Introduction to the Fire Safety Program

Purpose:
To teach children in schools the risk of fire, how to prevent and respond to dangerous fires–

Overall Objectives:
Staff and Students will:
• Understand the dangers of fire and safe response when fires occur.
• Be able to prevent dangerous fires from
  o Candles/lamps
  o Cooking
  o Electrical fires
• Be able to respond safely when there is a dangerous fire:
  o Stop Drop and Roll (putting out clothes on fire)
  o Get Low and Get Out
  o Contacting the Fire Brigade
  o Sounding the alarm and evacuation (fire safety drills)
  o Use of fire extinguishers and other available safety equipment
• Be encouraged with truth
• Have FUN and want to SHARE what they have learned with their community.

Introduction for Trainers:
These lessons have been proven to save lives and protect the physical safety of children and families. You are playing a major role in preventing fires, saving lives and property when you teach these lessons. In communities where these lessons are shared, you may be the first person to introduce some of the materials you are teaching.

Our lessons are designed around the reality that fire is a real threat in African communities and it is an essential tool. When harnessed correctly fire provides heat, light, security and food. Children are exposed to fire on a daily basis and need a practical understanding about the danger of fire as well as how to stay safe around fire.

With a little preparation, anyone can do these lessons. A willing heart to serve children, teachers and staff is all that is required. Firefighters can train others to replicate these lessons as volunteers in the community.
Sample outline of the Children’s Fire Safety Program:
Our program is FLEXIBLE and may change based on size of group, age and amount of time allotted. While the content is all important, if a school will only give you a limited amount of time, choose the information at this most important for physical safety and for your community context.

Step 1 - Contact the school to schedule an initial visit

Step 2 – Tour the school (look for fire safety equipment, notice exits, safety hazards, etc.), ask questions:
  o Where are the exits from the building? Are they unlocked?
  o Has the school ever conducted a fire evacuation drill? (If so, what are the evacuation procedures that are in place?)
  o Where are the fire extinguishers? Have staff been trained in how to use them?

Step 3 – Conduct teacher and staff fire prevention and safety lessons – you may need to do this training to several small groups of teachers so that classes can continue. During the training, prepare teachers for a fire drill and have them prepare their students for a fire drill. Be sure to include security, cooks, cleaners, and other staff.

Step 4 - Children’s’ Fire Safety Program:
  STOP = STOP and make wise choices
    o Fire Prevention Lesson – Candles and Lamps
    o Fire Safety Lesson – Stop, Drop and Roll & Sound the Alarm
    o Music - As time allows
  DROP = DROP to your knees and get to safety
    o Fire Prevention Lesson - Cooking
    o Fire Safety Lesson – Get Low and Get Out & Contact the Fire Brigade
    o Music - As time allows
  ROLL = ROLL, move away from danger
    o Fire Prevention Lesson: Electrical Fires
    o Fire Safety Lesson: Firefighters are your friends
    o Music - As time allows

Step 5 - Fire Extinguisher training
Step 6 - Fire Evacuation Drill (announced)
Step 7 - Distribute Fire Safety Tips and Emergency Numbers to classrooms

Step 8 – Follow up –
  Fire Evacuation Drills – ongoing
  Follow up regarding the schools ongoing practices of fire safety and prevention.
  Invite schools to come to your fire station.
  Consider forming jr. firefighting clubs
  Host community awareness programs at the fire station or in the community.
**Teaching Method:**
Africa Fire Mission lessons are written with CHE (Community Health Education) method for training – this method encourages the use of stories for teaching valuable lessons and encourages participants to identify their own solutions. We believe that people have the knowledge to prevent fires from happening, but do not always know the impact of their decisions related to fire safety. Teaching with story and questions will help encourage the staff and children in schools to be the advocates for fire safety in their community.

As you teach, consider what the children, teachers and community can do for themselves to prevent fires like teaching their friends and neighbors about fire prevention and making small changes in how they operate their homes that can decrease fire risk. Consider recruiting volunteers during your training that will agree to conduct another training or to train with you in the future.

When possible, firefighters conducting training should wear their uniforms and/or firefighter personal protective equipment during the training so that children can get familiar with the personal protective equipment of firefighters.

**Resources from Africa Fire Mission:**
In addition to lessons and lesson plans, additional resources to support your program are available. All resources are available for free for printing on our website (http://www.africafiremission.org/fire-safety-curriculum).

- CHE fire prevention lessons/ Flip Books
- Emergency Numbers Poster (recommend 1/room,)

**Materials to bring or request from participating school:**
- Blankets or Tarps 10 (for stop drop and roll and get low and go games)
- Buckets – (for bucket brigade game)
- Chalk
- Flip chart paper (newsprint)
- Markers
- Tarp

**Materials to utilize at participating school (ask for these in advance):**
- Chairs (to create maze)
- Fire Extinguishers(s) – if you want to demonstrate you will need to make arrangements ahead of time and it is recommended that you make plans for having the fire extinguishers serviced/refilled after the training.
- ++++Please verify that you have the correct number(s) to call for emergencies in your local area (Fire, Medical and Police emergencies).

**Our request from you:**
- Our materials are free and available for anyone to use. Please use our materials and make adjustments as needed for the school and community you are serving.
• Share pictures and stories with us!
  https://www.facebook.com/groups/africafireservicenetworking/
• Tag Africa Fire Mission on social media and use #AFMPrevention in your posts.
• Let us know of any modifications that you make – if it worked we want to build it into future programs!
**Fire Safety Lessons for Teachers and Staff:**

Teachers are an excellent resource for supporting fire safety education. Many teachers, cooks, cleaners, security, and administrative staff at schools have not been exposed to basic fire safety education. All staff are an important part of a fire free school environment.

Whenever possible, all staff at a school should be trained in fire safety prior to the students being taught the lessons so that they can support the lessons being taught to students. This training should take place before the student lessons as the teachers will be resources for you to reinforce and train the fire safety lessons.

