


Learning area:	health and physical education	Key competencies:	relating to others participating and contributing										
HEALTH AND PHYSICAL EDUCATION													
Strand	Achievement objectives*	Learning outcomes	Suggested activities for teaching and learning										
Personal Health and Physical Development: <ul style="list-style-type: none"><li>Safety management</li></ul>	Students can: <ul style="list-style-type: none"><li>access and use information to make and action safe choices in a range of contexts (Level 4)</li></ul>	At the end of these activities, students will be able to: <ul style="list-style-type: none"><li>recognise potential fire hazards in the home and school</li><li>suggest appropriate actions to eliminate or minimise fire hazards</li></ul>	<table><tr><th>Topic</th><th>Description</th></tr><tr><td>What is a smoke alarm?</td><td>Discussion question, page 4</td></tr><tr><td>Smoke alarms in my home</td><td>Take home survey and interactive game, pages 4 and 7</td></tr><tr><td>Smoke alarms</td><td>Photocopiable fact sheet, pages 5 and 6</td></tr></table>	Topic	Description	What is a smoke alarm?	Discussion question, page 4	Smoke alarms in my home	Take home survey and interactive game, pages 4 and 7	Smoke alarms	Photocopiable fact sheet, pages 5 and 6		
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Healthy Communities and Environments: <ul style="list-style-type: none"><li>Rights, responsibilities, and laws;</li><li>People and the environment</li></ul>	<ul style="list-style-type: none"><li>specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community (Level 4).</li></ul>	<ul style="list-style-type: none"><li>recognise that unsafe fires can have long-term consequences and effects on people's lives.</li></ul>	<table><tr><td>That's the smoke alarm, get out quick</td><td>Role play, page 8</td></tr><tr><td>How does a smoke alarm work?</td><td>Website reference, page 8</td></tr><tr><td>The get down, get low, get out game</td><td>Activity to simulate how to escape from a fire, page 8</td></tr><tr><td>Our family's escape plan</td><td>Take home activity, pages 9–12</td></tr><tr><td>Media clip – <i>Our family's escape</i></td><td>Planning and practising an escape plan</td></tr></table>	That's the smoke alarm, get out quick	Role play, page 8	How does a smoke alarm work?	Website reference, page 8	The get down, get low, get out game	Activity to simulate how to escape from a fire, page 8	Our family's escape plan	Take home activity, pages 9–12	Media clip – <i>Our family's escape</i>	Planning and practising an escape plan
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\* from *The New Zealand Curriculum: Draft for consultation 2006*

 = supported by the student CD-ROM

Assessment suggestions		
Safety management – Level 4		Rights, responsibilities and laws – Level 4
<p><u>Activity</u></p> <p>Students develop an escape plan in case of fire in their own home. This may include:</p> <ul style="list-style-type: none"> <li>primary course of action (make sure people are safe)</li> <li>secondary course of action (things ready to take on the run, pets' safety, etc)</li> </ul> <p><u>Assessment</u></p> <p>Assess against a standard criteria for escape plans, ie each room has at least two identified exits.</p>	<p><u>Activity</u></p> <p>Encourage students to think about environments that they encounter on a personal level, eg school, shopping mall, supermarket. The purpose is to raise awareness of safety information and equipment, eg exit signs, fire extinguishers, asking about escape procedures, etc if it's not obvious.</p> <p><u>Assessment</u></p> <p>Students investigate how well their school is signposted for fire safety. They could then prepare a report and/or visual display, making recommendations to the Board of Trustees on how fire safety information could be better communicated.</p>	
<p><b>Student self-assessment</b></p> <p>Students can self- or peer- assess against set criteria. This could be done verbally or in writing.</p>		
Success criteria	Continuum	Comment
I can describe the purpose of a smoke alarm and where it should be located in my home.	1 2 3 4 5	
I can explain what to do if a smoke alarm sounds.	1 2 3 4 5	
I know how often to change the battery in a smoke alarm and how to keep it working properly.	1 2 3 4 5	
I have an escape plan for my home.	1 2 3 4 5	
I know where my family's safe meeting place is.	1 2 3 4 5	
<p><b>CD-ROM quiz</b></p> <p>Each section of the CD-ROM has a quiz to check that students understand the content.</p>		

### **Teaching areas**

#### **Smoke alarms**

Smoke alarms warn us when we are in danger from a fire. If we hear a smoke alarm in our house we have to act quickly to escape. Smoke alarms give us precious minutes to escape. That is why we must also have a practiced escape plan that everyone who lives with us also knows. Smoke alarms do not put the fire out. Smoke alarms are particularly important because we cannot smell smoke when we are asleep. If we are asleep in a house that is filling with toxic smoke, we will not smell the smoke and it will kill us in our sleep.

