



## Fire Prevention and Safety K-2

### Fire Preparedness

## LESSON PLAN 4

# Prepare to Respond

Young children feel safer when they know how to respond in an emergency: They understand the sound of the alarm, know the escape route and can call 9-1-1 for help.

### Key Terms and Concepts

9-1-1	escape route	response
emergency	fire alarm	rules
escape plan	operator	

### Purpose

To prepare the students to respond safely in case of fire

### Objectives

The students will—

- Practice responding to the sound of an alarm.
- List the rules of behavior for responding to an alarm.
- Set up and follow escape routes in response to an alarm.
- Use musical instruments to create different sustained alarm sounds and critique them to decide which would be most effective.
- Follow a maze to illustrate different routes to safety in an emergency.
- Work together with the school administrator to discuss escape route plans based on a large map of the school and its surrounding area.
- Learn evacuation routes at home and discuss procedures with their families. (Home Connection)
- Map the classroom maze and set up map legends to illustrate different routes and blocks within different escape routes.
- Use *A-Mazing Escapes* to follow and create escape paths. (Linking Across the Curriculum)
- Create a list of response actions to take from the time they hear the alarm to contacting 9-1-1 for help.
- Use *Call 9-1-1* to practice calling 9-1-1 (or your area's local number for emergency services if it is not 9-1-1).
- Practice calling 9-1-1 with their families, employing the handout, *Call 9-1-1* as a guide. (Home Connection)
- Tell the story of "The Boy Who Cried Wolf" to illustrate the importance of calling 9-1-1 only in case of emergency.



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## LESSON PLAN 4 Prepare to Respond

### Activities

- “Sound the Alarm”
- “Escape Route Maze”
- “Call 9-1-1”

**TEACHING NOTE** It is critically important that your students and their families know how to call the fire department and other emergency services. In most areas of the United States, the telephone number for emergency services is 9-1-1. If you live in an area that does not use 9-1-1, please make sure that your students memorize the local emergency service number and that you modify the lessons and activities to reflect the local number.



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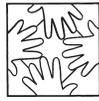
## LESSON PLAN 4 Prepare to Respond

### Materials

- Chart paper and markers



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## “Sound the Alarm”

SET UP 5 minutes CONDUCT 15 minutes

Science: Health; Social Studies: Community; Mathematics: Time

**TEACHING NOTE** Before embarking upon this activity, review your school’s procedures for evacuating. Conducting this activity either just before or soon after a school evacuation drill would increase the effectiveness of the activity.

1. Have the students talk about their experiences with fire alarms. How do they sound? Have different students try to sound like an alarm.
2. What do you do when you hear the alarm? As a class, review the rules for evacuation.  
Answers will vary, but must include—
  - Stop what you are doing.
  - Be quiet and listen to the teacher for directions.
  - Line up behind the teacher.
  - Follow the steps for the school’s evacuation drill.
  - Go to our assigned meeting place outside the building and stay there.
3. Discuss why the rules are important. Write the rules on the chart paper and post them for the students.

**TEACHING NOTE** Make sure to include and stress your school’s procedures for evacuating the building; going to the assigned meeting place outside; and accounting for every student with a roll call. Make sure to explain that, if the students are outside and the alarm goes off in the building, they should stay outside, go to their assigned meeting place and stay there.

4. Tell the students that throughout the week you will ask different students to imitate alarms for the class. Without telling the other students, ask one student to imitate an alarm, either in the class or outside. When the “alarm” goes off, all the students should follow the evacuation drill procedures. Do this once or twice a day at different times and in different settings.
5. Explain to the students that they must have rules or a plan for what to do at home if a smoke alarm goes off or if there is another reason to suspect a fire.



# Fire Prevention and Safety K-2

## LESSON PLAN 4 Prepare to Respond



### Wrap-Up

As the students practice responding to student alarms, help them time their responses.



Check for understanding of the rules and the need to respond quickly.

- How long does it take for everyone to stop and listen to the teacher?
- Do they respond more quickly inside or outside?
- What can they do to improve their response time?



### Linking Across the Curriculum

#### Fine Arts: Music

Have the students use instruments, bells and voices to create different, sustained alarm sounds. Critique each alarm. Why might one be more effective than another? What makes an alarm most effective?



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# Fire Prevention and Safety K-2

## LESSON PLAN 4

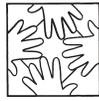
### Prepare to Respond

#### Materials

- Classroom arranged to represent a maze
- Map of the school
- *A-Mazing Escapes*, 1 copy per student (Linking Across the Curriculum)



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## “Escape Route Maze”

**SET UP** 20 minutes **CONDUCT** one 30-minute session and one 15-minute session

### Social Studies: Mapping and Community; Mathematics: Problem-Solving

Before the students enter the classroom, arrange tables, chairs, and desks to form a maze. You may create spots where the students must crawl under things, go around things, or get stuck so that they must go back and try again. Make sure everything is secure.