**Time:** 2.5-3 hours

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduce the trainers and get to know the school staff</td>
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<td></td>
<td><strong>Trainers:</strong> My name is ___________ I am from ___________ I (do what kind of work).</td>
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<td></td>
<td><strong>School Staff</strong> <em>(write on flip char or chalkboard)</em> – Name; Job (for teachers grade they teach); how long have they worked at the school. Something they are happy about today or a dream that they have for their school.</td>
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<tr>
<td>2 min</td>
<td>Introduce the topic <em>(example)</em>:</td>
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<td>We want bless you, have a lot of FUN and teach some important lessons about fire safety. “<em>Be careful how you live – not as unwise but as wise, making the most of every opportunity</em>” We want to take this opportunity to support you in having a safer community.</td>
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<td>5 min</td>
<td>Ask/Brainstorm <em>(write down answers on newsprint or chalk board)</em></td>
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<td>What are the realities you see in your community related to fire? What things cause dangerous fires? <em>(examples – candles, lamps, electricity, cooking, smoking)</em></td>
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<tr>
<td>15 min</td>
<td>Act out this story <em>(tip: use a volunteer from the staff!)</em></td>
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<td>Sara was cooking in her house when fuel spilled and she throws the pot out of the house caught fire. She ran outside to call for help but the fire spread quickly to other houses &amp; could not be controlled. <strong>SHOWD Questions</strong> <em>(use these questions for discussion and discovery)</em></td>
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<tr>
<td></td>
<td>S – What do you see?</td>
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<td></td>
<td>W – Why does this happen?</td>
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</table>
| 5 min | **Ask/Brainstorm** *(write down answers on newsprint or chalk board)*  
How can you prevent fires in Homes, Schools and Communities?  
**Knowledge to share** *(if not brought up in brainstorm)*  
You can prevent fires by making choices in how your environment is set up and the things that you do:  
- Identify hazards.  
- Check wiring for exposed wires, having too many appliances for the number of plugs and illegal hook ups.  
- Don’t leave candles or open flames unattended.  
- Ensure combustibles are not stored too close to heaters/fuel/flame (clothing, curtains, hair, fuel, paper)  
- Don’t smoke in bed.  
- Talk to your children and neighbors about preventing fires. |
|---|---|
| 15 min | **Prevention Brainstorm:**  
*Split the group into 3 and have them brainstorm the following questions: (you can prepare these questions on flipchart paper ahead of time - have them write answers on their paper).*  
Group 1: Candles and Lamps  
What are some uses for candles & lamps?  
What are the dangers of using candles & lamps?  
What are ways we can prevent fire in our homes when we use candles or lamps?  
Group 2 Cooking  
How do fires start from cooking?  
What are hazards that may cause a cooking fire?  
What can we do to prevent fires from cooking?  
Group 3 Electrical  
How do we get electricity into our homes? and How do we use electricity?  
What are some dangers of electricity? And What are some hazards you have seen with the use of electricity? (Look around - can you identify any electrical hazards here?)  
How can some of these hazards be reduced?  
*Once they are done brainstorming, have each group share what they brainstormed with the whole group.* |
| 15 min | **Share brainstorm with whole group:**  
*Facilitator add any additional information from the notes below, add additional information as outlined to answer:*  
How do you extinguish a candle/lamp, cooking or electrical fire |

**Candles and Lamps**
<table>
<thead>
<tr>
<th>What are some uses for candles &amp; lamps?</th>
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<tbody>
<tr>
<td>• Lighting living areas.</td>
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<tr>
<td>• Starting cooking fires.</td>
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<table>
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<th>What are the dangers of using candles &amp; lamps?</th>
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<td>• A lot of fires that are caused by candles and lamps occur in the living space.</td>
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<tr>
<td>• Falling asleep accounts for many of the fires started by candles or lamps.</td>
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<tr>
<td>• Combustibles left too close to candles and lamps account for more than half of the fires started by candles and lamps. Combustibles include clothing, curtains, hair, fuel, paper and anything else around that will catch fire.</td>
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<tr>
<td>• Playing around or touching the candle or lamp’s flame can also start a fire and is dangerous.</td>
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<tr>
<th>What are ways we can prevent fire in our homes when we use candles or lamps?</th>
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<tbody>
<tr>
<td>• Blow out candles or lamps when you leave the room or go to bed.</td>
</tr>
<tr>
<td>• Keep Candles or lamps at least 12 inches (30 centimeters) away from anything that can burn such as clothing, curtains, hair, fuel, paper.</td>
</tr>
<tr>
<td>• Ensure children know the dangers of playing with any kind of fire.</td>
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### Cooking

<table>
<thead>
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<th>How do fires start from cooking?</th>
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<tr>
<td>• Stove or fire is left unattended.</td>
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<tr>
<td>• Items are left too close to the cooking area.</td>
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<tr>
<th>What are hazards that may cause a cooking fire?</th>
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<tr>
<td>• Fuel</td>
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<tr>
<td>• Grease</td>
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<tr>
<td>• Combustibles (clothing, curtains, hair, fuel, paper and anything else around that will catch fire)</td>
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<tr>
<th>What can we do to prevent fires from cooking?</th>
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<tr>
<td>• Stay close to what you are cooking and monitor it closely. (if you need to leave, turn off the flame)</td>
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<tr>
<td>• Stay awake and alert when you are cooking. Alcohol and some drugs can make you sleepy.</td>
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<td>• Wear short sleeves or roll them up so they don’t catch on fire.</td>
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<tr>
<td>• Keep your hair and clothes away from the flame.</td>
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<tr>
<td>• Keep children and animals away from cooking area</td>
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<tr>
<td>• Clean and clear the space around the cooking area before you turn on the heat. Move things that can burn. This includes dish towels, bags, boxes, paper and curtains.</td>
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<tr>
<td>• Turn pot handles away from you so that no one can bump them or pull them over.</td>
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<tr>
<td>• Keep a pan lid or a metal sheet nearby. Use it to cover the pan if it catches on fire. This will put out the fire.</td>
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<tr>
<th>How could you extinguish a small cooking fire?</th>
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<tr>
<td>• Never put water on a grease fire, put a lid on it.</td>
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<tr>
<td>• Keep the pan where it is. Do not move it!</td>
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</table>
• Slide pan lid or a metal sheet on top of the pan. This takes away the air. The fire goes out.
• Turn off the heat.
• Keep the lid on the pan until it is cool.
• Never try to stop a grease or oil fire with water. Water will make the fire bigger.
• Never use flour to extinguish a fire as it may explode or make the fire worse.
• For an oven fire, turn off the heat and keep the door closed.
• For a microwave fire, unplug the unit and keep the door closed.
• Use a fire extinguisher

**Electricity**

**How do we get electricity into our homes?**
Electricity can be brought into the home from the power lines legally or illegally. When it is legal the purchaser directly pays the power company.

**How do we use electricity?**
Electricity is a very powerful tool that is used every day. With it we light our homes and use it for some types of cooking. Some buildings also use electricity to heat or cool with.

**What are some dangers of electricity?**
When electricity is used improperly it can cause death from electrocution or start a fire that can grow out of control quickly.