The following activities make students familiar with smoke alarms, their purpose, what they sound like, how to install and maintain them, and what to do when a smoke alarm sounds.

Schools are subject to the Building Act 2004 and any alarms installed must comply with the Act and regulations relevant to schools.

A member of your local fire fighting team will be happy to come to your school with a smoke alarm and demonstrate its use and maintenance. Details of how to contact your local fire station and make an appointment are given in the 'Contact the Fire Service' section of this CD-ROM.

There are whole class statistical activities and group activities that involve students in different tasks and that use a variety of learning styles. Together, they provide students with information about smoke alarms and experience in installing and maintaining them.

#### **Escape plans**

In the event of a fire we have two minutes to escape from the burning building. By having a practiced escape plan in place our escape will be quicker and safer.

The following activities encourage students and their families to consider what they would do in a fire emergency, from planning primary and alternative escape paths to familiarising themselves with their safe meeting place.

A critical success factor of any escape plan is to rehearse it. This uncovers any potential problems, such as stuck windows or locked doors before it is a life or death situation.

A photocopiable grid is provided on which students can draw a plan of their home. Students living in a split-level or multi storey home will need to draw a plan for each level or storey.

The media clip *Our family's escape* shows a family developing its escape plan and rehearsing it. The rehearsal uncovers important points such as an exterior door without a key and that windows are an important escape route. The clip then goes on to show the family experiencing a 'real' fire and how having an escape plan makes the escape easier. It also reinforces a key fire safety message – **get out, stay out**.

## What is a smoke alarm?

1. Have a discussion with the students to clarify the purpose of the smoke alarm.
2. Make photocopies of the *Smoke alarms fact Sheet* on pages 5 and 6 for your students to take home to share with their families.

## Smoke alarms in my home

1. Make copies of the *Smoke alarms in my home* survey questionnaire on page 7 for your students to take home and complete. You may choose to ask students to post these anonymously or have an open class discussion about the findings.
2. Graph the class survey results.
3. Compare the class results with the following national statistics and observations:

1. At any one time, one third of the smoke alarms fitted in New Zealand homes will not be working because the battery has run down or it has been removed.
2. Batteries are commonly removed from smoke alarms to provide power for electronic toys. Some people remove the battery because the smoke alarm has been incorrectly positioned and goes off whenever anyone burns the toast. Fire fatalities have been linked to batteries being removed from smoke alarms to put into toys.
3. Smoke alarms should be fitted in all bedrooms, all family living areas, and the hallway. Smoke alarms should also be fitted in sleep outs, caravans and mobile homes.
4. Quality smoke alarms are not expensive.

On the student CD-ROM there's a game to show students where to install smoke alarms at home. Before they play the game, explain where smoke alarms should **not** be installed and why. For example, in kitchens where burning toast may 'trip' the alarm.

## **Smoke alarms fact sheet**

### **Useful information for you to take home and share with your family**

A smoke alarm is an early fire warning system. It makes a loud and continuous noise to warn you when there is smoke in the house and to tell you to get out.

Installing smoke alarms in all bedrooms, in all family living areas and in the hall saves lives.

**When you're asleep, you cannot smell things. This means that the smell of smoke may not wake you up. In house fires, people who aren't woken by smoke alarms can be overcome by smoke fumes and die in their beds.**

Children under five years old may be able to sleep through the sound of a smoke alarm, but smoke alarms in bedrooms will wake other family members.

A good quality smoke alarm costs less than \$20.00.

Less than half the homes in New Zealand have smoke alarms installed.

Check that the existing smoke alarms in your house are in the correct place and are working well.

If you don't have smoke alarms in your house, fit them now. Doing this could save the life of someone you love.

### **Installing smoke alarms**

If you don't know where to install smoke alarms in your house, or can only afford to install one or two at a time, contact your local fire station by looking up 'Fire Service' in the white pages of your telephone directory. The Fire Service will give you advice on the best places to install smoke alarms in your house – and this is a free service!

Smoke alarms should be fitted in all bedrooms, lounges, family rooms and hallways. Do not install smoke alarms in the kitchen because they can be set off by cooking or burning toast. Smoke alarms should also be installed in sleep outs, caravans and mobile homes.

Install smoke alarms in the centre of the ceilings, or at least 300mm from any corner or wall. If you put a smoke alarm on a wall, fit it 150mm from the ceiling.

