



**FIRE PREVENTION  
AND SAFETY**  
**K-2**

# LESSON PLAN 2

## “Fire: Helpful or Harmful?” Activity

### KEY TERMS AND CONCEPTS

- helpful
- harmful
- control
- good fire
- bad fire

### PURPOSE

- To introduce the students to the concept that fire can be helpful or harmful.

### OBJECTIVES

The students will—

- Brainstorm to identify helpful and harmful fires.
- Use sentence strips to complete sentences about helpful and harmful fires.

### Linking Across the Curriculum

Language Arts

Visual Arts

**Teaching Note:** As you bring up the idea of harmful or “bad fires,” be aware of any of your students who have suffered a loss because of a fire. Work with the school counselor to determine the best way to support a student who has been affected by fire.



Together, we can save a life

# FIRE PREVENTION AND SAFETY

## K-2

### LESSON PLAN 2

#### Materials:

- Sentence strips
- Bulletin board paper
- Crayons or markers
- **Activity Sheet 2: Good Fires and You**

Activity Sheet 2:  
Good Fires and You

Activity Sheet 2:  
Good Fires and You



## “Fire: Helpful or Harmful” Activity

(set up: 5 minutes; conduct: 20 minutes)

1. Ask the students if they think fire is good or bad. Why? Write the words “helpful” and “harmful” in two columns on the chalkboard. As the students describe why fires are good or bad, put their answers on the board in the correct columns.

Answers will vary, but should include things like—

- Fire is good because without fire you would have to eat raw hamburger.
- Fire is bad because it burned down the tree in our backyard after lightning struck it.

2. Create sentence strips that begin: Fire helps people because...; or, Fire hurts people because... Have small groups of students help you finish each strip. Have the students draw pictures that represent the sentences. Place the sentence strips and pictures around the room as appropriate.

**Teaching Note:** If fireworks are legal in your state, you may want to take this opportunity to stress how dangerous they are and that only responsible adults should handle fireworks.

Ask: Why do many states outlaw fireworks? (Fireworks are dangerous and can cause loss of vision, burns, loss of fingers and toes, or worse.)

When and how does your family use fireworks?

How can you stay safe when your family uses fireworks?

Answers should include things like—

- Stay a safe distance from fireworks.
- **Only adults** should handle fireworks and they should—
  - Use fireworks only outdoors.
  - Have water quickly available.
  - Use only manufactured fireworks, not homemade fireworks.
  - Never relight a “dud.”
  - Soak fireworks thoroughly before throwing them out.
  - Wear protective eyewear.
  - Wear shoes.
  - Never throw or point fireworks at others.





## Wrap-up

Have the students look at the pictures and the sentence strips as they discuss: Can a helpful fire become a harmful fire?

Answers will vary, but should include things like—

- If the flames on your barbecue grill become too high, they might burn the hamburgers and some of the picnic items could catch on fire.
- If a spark jumps out of your fireplace while you are sitting next to it getting warm, it might burn you or the rug could catch on fire.

**Teaching Note:** Explain to the students that candles frequently cause devastating fires in homes. Be sure to keep candles well away from any combustible materials, and never leave a candle unattended. The increasing popularity of candle usage has led to an alarming number of tragic fires.

Have the students discuss ways to make sure that the helpful fires they have talked about on their sentence strips and pictures do not become harmful. Introduce the concept of “control.”



## Challenge

Ask the students to think about the three things needed for fire—heat, fuel, oxygen—and then ask them to describe ways to keep fire under control.

(For example, if the flames of the barbecue grill become too high, a nearby adult could close the lid to cut off oxygen or turn off the butane or gas to eliminate the fuel. To put out a campfire, douse it with water, which lowers the temperature.)



## Home Connection

Have the students work with their families to create lists of helpful fires at home. How do their families make sure that the fires do not become harmful? Have the students share their lists with the class.





## **Linking Across the Curriculum**

### **Language Arts**

Distribute **Activity Sheet 2: Good Fires and You**. Have the students use the questions on the activity sheet to dictate or write their own stories about fire. The stories can be fact or fiction.

### **Visual Arts**

Have the students illustrate their stories from **Activity Sheet 2: Good Fires and You**, using one page for each question and its answer. Place these in a book or on a bulletin board as appropriate.