**What are some hazards you have seen with the use of electricity? How can some of these hazards be reduced?**

- Exposed wiring
  - Use electrical tape to cover exposed wires.
- Too many appliances into one electrical cord
  - Avoid using too many appliances at once which will overheat the wire.
  - Unplug items when you are not using them.
- Extension Cords under rugs or across doorways
  - Avoid running extension cords under carpets or across doorways. Extension cords should go along the wall in the corner in order to avoid people walking on them and damaging the cord over an extended period of time.
- Electricity tapped from a neighbor or a power line
  - Purchase electricity directly from the power company and allow the power company to connect and maintain the electricity in your home.

Warn children of the dangers of playing with electricity.

**How can you safely extinguish electrical fires?**

- Turn off the source of electricity as quickly as possible.
- If you can safely extinguish the fire when it is small, do so
- Never use water on an electrical fire. Use a Powder or (ABC) fire extinguisher which will not shock you.
- You can use sand or dirt to smother a fire, but remember if the power is still on the situation is still dangerous.
- If there is no fire extinguisher available turn off the electricity first and then use water.
| 5 min | **Share information:**  
What do you need to do if the fire gets out of control?  
- Sound the alarm: FIRE FIRE FIRE and get to safety  
- Get to Safety  
  - Your life is more important than your things – Fire is dangerous and could hurt you. While your things seem important and may be hard to replace, nothing can replace you! Do not go back for your things.  
- Call the Fire Brigade  
  - They won’t come if they don’t know about the fire.  
  - *(Provide the number for the fire brigade and other emergency services to participants).* |
| 5 min | **Share information**  
What do you do if your clothes catch fire?  
Teach - STOP DROP and ROLL  
Stop – When your clothes catch on fire you must immediately identify the problem and stop. Do not run away, it will only make the fire bigger and hurt you more.  
Drop – After you stop you must prepare yourself by dropping to the ground.  
Roll – Next take action by covering your face and rolling back and forth until the fire is out.  

This action should be done very quickly if your clothes catch fire.  

DO NOT RUN – this will make the flames bigger and cause more potential injury! |
| 5 min | **Practice:**  
STOP DROP and ROLL  
Ask for a volunteer, have them create a scenario to act out.  
(Use one the blankets on the ground; you can also use a second blanket and teach them to help each other by smothering the fire) |
| 5 min | **Share information:**  
What for you do if your home, or the school is on fire?  
Teach - Get Low and Get Out  
Get Low –  
  - Get below the smoke so that you can breathe more easily  
Get Out  
  - Get to safety as quickly as possible  
  - Often this will mean crawling  
  - Have a meeting place (assembly point) where everyone has agreed to meet |
| 5 min | **Discuss:**  
Get Low and Get Out *(the students will practice during the week)*  
- What barriers might there be to getting to safety? |
| 5 min | **Share information:**  
If you are going to help fight the fire - what do you need to know?  
- You need to be safe first  
- Throwing the fire out into the community increases danger for everyone |
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<tr>
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| 5 min | Share information (write this down! – if participants don’t know the information, put someone in the group in charge of getting that information and reporting back to the group):  
**What is the number for contacting the fire brigade in your community** (in most communities this is DIFFERENT than contacting the police in Africa)?  
**What is the number for the ambulance?**  
**What is the number for the police?** |
| 5 min | Share information:  
**Your local fire brigade wants to help the community.**  
- Firefighters want to help you and your community.  
- Some fire brigades do not have enough resources to get to your home quickly but they are coming to help.  
- When the fire brigade arrives, make space for them by clearing the area so that the fire truck can get through.  
- Throwing rocks at the firefighters or their equipment, cutting the fire hose, damaging or stealing equipment means that the firefighters cannot help you as easily when they come & may cause them to leave.  
- You can help make the community safe for firefighters to come and assist you by telling others that firefighters are there to help you. |
| 15 min | Brainstorm and share ideas – FIRE EVACUATION DRILLS:  
**Has your school conducted a fire evacuation drill before?**  
*(if no, what would be the benefits of conducting a fire evacuation drill? – how frequently could these occur?)*  
- **How could we sound the alarm that there is a fire?**  
- **What are the exits if there was a fire – what barriers could there be to using these exits?**  
  - An identified staff person should inspect all exits daily to ensure that stairways, doors and other exits are working properly and are unblocked  
- **What are procedures for an evacuation drill?**  
  - On the day of the drill, the emergency alarm should be sounded. (Make sure that everyone can recognize the sound of the alarm and knows what to do when it sounds.)  
  - Every room should have a plan for getting out of the building safely (exit paths should be kept free of obstruction).  
  - On the day of the fire drill, everyone in the school should participate.  
  - Students with specific needs should be assigned an adult or a student buddy to assist them. Fire drills are a good opportunity to identify who among the student population requires extra assistance.  
  - Teachers are responsible for ensuring that all students have left the classroom before they leave and should shut the door behind them to help stop the spread of fire.  
  - While it’s important to make sure that students leave the building as quickly as possible, order is more important than speed when it comes to conducting a safe fire drill. |
• Once everyone has safely exited the building, they should remain outside at a predetermined location until the 'all clear' has been given to reenter the school.
• Teachers should check that all students are accounted for and other designated staff should ensure all staff are accounted for.
• Fire drills should be held both at expected and at unexpected times, and under varying conditions in order to simulate the conditions that can occur in an actual emergency.
• School fire drills are a model for students to use in their homes. Encourage students to practice their escape plans at home—just as they do at school.

| 15 min | **Plan:** School leadership and school staff should further develop a plan for evacuation and talk to their students about the drill. (decide when a fire evacuation drill will take place) |
| 10 min | **Summary**
What have you learned from the lessons today? |
Fire Prevention Lessons:
Fire Prevention is critical to reducing life threatening fire around the world. These lessons are designed to give children the skills they need to reduce the risk of fires in their homes, schools and communities.

Training Recommendations:
- Use props (like a cooking pan or candle) to help with story-telling.
- Encourage creativity, allow the children to make up their own stories or songs
- Much of this information will be difficult for the younger children to understand, modify and simplify the information as appropriate to the age of the children you are teaching.