## **Smoke alarms fact sheet (continued)**

### **Testing smoke alarms**

Test your smoke alarm battery each month to be sure it will warn you if there is a fire.

Most smoke alarms take a 9 volt battery. Always choose a good quality battery because it will last longer.

A good idea is to change the battery when you alter the clocks on daylight saving change days.

### **Cleaning smoke alarms**

Dust in a smoke alarm can stop it working. Every six months, open the cover and gently clean the smoke alarm with a vacuum cleaner brush.

**At any time, a third of the smoke alarms in New Zealand homes will not work because either the battery is flat or the battery has been removed.**

Do not remove the battery from your smoke alarm if:

- the smoke alarm goes off when you burn the toast or
- you need a battery for a toy.

If you hear the smoke alarm and there is no smoke in the room you're in, get out of the room quickly and go to the safe meeting place.

If you are responsible for small children, get to them quickly and take them to the safe meeting place.

Do not waste time:

- checking to see what has set the smoke alarm off
- trying to put out a small fire which can grow to a fire that fills the room with smoke that will kill you in less than two minutes.

**Smoke alarms in my home**

Complete this survey at home. You can ask your family to help you with it.

1. Are there smoke alarms fitted in your home?
2. If yes, how many are there?
3. In which rooms are they?
4. Do all the alarms work? (Test each one.)
5. If some of the alarms don't work, why don't they work?

### **That's the smoke alarm – get out quick**

Students role play to the rest of the class what to do if a smoke alarm goes off in a room. Students should include the following information in their role plays.

If there is a fire:

- Shout *Fire! Fire! Fire!*
- Alert other family members by shouting as you leave the house, and outside the house.
- Go to the safe meeting place, ie the letterbox or wherever else your family or school has decided is the safe meeting place.
- Check that all the family is at the safe meeting place. If a family member is missing, get someone to go around the outside of the house looking for them.
- Get someone to call 111.

### **How does a smoke alarm work?**

If students want to find out how a smoke alarm works, they can visit:

<http://www.howstuffworks.com/smoke.htm>

The website covers both photo-electric and ionisation smoke alarms. The NZ Fire Service encourages households to purchase photo-electric alarms as these may offer greater protection.

### **The get down, get low, get out game**

Source a blanket/sheet/tarpaulin or similar and hold it 60cm off the ground. Have a race to see how quickly students can crawl along under it. This simulates what to do in a fire – **get down, get low, get out**.

### **Our family's escape plan**

Students make an escape plan for their home. Make photocopies of the take home activity sheets on pages 9–11 and the fact sheet on page 12. Students can also download the activity sheets from the student CD-ROM.



## **Our family's escape plan**

### **Making an escape plan**

Your task is to draw an escape plan for your home on the grid paper provided. Your teacher will also give you an example of a finished plan.

- First, draw a plan of your house on the grid paper. You need to draw on the shape of the rooms and mark where the doors and windows are. If you live in a split-level or multi storey home, you need a sheet of grid paper for each level.
- Use different coloured pens or pencils to mark two different ways out of each room in a fire emergency. Use one colour for the route you think is the best route, and another colour for an alternative one.