1. When the students come in, have them sit in a circle on the floor and talk about escape routes—planned ways to get out in case of emergency. Tell them they that will devise the escape route for the maze you have created in the classroom. Remind them of the rules for emergencies—no talking, listen for directions, etc. Discuss why moving quickly is important and how practicing can improve their ability to quickly reach safety. Have two or three students at a time practice getting through the maze.
2. As the students navigate the maze, ask the class: Is there more than one way to get to the “safe place” at the end of the maze? How many different ways could you go?
3. Set up a race and time the students. At the end of the race, discuss which is the fastest, most direct route. Call that the “escape route.”



### Wrap-Up

Help the students transfer their concept of escape route to the route you take during emergency drills at school:



- Have them talk about the directions they follow to leave the building when the fire alarm rings. Make sure they know where the emergency meeting place is outside. Work with students to follow that route, either along the map or by actually walking along the route.
- Invite a school administrator to your class to discuss escape route plans for the school. If possible, have the administrator bring a large map of the school to show the students all the routes.
- Working with the administrator, discuss: Why is the route from their classroom the best escape route? Is it the fastest way outside? Does it have the fewest number of people in the hallways?
- Use the map to help the students find alternative routes in case their normal route is blocked. What is the second-best way out of the classroom? Why?



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#### Home Connection

Encourage the students to talk with their families about the evacuation procedures they practiced at school. Have them find out what the procedures are at home. What are the two ways out of every room in their homes? Have them find out what the procedures are at the workplaces of family members.



#### Linking Across the Curriculum

##### Social Studies: Mapping

As a class, draw a map of the classroom maze on the chalkboard. Work together to set up a corresponding legend to be used on the map. For example, squares represent desks, rectangles represent tables, lined rectangles represent bookcases, arrows indicate the correct route, bold lines indicate alternate routes and dotted lines indicate blocked routes.

**Extension:** Change the maze and have groups of students work together to create their own paper maps of the new maze.

##### Mathematics: Problem-Solving and Geometry

For this exercise, you will need white markers or white paint and markers in dark colors.

Use page 1 of *A-Mazing Escapes* to help the students follow a maze to “safety.” Then, as a challenge, guide them to design their own mazes. On page 2 of *A-Mazing Escapes*, have them open paths between the concentric circles and block paths within the circles. Tell the students to challenge friends to try their skill at an amazing escape.



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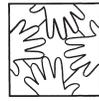


# Fire Prevention and Safety K-2

## LESSON PLAN 4 Prepare to Respond

### Materials

- Disconnected telephones or play phones
- *Call 9-1-1*, 1 copy per student
- Addresses from the students' records
- Local road map



## "Call 9-1-1"

SET UP 10 minutes CONDUCT 30 minutes

Science: Health; Social Studies: Community

1. Help the students describe the correct sequence of events from the time they hear the alarm ring or when they realize there is a fire. You can create a flow chart of the process on the board as the students talk—
  - Hear the alarm. (If you realize there is a fire, and no alarm is ringing, yell "fire!")
  - Stop what you are doing.
  - Listen for directions if an adult is present.
  - Follow the escape route.
  - Go to the assigned meeting place.
  - Call 9-1-1.
2. Work with the younger students to help them complete *Call 9-1-1*. You will need each student's address from the school records. To help the students find cross streets, use a local road map.

**TEACHING NOTE** If the emergency number in your area is not 9-1-1, make sure to modify this activity and practice the correct number with your students.



### Wrap-Up

Using the completed activity sheet, have the students role play 9-1-1 calls using play phones or disconnected telephones. You or other students may take the role of the 9-1-1 operator.



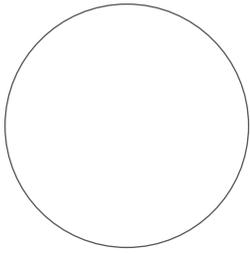
Listen to make sure that the students speak clearly and know the information to give to the operator.

**TEACHING NOTE** Make sure the students know that they should never practice calling 9-1-1 with a phone that is connected. Calling 9-1-1 is only for emergencies.

See the Language Arts curriculum connection below for a way to help reinforce this message.



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### Home Connection

Send *Call 9-1-1* home with the students so all their family members can practice.



### Linking Across the Curriculum

#### Language Arts: Storytelling

To make sure that the students understand that calling 9-1-1 is not a game, tell them the story of “The Boy Who Cried Wolf.” Talk about the moral of the story and why it is so important to call for help only in an emergency. Remember, if the students are in doubt about whether something is an emergency or not, they should call 9-1-1.