Themes:
Lesson 1: STOP = STOP and make wise choices
Preventing fires from Candles and Lamps

Lesson 2: Drop = DROP to your knees and get to safety
Preventing Cooking Fires

Lesson 3: Roll = ROLL, move away from danger
Preventing Electrical Fires

Lessons:

Lesson 1: STOP = STOP and make wise choices
Preventing fires from Candles and Lamps

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
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| 5-10 min | **Introduce yourself (selves)/Share**  
Introduce yourself  
One person share a verse or a reflection on - What has God revealed to you about making wise choices? |
| 2 min | **Introduce the topic (example):**  
We want bless you, have a lot of FUN and teach some important lessons about fire safety. **Be careful how you live – not as unwise but as wise, making the most of every opportunity**” We want you to be safe from fire. |
| 5 min | **Ask/Brainstorm**  
What are the realities you see in your community related to fire? What things cause dangerous fires? (examples – candles, lamps, electricity, cooking, smoking) |
### 10 min

**Act out this story** *(tip: use a volunteer from the students or have some fun acting out the lesson yourself!)*

The boys, Dan and Dominic, stared at the candle burning on the table in their home. They had become mesmerized by the flickering of the flames. Their sister, Lynn, ran into the room and knocked over the candle. The flame hit a curtain and started a fire.

**SHOWD Questions** *(Use these questions for discussion and discovery. Depending on the age of the children you may simplify these questions.)*

- **S** – What do you see?
- **H** – What is happening?
- **O** – Does this happen in our place?
- **W** – Why does this happen?
- **D** – What will you do about it?

### 5 min

**What are some uses for candles & lamps?**
- Lighting living areas.
- Starting cooking fires.

### 5 min

**What are the dangers of using candles & lamps?**
- A lot of fires that are caused by candles and lamps occur in the living space.
- Falling asleep accounts for many of the fires started by candles or lamps.
- Combustibles left too close to candles and lamps account for more than half of the fires started by candles and lamps. Combustibles include clothing, curtains, hair, fuel, paper and anything else around that will catch fire.
- Playing around or touching the candle or lamp’s flame can also start a fire and is dangerous.

### 5 min

**What are ways we can prevent fire in our homes when we use candles or lamps?**
- Blow out candles or lamps when you leave the room or go to bed.
- Keep Candles or lamps at least 12 inches (30 centimeters) away from anything that can burn such as clothing, curtains, hair, fuel, paper.
- Ensure children know the dangers of playing with any kind of fire.

### 2 min

**What do you need to do if the fire gets out of control?**
- Sound the alarm: **FIRE FIRE FIRE**
- Get to Safety
- Call the Fire Brigade (Provide the number for the fire brigade and other emergency services to participants).

*(The fire safety lessons will include information with more details on what to do and when to call the Fire Brigade.)*

### 5 min

**Summary:**

Think back to the story at the beginning of this lesson, what could have prevented the fire in the story?

**What have you learned that you can teach others in preventing fires?**
- Children are not the only ones who love to watch fire. Adults will catch themselves staring at fire from time to time.
• Since the dawn of time man has been using fire to cook with, light their houses and warm their living space.
• Candles and lamps can be dangerous if you don’t pay attention. The same flames that help us can also become a nightmare.
• Unattended candles and lamps have been known to start fires that can easily burn not only your living space, but many other’s as well. However, if we are diligent around candles and lamps we can take steps to prevent fires from occurring in our community.

Ask the children to talk with their families about the dangers of open fires.

Lesson 2: Drop = DROP to your knees and get to safety

Preventing Cooking Fires

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 min</td>
<td><strong>Introduce:</strong>&lt;br&gt;We will be learning about preventing dangerous fires from cooking.</td>
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<tr>
<td>10 min</td>
<td><strong>Act out this story</strong> <em>(tip: use a volunteer from the students or have some fun acting out the lesson yourself!)</em>&lt;br&gt;Anne was cooking in her home and the food caught fire. She got scared and threw the pot and cooking stove out of the door of her house. The debris outside her home caught fire and her home and several others were soon lost to fire.</td>
</tr>
<tr>
<td><strong>SHOWD Questions</strong> <em>(Use these questions for discussion and discovery. Depending on the age of the children you may simplify these questions.)</em>&lt;br&gt;S – What do you see?&lt;br&gt;H – What is happening?&lt;br&gt;O – Does this happen in our place?&lt;br&gt;W – Why does this happen?&lt;br&gt;D – What will you do about it?</td>
<td></td>
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<tr>
<td>5 min</td>
<td><strong>How do fires start from cooking?</strong>&lt;br&gt;• Stove or fire is left unattended.&lt;br&gt;• Items are left too close to the cooking area.</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>What are hazards that may cause a cooking fire?</strong>&lt;br&gt;• Fuel&lt;br&gt;• Grease&lt;br&gt;• Combustibles (clothing, curtains, hair, fuel, paper and anything else around that will catch fire)</td>
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<tr>
<td>5 min</td>
<td><strong>What can we do to prevent fires from cooking?</strong>&lt;br&gt;• Stay close to what you are cooking and monitor it closely. (if you need to leave, turn off the flame)&lt;br&gt;• Stay awake and alert when you are cooking. Alcohol and some drugs can make you sleepy.&lt;br&gt;• Wear short sleeves or roll them up so they don’t catch on fire.&lt;br&gt;• Keep your hair and clothes away from the flame.&lt;br&gt;• Keep children and animals away from cooking area&lt;br&gt;• Clean and clear the space around the cooking area before you turn on the heat.&lt;br&gt;Move things that can burn. This includes dish towels, bags, boxes, paper and curtains.</td>
</tr>
</tbody>
</table>
- Turn pot handles away from you so that no one can bump them or pull them over.
- Keep a pan lid or a metal sheet nearby. Use it to cover the pan if it catches on fire. This will put out the fire.

<table>
<thead>
<tr>
<th>5 min</th>
<th>How could you extinguish a small cooking fire?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never put water on a grease fire, put a lid on it.</td>
</tr>
<tr>
<td></td>
<td>Keep the pan where it is. Do not move it!</td>
</tr>
<tr>
<td></td>
<td>Slide pan lid or a metal sheet on top of the pan. This takes away the air. The fire goes out.</td>
</tr>
<tr>
<td></td>
<td>Turn off the heat.</td>
</tr>
<tr>
<td></td>
<td>Keep the lid on the pan until it is cool.</td>
</tr>
<tr>
<td></td>
<td>Never try to stop a grease or oil fire with water. Water will make the fire bigger.</td>
</tr>
<tr>
<td></td>
<td>Never use flour to extinguish a fire as it may explode or make the fire worse.</td>
</tr>
<tr>
<td></td>
<td>For an oven fire, turn off the heat and keep the door closed.</td>
</tr>
<tr>
<td></td>
<td>For a microwave fire, unplug the unit and keep the door closed.</td>
</tr>
<tr>
<td></td>
<td>Use a fire extinguisher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 min</th>
<th>How could you prevent getting burned from cooking?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use hot pads to take food out of the oven, cooking stove, fire pit, microwave.</td>
</tr>
<tr>
<td></td>
<td>Keep your face away from hot steam.</td>
</tr>
<tr>
<td></td>
<td>Keep hot food and drinks away from the edges of tables and counters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min</th>
<th>Review: What do you need to do if the fire gets out of control?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sound the alarm: FIRE FIRE FIRE</td>
</tr>
<tr>
<td></td>
<td>Get to Safety</td>
</tr>
<tr>
<td></td>
<td>Call the Fire Brigade</td>
</tr>
</tbody>
</table>

(The fire safety lessons will include information with more details on what to do and when to call the Fire Brigade.)

