



FIRE PREVENTION AND SAFETY

K-2

LESSON PLAN 3

“Break the Fire Triangle” Activity

KEY TERMS AND CONCEPTS

- prevention
- heat
- fuel
- oxygen
- fire triangle
- combustion

PURPOSE

- To help the students understand how harmful fires can start.

OBJECTIVES

The students will—

- Go on a school scavenger hunt to find fuel and heat sources for a potential fire triangle.
- Create a map of the school to illustrate possible areas of combustion and identify ways to prevent fire in these areas.
- Find ways to prevent fires at home.

Linking Across the Curriculum

Mathematics

Teaching Note: If you have not completed Lesson Plans 1 and 2, be sure the students understand the concept of the fire triangle.



Together, we can save a life

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Materials:

- Bulletin board paper and markers
- **Activity Sheet 3: Stop Fires Before They Start**

Activity Sheet 3
Stop Fires Before They Start

Directions: Work as a family to answer these questions. Any "No" means there could be a fire hazard in your home.

YES	NO	Think About It
		1. Are there any electrical outlets that are not working properly?
		2. Are there any electrical outlets that are not properly grounded?
		3. Are there any electrical outlets that are not properly labeled?
		4. Are there any electrical outlets that are not properly covered?
		5. Are there any electrical outlets that are not properly installed?
		6. Are there any electrical outlets that are not properly maintained?
		7. Are there any electrical outlets that are not properly inspected?
		8. Are there any electrical outlets that are not properly tested?
		9. Are there any electrical outlets that are not properly repaired?
		10. Are there any electrical outlets that are not properly replaced?
		11. Are there any electrical outlets that are not properly removed?
		12. Are there any electrical outlets that are not properly installed in a safe location?
		13. Are there any electrical outlets that are not properly installed in a safe location?
		14. Are there any electrical outlets that are not properly installed in a safe location?
		15. Are there any electrical outlets that are not properly installed in a safe location?
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		19. Are there any electrical outlets that are not properly installed in a safe location?
		20. Are there any electrical outlets that are not properly installed in a safe location?

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Activity Sheet 3:
Stop Fires Before They Start



“Break the Fire Triangle” Activity

(set up: 5 minutes; conduct: two 20-minute sessions)

1. Draw a triangle on the board and have the students help you fill in the fire triangle: fuel, heat, and air (oxygen).
2. Remind the students that oxygen is everywhere. To be safe, we need to keep fuel and heat sources at least three feet away from each other.

Teaching Note: If you cannot take the students on an actual scavenger hunt, have them picture different areas of the school in their minds as they go on a “mental scavenger hunt.”

3. Then, guide them on a scavenger hunt around the school to identify fuel and heat sources. As the students find the sources, take note of each item and where it was found. Have the students talk about why these sources are safe.

Answers will vary, but should include things like—

- Even though there is recycled paper in the plastic bin in the hall, there are no heat sources nearby.
- The electric cords in the media center are in good condition; but, even if they made a spark, there are no fuel sources nearby.

Teaching Note: If the students find any areas that could be potential problems, report them immediately to the administration.

4. Once you have returned to the room, help the students create a large map of the school on the bulletin board paper. Include the classrooms, cafeteria, media center, etc.
5. Have the students draw the heat and fuel sources they found onto the map and place it on a bulletin board as appropriate. They should be prepared to say why these sources are safe. Why is the fire triangle not completed?
6. While the bulletin board is up, play “what if” with the students. For example, if students found recycled papers in a plastic bin in the hall, point to the picture and say, “What if someone put a heater next to the bin?” (The heat source could heat the plastic and it could melt into the papers and spark a fire.) If there was an electric cord in the media center, say: “What if someone rolled a chair over the cord and cut it?” (The severed cord could spark and the carpeting could catch on fire.) Have the students talk about ways to prevent the “what ifs” from happening.





Home Connection

Distribute **Activity Sheet 3: Stop Fires Before They Start** and have the students complete them at home with their families.



Wrap-up

Have the students talk about the fuel and heat sources they found in their homes. What were some of the ways their families ensured that these sources were safe? How do the items on Activity Sheet 3 reflect the fire triangle?



Linking Across the Curriculum

Mathematics

Ask the students to try to demonstrate or describe three feet in as many ways as they can.

Answers will vary, but should include things like—

- I'm three feet tall. I can jump forward one foot, so if I jumped three times I'd jump three feet.
- When I stretch my arms out, the distance from fingertip to fingertip is three feet.
- A meter stick is almost three feet long.

Have them stand on a line in the front of the class and walk what they think is three feet. Mark where each student stops. Then, use a measuring stick to see who most closely estimated three feet.

Explain the three-foot rule: Always keep fuels and heat sources at least three feet apart. Have the students use this rule as they go on their safety checks at home or at school. They should use a measuring stick or they should begin to work on estimating three-foot lengths.