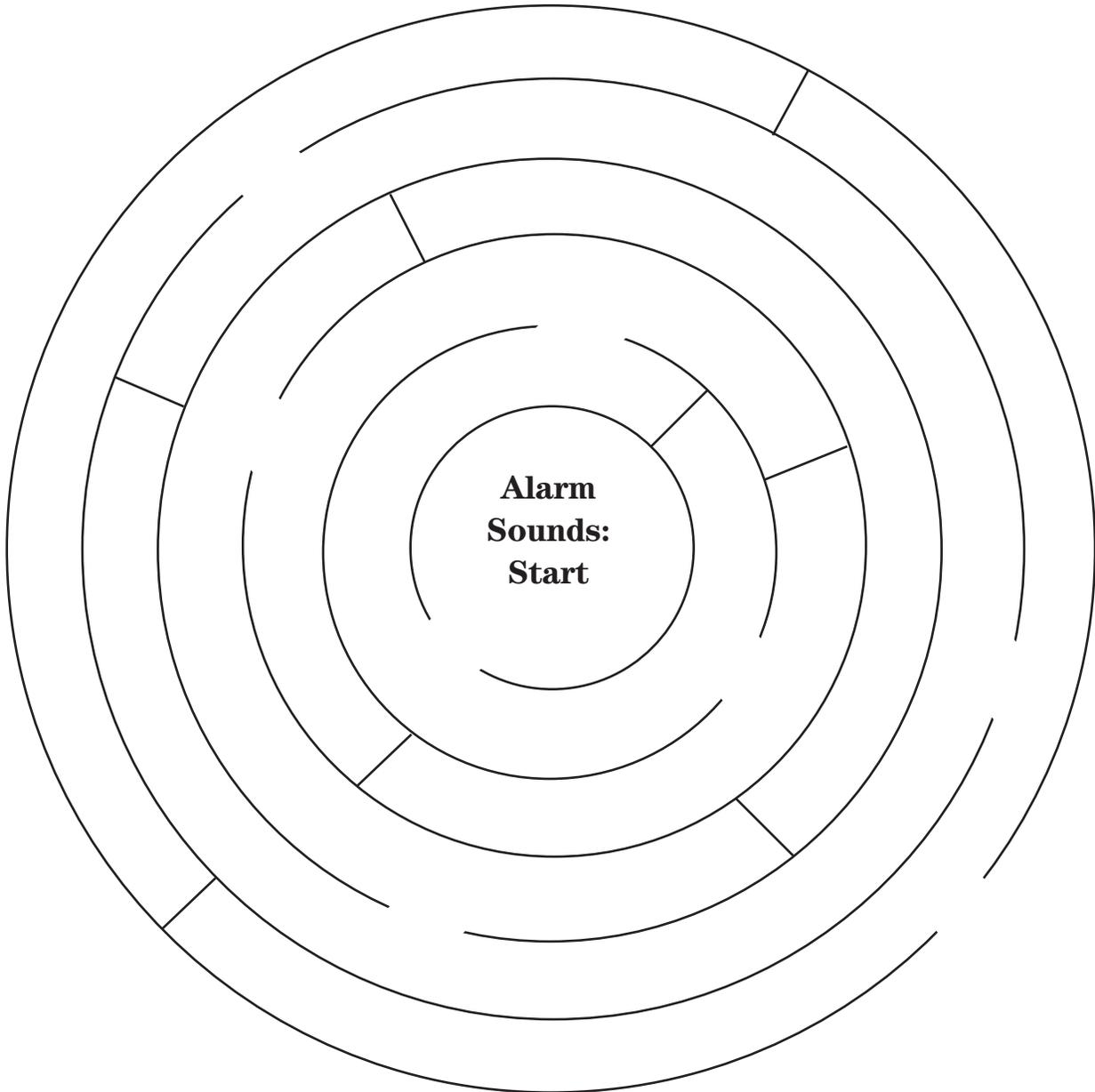


# A-Mazing Escapes

Page 1 of 2

Name \_\_\_\_\_

**Directions:** Alarms warn us of an emergency. When the alarm rings, you need to know your escape route. Find your way through the maze below.