<table>
<thead>
<tr>
<th>2 min</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What have you learned that you can tell others about preventing and extinguishing cooking fires?</td>
</tr>
<tr>
<td></td>
<td>Cooking good food is a very good thing. Fires from cooking can be reduced if we take action to identify and reduce the hazards around us.</td>
</tr>
</tbody>
</table>

Ask the children to talk with their families about the dangers of cooking and be grateful for the health that good food provides.

Lesson 3: Roll = ROLL, move away from danger Preventing Electrical Fires

<table>
<thead>
<tr>
<th>2 min</th>
<th>Introduce:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will be learning about preventing dangerous fires from electricity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 min</th>
<th>Act out this story (tip: use a volunteer from the students or have some fun acting out the lesson yourself!)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 children are talking:</td>
</tr>
<tr>
<td></td>
<td>Child 1: My parents want to have electric supply in our home</td>
</tr>
<tr>
<td></td>
<td>Child 2: They can go to the power supply company to have electricity connected in your home.</td>
</tr>
</tbody>
</table>
Child 3: I know another way you can get electricity - why don’t they tap it directly from the line?
Child 2: It can be cheaper, but more expensive because it is not safe.

**SHOWD Questions** *(Use these questions for discussion and discovery. Depending on the age of the children you may simplify these questions.)*

S – What do you see?
H – What is happening?
O – Does this happen in our place?
W – Why does this happen?
D – What will you do about it?

**How do we get electricity into our homes?**
Electricity can be brought into the home from the power lines legally or illegally. When it is legal the purchaser directly pays the power company.

**How do we use electricity?**
Electricity is a very powerful tool that is used every day. With it we light our homes and use it for some types of cooking. Some buildings also use electricity to heat or cool with.

**What are some dangers of electricity?**
When electricity is used improperly it can cause death from electrocution or start a fire that can grow out of control quickly.

**What are some hazards you have seen with the use of electricity? How can some of these hazards be reduced?**
- Exposed wiring
  - Use electrical tape to cover exposed wires.
- Too many appliances into one electrical cord
  - Avoid using too many appliances at once which will overheat the wire.
  - Unplug items when you are not using them.
- Extension Cords under rugs or across doorways
  - Avoid running extension cords under carpets or across doorways. Extension cords should go along the wall in the corner in order to avoid people walking on them and damaging the cord over an extended period of time.
- Electricity tapped from a neighbor or a power line
  - Purchase electricity directly from the power company and allow the power company to connect and maintain the electricity in your home.
- **Warn children of the dangers of playing with electricity.**

**How can you safely extinguish electrical fires?**
- Turn off the source of electricity as quickly as possible.
- If you can safely extinguish the fire when it is small, do so
- **Never** use water on an electrical fire. Use a Powder or (ABC) fire extinguisher which will not shock you.
- You can use sand or dirt to smother a fire, but remember if the power is still on the situation is still dangerous.
- If there is no fire extinguisher available turn off the electricity - then use water.
### Review:

**What do you need to do if the fire gets out of control?**
- Sound the alarm: FIRE FIRE FIRE
- Get to Safety
- Call the Fire Brigade
- *(The fire safety lessons will include information with more details on what to do and when to call the Fire Brigade.)*

### Summary

**What have you learned that you can tell others about preventing and extinguishing electrical fires?**
- Electricity is a powerful tool that can improve our lives, however it can also be very dangerous - starting fires and causing electrocution.
- Problems from electricity can be reduced if we take action to identify and reduce the hazards around us.
- Never use water to put out an electrical fire, use sand or dirt
- Ask the children to talk with their families about the preventing electrical fires and thank God for keeping them safe.

### First aid for burns:
- Cool the burn.
- Put the burn in cool clean water immediately.
- Keep it there for three to five minutes. This helps stop the burning.
- Cover it with a clean, dry cloth. If the burn is bigger than your palm, get medical help.
Fire Safety Lessons:
By teaching children what to do in case there is a dangerous fire in their home, school or community, you are helping to save lives and property. As you train children, the communities will experience fewer fires, there will be fewer injuries, death, and loss of property. Firefighters will be able to safely respond to fires when community members understand that firefighters want to help and support them.

Training recommendations:
• These lessons are designed to get the children moving and practicing the safety skills. You will need a larger space or outside area for these lessons.
• Encourage creativity – if you run out of activities, have the children make up a skit or play about being safe and preventing fires.
• Much of this information will be difficult for the younger children to understand, modify and simplify the information as appropriate to the age of the children you are teaching.
• As you adjust for age, you may want to use the fire prevention song to help reinforce the lessons.

Themes:
Lesson 1: STOP = STOP and make wise choices
Stop, Drop and Roll & Sound the Alarm

Lesson 2: Drop = DROP to your knees and get to safety
Get Low and Get Out & Contact the Fire Brigade

Lesson 3: Roll = ROLL, move away from danger
Firefighters are your friends

Lessons:
Lesson 1: STOP = STOP and make wise choices
Stop, Drop and Roll & Sound the Alarm