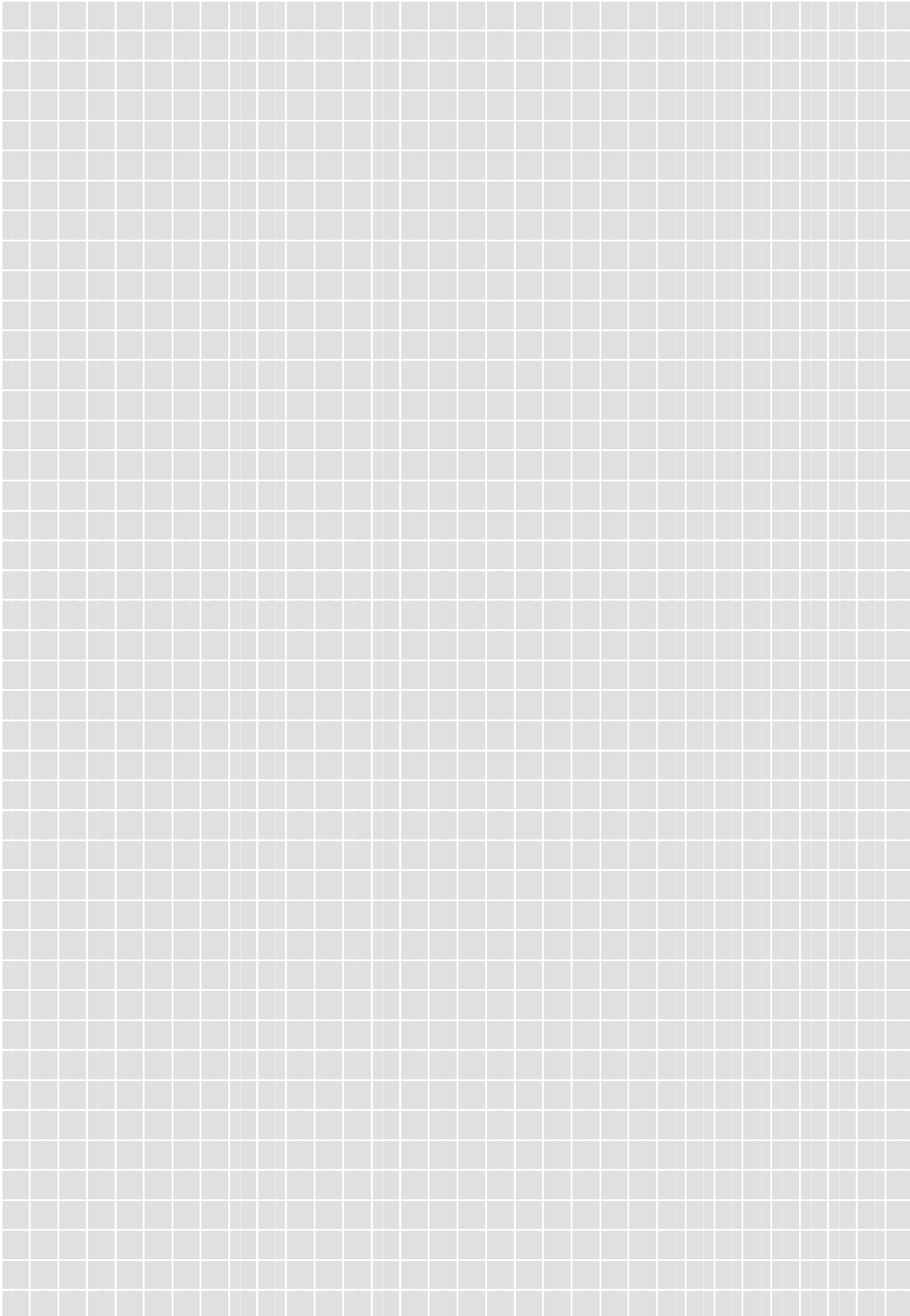
### **Remember that:**

- The best exit in a fire emergency is a window or door that goes straight outside. If the exit leads into a hall or another room, it may be leading you to the fire.
- You must be able to open at least one window in each room and all the doors in a house quickly in a fire emergency.
- If a door is locked for security, make sure the key is always kept in the door. If a window has a security lock, you need to know how to open the lock.
- If you live in a split-level or multi storey building, you need to work out how to escape from the top level, or how to keep yourself safe until help arrives.