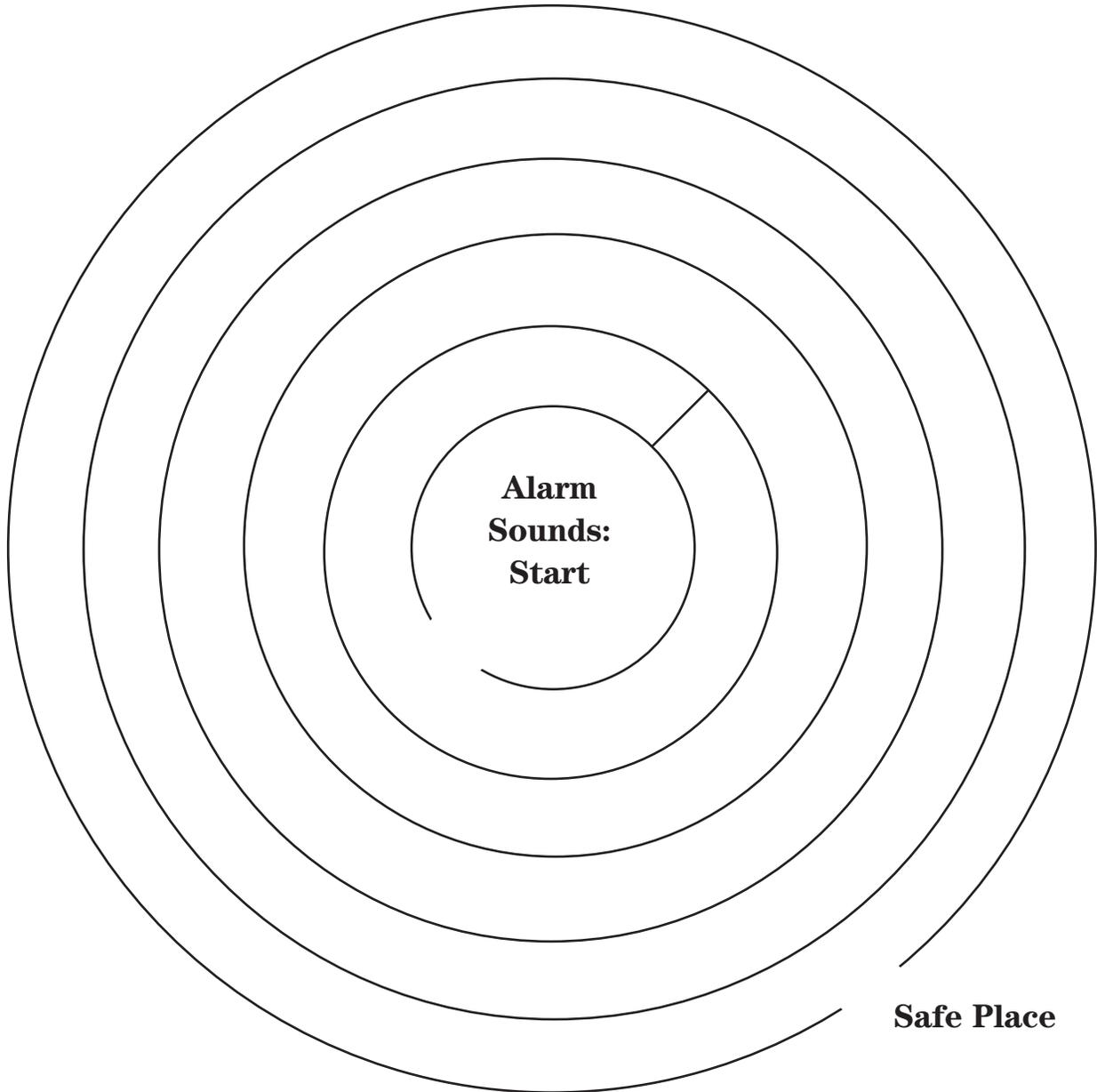




# A-Mazing Escapes

Page 2 of 2

**Directions:** Build your own escape route. Use a white marker or paint to make ways to get out of one circle and into another. Use a dark-color marker to block paths. Challenge friends to follow your escape route.





# Call 9-1-1

Page 1 of 2

Name \_\_\_\_\_

**9-1-1** is the number to call when you need help in an emergency.

**Step 1.** Dial 9-1-1.

**Step 2.** When the operator answers, tell him or her what is wrong. Stay calm and speak slowly and clearly.

**Step 3.** Give the operator your complete address and the name of the cross street nearest to your home. If you live in an apartment building, tell the operator the name of the building.

**Step 4.** Tell the operator if anyone needs help.

**Step 5.** Answer all of the operator's questions as well as you can.

**Step 6.** Wait for the operator to hang up. Then, hang up and leave the phone line clear.

**Note:** The operators who answer 9-1-1 calls often ask the caller to stay on the line until emergency responders arrive. Always follow directions.





# Call 9-1-1

Page 2 of 2

**Directions:** Work with your teacher to complete the form below so that you will be ready to call 9-1-1 in case of an emergency.

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

**Nearest Cross Street:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Note:** Emergency call centers have very good equipment that usually shows the address of the phone that is used to call in. These centers may not be able to get location information if a cell phone is used. Regardless of what type of phone you are using, always give the complete street address and the cross street when you call 9-1-1.