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 min</td>
<td>Introduce yourself (selves)/Share Introduce yourself</td>
</tr>
</tbody>
</table>
| 2 min  | Introduce the topic(example): We want bless you, have a lot of FUN and teach some important lessons about fire safety. “Be careful how you live – not
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Ask/Brainstorm</strong></td>
<td>What are some things that you think you should do if there is a fire? Children might say: Run, get help, yell, get your stuff etc.</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Share information:</strong></td>
<td>Help the children understand that some of the ideas they shared will work and some may NOT Examples: Running – If they are on fire, they will fan the flames and get burned. Get Help – YES, call the fire brigade and yell FIRE FIRE FIRE to tell others that there is a fire. Yell – Yes, yell FIRE FIRE FIRE and tell those that can help put off the fire where the fire is. Save your stuff – NO - Your life is more important than your things – Fire is dangerous and could hurt you. While your things seem important and may be hard to replace, nothing can replace you! Do not go back for your things.</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Role Play:</strong></td>
<td><em>(put out some tarps or blankets on the ground. tip: check the ground for rocks)</em> Ask for a volunteer(s), have them pretend their clothes are on fire and do what they might do now if they were on fire. Tell them to listen to you for directions to STOP – DROP - ROLL</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Explain:</strong></td>
<td><strong>What do you do if your clothes catch fire?</strong> Teach - STOP DROP and ROLL Stop – When your clothes catch on fire you must immediately identify the problem and stop. Do not run away, it will only make the fire bigger and hurt you more. Drop – After you stop you must prepare yourself by dropping to the ground. Roll – Next take action by covering your face and rolling back and forth until the fire is out. (with older children have them practice helping each other by smothering the fire) This action should be done very quickly if your clothes catch fire. DO NOT RUN – this will make the flames bigger and cause more potential injury!</td>
</tr>
</tbody>
</table>
| 10 min| **Game time:**                                                            | *(time for everyone to practice!)* **Water, Water, FIRE** *(played similar to Duck, Duck Goose)* • Put down tarps and/or blankets on the ground • Have children stand in a circle with one child in the middle. • The child in the middle of the circle point (or go around the circle) to other children, saying: Water, Water, Water…. FIRE. • When they “select another child, the selected child goes to the middle of the circle to STOP, DROP and ROLL (and the first student returns to the circle.)
| 5 min | **What do you do if there is a dangerous fire?**  
If a fire is starting to get out of control and help is needed:  
- Sound the alarm - yell: “FIRE FIRE FIRE”  
- Get to Safety  
- Call the Fire Brigade (Provide the number for the fire brigade and other emergency services to participants). |
| 5 min | **Summary:**  
Ask the children if they have any questions about what they learned today  
Ask the children to teach their families about how to sound the alarm and what to do when your clothes catch fire. |

**Lesson 2: Drop = DROP to your knees and get to safety**  
Get Low and Get Out & Contact the Fire Brigade

| 5 min | **Review:**  
Review the lesson on Stop, Drop and Roll, and sounding the fire alarm. Ask the children if they talked to their families about what they learned yesterday. |
| 2 min | **Introduce:**  
We will be learning about how to evacuate your home or a building when a fire happens and how/when to contact the fire brigade. |
| 5 min | **If a fire drill has already been conducted:** Ask the children what they learned in the fire evacuation drill  
*(If a fire evacuation drill has not yet been conducted, teach the same information).*  
When you hear the sound of the fire alarm:  
- Listen to your teacher  
- Leave the building  
- Move Quickly (Don’t run)  
- Go to the assembly point  
- Don’t reenter the building until your teacher tells you it’s OK. |
| 5 min | **Share information:**  
There are some other things you need to do if there is a real fire and you need to get out of a building:  
**What for you do if your home or the school is on fire?**  
**Teach - Get Low and Get Out**  
Get Low –  
- Get below the smoke so that you can breathe more easily  
Get Out  
- Get to safety as quickly as possible  
- Often this will mean crawling to stay below the smoke  
- Have a meeting place (assembly point) where everyone has agreed to meet |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Demonstrate:</strong>&lt;br&gt;Set up a maze (tunnel – above and on each side, there is “smoke” Have a raise flat surface that the children could roll out of on to the ground) for the children to crawl through using tarps for the ground and chairs/blankets and other available materials. One of the facilitators should demonstrate – GET LOW and GET OUT! (crawling through the maze and getting to safety. On the other side of the maze, the facilitator should pretend to call the fire brigade.</td>
</tr>
<tr>
<td>2 min</td>
<td><strong>Discuss:</strong>&lt;br&gt;What did the demonstrator do when they “got out?”&lt;br&gt;<strong>Get to Safety</strong>&lt;br&gt;• Your life is more important than your things – Fire is dangerous and could hurt you. While your things seem important and may be hard to replace, nothing can replace you! Do not go back for your things.&lt;br&gt;<strong>Call the Fire Brigade</strong>&lt;br&gt;• They won’t come if they don’t know about the fire.</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Teach:</strong>&lt;br&gt;• Teach the children the numbers for the Fire Brigade&lt;br&gt;• Have the children memorize the number for the Fire Brigade. (you should have these numbers from the teacher training)</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Practice:</strong>&lt;br&gt;<strong>Get Low and Get Out Practical</strong>&lt;br&gt;Have all of the children line up to practice (one at a time): Give them the scenario: “You just woke up and realized that your home is smoky or on fire, you know you need to act quickly and get to safety”&lt;br&gt;• Sounding the Alarm – yell FIRE FIRE FIRE&lt;br&gt;• Get Low and Get Out – Roll out of the bed and crawl out through the tunnel&lt;br&gt;• Getting to safety&lt;br&gt;• Calling the Fire Brigade by going through the Maze and then pretending to call the fire brigade (have them recite the number for the fire brigade out loud)</td>
</tr>
<tr>
<td>2 min</td>
<td><strong>Summary</strong>&lt;br&gt;Ask the children if they have any questions about what they learned today&lt;br&gt;Ask the children to teach their families Get Low and Get Out and the number for the Fire Brigade</td>
</tr>
</tbody>
</table>