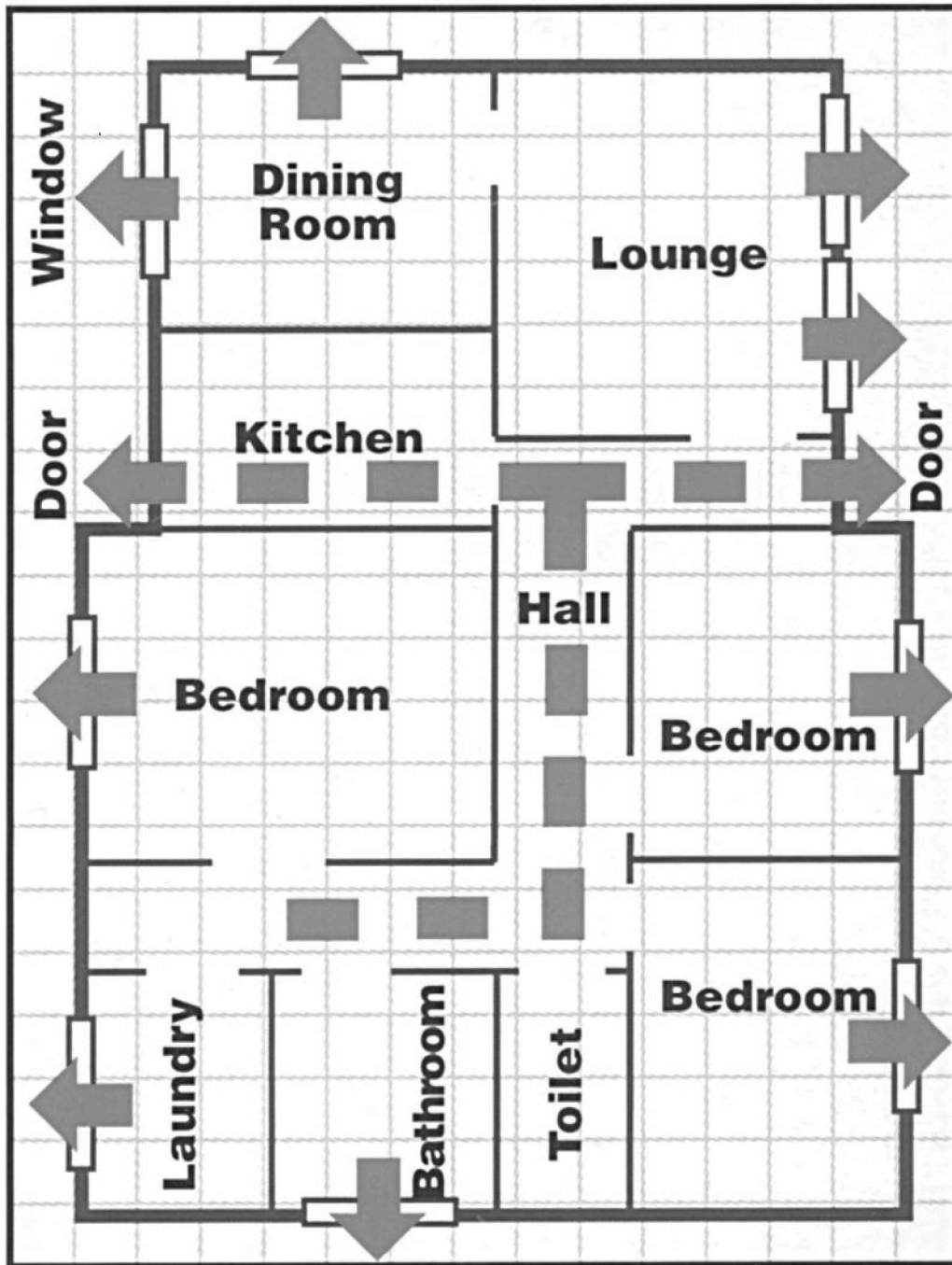
### **Checking our family's escape plan**

- Ask someone in your family to check that you have drawn the plan correctly.
- Check that you can get out of all the exits (windows and doors) that you have drawn on the plan.
- Discuss the plan with your family and work out how everyone in your family can get out of each room in an emergency.
- Have the family practise getting out of each room.
- Decide with your family where your safe meeting place is. Normally, this is the letterbox. However, if this is not a good option for your family, work out the best safe meeting place for you and make sure that everyone knows where it is.
- Have someone time you getting out of your bedroom, out of the lounge or family living area, and out of the kitchen and going to the safe meeting place.

**Our family's escape plan**



An example of an escape plan



## **Key points to think about as part of your escape plan – fact sheet**

### **What you should do if you hear the smoke alarm sounding at night when you are in bed**

- Get out of your bed onto the floor
- Start shouting FIRE – FIRE – FIRE
- Crawl to your bedroom door
- If the door is closed, check whether it is hot before opening it. Don't touch the handle – if it's made of metal it could burn you

If your bedroom door is closed and hot to touch:

- don't open it
- climb out of the window if it is safe to do so
- keep shouting FIRE – FIRE – FIRE
- go to the safe meeting place

If your bedroom door is open, or is not hot to touch:

- carefully check to see if there is smoke or the glow of a fire in the hallway
- keep shouting FIRE – FIRE – FIRE
- crawl to an outside door
- go to the safe meeting place

- Keep shouting FIRE – FIRE – FIRE to raise the neighbours
- Make sure someone calls 1 1 1 from a safe place and asks for FIRE.

### **What you should do if you hear the smoke alarm during the day**

- Quickly check to see if there is a fire
- Remember to touch closed doors before opening them. Don't touch the handles – if they're made of metal they could burn you
- If there is smoke or unusual heat or you see flames in a room, shout FIRE – FIRE – FIRE
- Shut the door to the room where the fire is
- Quickly leave the house
- Go to the safe meeting place
- Keep shouting FIRE – FIRE – FIRE to raise the neighbours
- Make sure someone calls 1 1 1 from a safe place and asks for FIRE

Remember NEVER EVER GO BACK INTO THE HOUSE.

Tell the firefighters when they arrive if you think there are people in the house.