-prepare/fires-in-the-home](#)
[fire-safety-in-apartment-buildings](#)
 RCH [kidsinfo/fact_sheets/Fire_guard_fact_sheet/](#)

B) Slide Presentation

Design a PowerPoint or Google Slide slideshow on house fire prevention.

Use the FRV/CFA [home-fire-safety-booklet](#) to provide information on what Victorians should do to prevent a house fire. Your presentation should include these headings and include at least four fire prevention strategies for each:

- Electrical
- Kitchen and Cooking
- Heating
- Cigarettes and Open Flames
- Outside the Home

Make a slideshow of at least six slides. Use photos on each slide.

Rehearse your presentation that will include all members of your group talking about your slides. Avoid reading text straight off the slides and use your own words when explaining.

References: FRV [home-fire-safety](#) [home-fire-safety-booklet](#)

C) Board Game

Create a board game which will help players learn about fire prevention. Decide on a type of game that will show at least 10 fire hazards and 10 safe practices around the home.

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.

The game could be based on:

- ROOMS where fires start: lounge room, kitchen, bedroom, laundry, garage, shed, etc OR
- CAUSES of fires: cooking, electrical, smoking, matches/candles, heating

Find some relevant pictures and information to help you. Make it fun! Write instructions & rules for the game. Play the game in your classroom and describe the rules and content briefly to firefighters.

References: FRV [home-fire-safety](#) [home-fire-safety-booklet](#)

D) Series of Posters

Design a series of 3-5 posters informing people of potential fire dangers in the home. The posters should be at least A2 size.

Use the FRV/CFA [home-fire-safety-booklet](#) to provide information on what Victorians should do to prevent a house fire. You might do a poster under each of these headings and include at least four fire prevention strategies for each:

- Electrical
- Kitchen and Cooking
- Heating
- Cigarettes and Open Flames
- Outside the Home

Use photos on each poster. Make the posters colourful and uncluttered. Display them around your school. Rehearse your presentation and provide a short summary of poster content to firefighters. Include all members of your group talking about your posters.

References: FRV [home-fire-safety](#) [home-fire-safety-booklet](#)

E) Crossword

Construct a Crossword puzzle using vocabulary about fire hazards at school or at home. You can choose from the words below or decide on your own.

You may use an online crossword generator or create a grid yourself. Include 20-25 words.

Make sure that you spell the words correctly.

Use a dictionary (hardcopy or online) to help you with definitions.

Your teacher may help you to make copies of your crossword for your classmates to complete.

ARSON, ALARM, ASSEMBLY, BLAZE, DAMAGE, DANGER, CHARRED, EMBERS, EMERGENCY, EXTINGUISH, ENGULF, EVACUATE, FUEL, HEAT, HYDRANT, INCENDIARY, INFERNO, INHALATION, KINDLE, MELT, OXYGEN, PREVENTION, RESCUE, RESILIENT, RETARDANT, RADIANT, SMOKE, SMOTHER, SPARK, SPRINKLER, SUPPRESSION,

Make a large, poster size version of your crossword. Display it in your classroom and give a short summary of how the crossword was made to firefighters.

F) Quiz

Create an online or live interactive quiz to test your class mates' knowledge of home fire safety.

Use Kahoot or another App or select a TV quiz show format eg *The Chaser*, *Millionaire Hot Seat*, *The Weakest Link* or *Jeopardy*.

An example: 'In what room do most house fires start?'

Create at least fifteen questions.

Ask other students to do the quiz online or be the contestants in a live quiz. Give a short summary during the firefighter visit.

References: FRV [home-fire-safety](#) [home-fire-safety-booklet](#)
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