**Lesson 3: Roll = ROLL, move away from danger**<br>Firefighters are your friends |

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Review</strong>&lt;br&gt;Review the lesson on Get Low and Get Out &amp; Contacting the Fire Brigade&lt;br&gt;Ask the children if they talked to their families about what they learned yesterday.</td>
</tr>
<tr>
<td>2 min</td>
<td><strong>Introduce:</strong>&lt;br&gt;We will be learning about firefighters. Firefighters want to help you and your community.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
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</tbody>
</table>
| 5 min | **Ask:** *(engage the children in a discussion about the fire brigade. Remember that their experience is going to be VERY different than what children in the United States might experience. Allow the children to share from their experience not yours)*  
**Have you ever seen a firefighter?**  
**What have you noticed about them?** |
| 5 min | **Teach:** *(Your local fire brigade wants to help the community.*  
- Firefighters want to help you and your community.  
- Some fire brigades do not have enough resources to get to your home quickly but they are coming to help if you call them.  
- When the fire brigade arrives, make space for them by clearing the area so that the fire truck can get through.  
- Throwing rocks at the firefighters or their equipment, cutting the fire hose, damaging or stealing equipment means that the firefighters cannot help you as easily when they come & may cause them to leave.  
- You can help make the community safe for firefighters to come and assist you by telling others that firefighters are there to help you.* |
| 5 min | **Show:** *(Show the children the firefighter personal protective equipment (PPE). Explain that the equipment helps to keep the firefighters safe when they fight the fire.)*  
Chose a child to demonstrate how to put on the equipment  
Pants, Suspenders, Tunics (Coats), Hood, Boots, Helmets |
| 15 min| **Play:** *(Bucket Brigade Relays*  
*(this game is very difficult with the younger children, you can have the younger children practice activities from day one/two or make up a different game with the PPE)*  
- Have the children line up into as many lines as you have PPE sets.  
- Give each line a set of PPE (front of the line) and a bucket (back of the line)  
- About 15 feet away, have a large bucket (if you are using water; to catch the water to reuse) or something that the children can pretend is on fire and they have to put out.  
- Have the last child pass the bucket through the line while the first child gets into the PPE  
- Once the child has the PPE on and the bucket have them run to put out the fire.  
- That child gives the PPE to the next person in line, goes to the back of the line and passes the bucket to the front again.  
*(you may do this with water, but due to the scarcity of clean water, it is recommended that you pretend to use water rather than actually using water)* |
| 5 min | **Summary** *(What have you learned that you can tell others about firefighters?)*  
Ask the children to talk with their families about the firefighters and to pray to keep the firefighters safe when they are doing their jobs.*
Music:
As we teach safety messages to children, teachers and staff, it can be fun to add in songs to help reinforce the lessons. Music will help to tie the lessons fire prevention lessons together. We ask that you use the fire prevention song to help tie in the lessons for the week.

- You may choose the songs other songs you’d like to use (think about having 4-5 songs ready).
- You can sing and use other instruments if you’d like.
- Check in with the school ahead of time to learn what songs they already know and might like to sing, and choose some other songs too.
- It is important to think about the different age groups you may have participating – 4 years old through 8th grade or older)
- Taking time to introduce yourself is important – you might even want to invite the class to share something that they have learned
- Make up more fire prevention songs!

Themes:
Lesson 1: STOP = STOP and make wise choices
Preventing fires from Candles and Lamps
Stop, Drop and Roll & Sound the Alarm

Lesson 2: DROP = DROP to your knees and get to safety
Preventing Cooking Fires
Get Low and Get Out & Contact the Fire Brigade

Lesson 3: ROLL = ROLL, move away from danger
Preventing Electrical Fires
Firefighters are your friends
<table>
<thead>
<tr>
<th>5 min</th>
<th><strong>Sing</strong> – <em>(write the words to songs you choose on flip chart paper if you want – the children will learn the songs very quickly even without the words being written)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AFM’s Fire Prevention Song</strong> <em>(Lyrics and cords are below. Listen to it here: <a href="https://youtu.be/uE0-b1q1t1Y">https://youtu.be/uE0-b1q1t1Y</a>)</em></td>
</tr>
<tr>
<td></td>
<td>As you teach this song, some children will not have been taught the concepts yet in the fire safety lessons – introduce and reinforce the concepts:</td>
</tr>
</tbody>
</table>
|       | **SOUND the ALARM**  
|       | Yell FIRE FIRE FIRE and get to safety |
|       | **STOP DROP and ROLL**  
|       | Stop – When your clothes catch on fire you must immediately identify the problem and stop. Do not run away, it will only make the fire bigger and hurt you more.  
|       | Drop – After you stop you must prepare yourself by dropping to the ground.  
|       | Roll – Next take action by covering your face and rolling back and forth until the fire is out. |
|       | **GET LOW and GET OUT**  
|       | Get Low –  
|       | • Get below the smoke so that you can breathe more easily  
|       | Get Out  
|       | • Get to safety as quickly as possible  
|       | • Often this will mean crawling  
|       | • Have a meeting place (assembly point) where everyone has agreed to meet |
| 5-20 min | **Sing** – *(write the words to songs you choose on flip chart paper if you want – the children will learn the songs very quickly even without the words being written)*  
|       | *(we are working on adding additional recommendations for songs based on our bible lessons – if you have a song to recommend, please tell us about it.)*  
|       | [https://www.facebook.com/groups/africafireservicenetworking/](https://www.facebook.com/groups/africafireservicenetworking/) |
AFM’s Fire Prevention Song
Listen to the song here: https://youtu.be/uE0-b1q1t1Y

V1

D
What do you do if you see a fire?
G D
Yell, FIRE, FIRE, FIRE!

V2

What do you do if your clothes are burning?
STOP, DROP and ROLL!

V3

What do you do if your house is burning?
GET LOW and GET OUT!
**Option: “Fire Stick”**
A fun and easy way to add some fun and to give a practical tool (pencils) to the children is by having them make a “fire stick” that they can use during music time!

The “fire stick” is essentially a pencil with curling ribbon glued to it that they can twirl/dance with while singing.

**Materials:**
Pencils
Red curling ribbon
Yellow curling ribbon
Orange curling ribbon
Glue dots/ hot glue.

**Assembly:**
- Cut ribbons to length desired-approximately 24 inches. Use at least one length of ribbon/color/pencil
- Tie the bundle of ribbons together in the center, and attach to pencils with a glue dot or hot glue.
- Caution – The glue dot and ribbons can stick together

**Other ideas:**
- Make “fire sticks” with fatter pencils for younger children
- Bring a few pencil sharpeners for the school as a gift (one/teacher or student)
Fire Extinguisher Training:
Fire Extinguishers are not the only tools that can be used to extinguish a fire, but they are helpful tools, and many schools and other buildings in Africa have access to them. Often, while they are available, people do not know how to use them and then do not use them when there is a fire. A basic fire extinguisher training is very helpful. Teachers and staff may want to light trash on fire for the training. If you are comfortable with this it can be very helpful to allow them to practice. However, use extreme caution. You do not want to start a fire that cannot be controlled.

If you use the fire extinguishers during the training, please make sure arrangements are made to refill/replace the fire extinguisher so that it is available for emergencies.

**Recommended audience:**
- Adults and older children (determined by the school)
- Up to 20 people at a time

**Time:** 30 minutes

---

**Step 1** Locate Fire Extinguishers and a safe place to demonstrate
- If you are going to use real fire to extinguish ask school staff for things to burn (kitchen staff may be burning trash outside the school already) and a way to light the fire.

**Step 2** Talk about types of fire extinguishers and which types to use on what kind of fires *(in much of Africa they use a British system)*

---

**KNOW YOUR FIRE EXTINGUISHER CODE**

<table>
<thead>
<tr>
<th>CO₂</th>
<th>DRY POWDER</th>
<th>AFF Foam</th>
<th>WATER</th>
<th>VAPOURISING LIQUIDS</th>
</tr>
</thead>
</table>

Legend:
- **CO₂:** For use on flammable liquids, live electrical equipment, or in a confined space.
- **Dry Powder:** For use on class A, B, C, or D fires.
- **AFF Foam:** For use on class A, B, C, or D fires.
- **Water:** For use on class A, B, C, or D fires.
- **Vapourising Liquids:** For use on flammable liquids, live electrical equipment, or in a confined space.
| Step 3 | **Teach how to use a fire extinguisher:**  
P – Pull the pin  
A – Aim the nozzle at the base of the fire  
S – Squeeze the handle  
S – Sweep nozzle side to side |

![Diagram of fire extinguisher use](image)

| Step 4 | **Practice the use (or pretend to practice) of the fire extinguisher** |

| Step 5 | **Remind participants that if they think they need to use a fire extinguisher they should also call the fire brigade** |

Information on how to use a fire extinguisher - British Type:  
[http://www.safefiredirect.co.uk/Page/54/videos-how-to-use-a-fire-extinguisher-safely.aspx](http://www.safefiredirect.co.uk/Page/54/videos-how-to-use-a-fire-extinguisher-safely.aspx)  
[http://www.mfs-fire-extinguishers.co.uk/types.htm](http://www.mfs-fire-extinguishers.co.uk/types.htm)

Information on how to use a fire extinguisher (includes a video) - United States Type:  

Teaching Fire extinguisher use:  
**Fire Evacuation Drills:**

Fire Evacuation Drills are important for ensuring a safe school environment. They also help individuals practice and think ahead for what they might do if their home or another building was on fire. Many places where you will share these lessons have not conducted a fire drill before. Help to develop the plan for these drills with the school leadership prior to conducting a drill.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Train best practices for conducting a fire evacuation drill: <em>(this information is also in the teacher training provided, if teacher training is provided you have already done this step)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your school conducted a fire evacuation drill before? <em>(if no, what would be the benefits of conducting a fire evacuation drill? – how frequently could these occur?)</em> Recommendation is MONTHLY.</td>
<td></td>
</tr>
<tr>
<td>How could we sound the alarm that there is a fire?</td>
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<tr>
<td>What are the exits if there was a fire – what barriers could there be to using these exits?</td>
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<tr>
<td>An identified person should inspect all exits daily to ensure that stairways, doors and other exits are working properly and are unblocked</td>
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<tr>
<td>What are procedures for an evacuation drill?</td>
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<tr>
<td>On the day of the drill, the emergency alarm should be sounded. <em>(Make sure that everyone can recognize the sound of the alarm and knows what to do when it sounds.)</em></td>
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<tr>
<td>Every room should have a plan for getting out of the building safely (exit paths should be kept free of obstruction).</td>
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<tr>
<td>On the day of the fire drill, <strong>everyone</strong> in the school should participate.</td>
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<tr>
<td>Students with specific needs should be assigned an adult or a student buddy to assist them. Fire drills are a good opportunity to identify who among the student population requires extra assistance.</td>
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<tr>
<td>Teachers are responsible for ensuring that all students have left the classroom before they leave and should shut the door behind them to help stop the spread of fire.</td>
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<tr>
<td>While it's important to make sure that <strong>everyone</strong> leave the building as quickly as possible, order is more important than speed when it comes to conducting a safe fire drill.</td>
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<tr>
<td>Once everyone has safely exited the building, they should remain outside at a predetermined location until the 'all clear' has been given to reenter the school.</td>
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</tbody>
</table>
• Teachers should check that all students are accounted for and other designated staff should ensure all staff are accounted for.
• Fire drills should be held both at expected and at unexpected times, and under varying conditions in order to simulate the conditions that can occur in an actual emergency.
• School fire drills are a model for students to use in their homes. Encourage students to practice their escape plans at home—just as they do at school.

<table>
<thead>
<tr>
<th>Step</th>
<th>Plan: (this information is also in the Teacher training provided, if teacher training was provided you have already done this step)</th>
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<tbody>
<tr>
<td></td>
<td>School leadership and school staff should further develop a plan for evacuation and talk to their students about the drill. Let them know that there will be 2 fire drills in the week – sometime on Tuesday and sometime on Friday. (your team will decide when)</td>
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</tbody>
</table>

| Step | Walk through the school with school leadership and help them think about exit plans, notice if exits are blocked or locked and how to promote safety and security in the best way possible. (i.e. – the second exit from the school might be locked for safety reasons - concerns that someone will get in that shouldn’t) however this brings a different concern if there is a fire - how will the students get out if the other exit is blocked by fire?). Help the school staff brainstorm ideas for the best safety options possible. |

| Step | Determine the sound for the fire alarm with school leadership (some schools may have a fire bell – make sure it is in working order) |

| Step | Determine the time for the fire evacuation drill For the first drill have the school leadership make sure everyone knows about the drill, what sound to listen for, what to do when the drill starts and when to expect the drill |

| Step | For the second drill the time will be a surprise |

| Step | Conduct the FIRE EVACUATION DRILL: (time it, the goal is for the time to get shorter as everyone gets better at the drills) Have team members throughout the building to remind students to remain calm and in an orderly fashion. School leadership designee and team members should make sure that all of the students and staff are out of the building. |

| Step | Once everyone is out of the building, the school leadership designee will notify the students when to return to class |

<table>
<thead>
<tr>
<th>Step</th>
<th>Debrief what happened with the school leadership</th>
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<tbody>
<tr>
<td></td>
<td>• Did everyone get out (safely)? How long did it take?</td>
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<td></td>
<td>• Did everyone know the sound of the alarm?</td>
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<td></td>
<td>• Did everyone know where to go when they left the school?</td>
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<td></td>
<td>• Were there any obstructions that prevented children from getting out of the school? (ie blocked exits; children with disabilities etc.)</td>
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<td></td>
<td>• Were there any individuals that needed help to get out of the building? What’s the plan to assist them?</td>
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<tr>
<td></td>
<td>• Did leadership check to make sure all individuals were accounted for?</td>
</tr>
<tr>
<td></td>
<td>• What questions/concerns are there?</td>
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</table>