

Grade 1

Health Objective 2.04

Identify items that can cause burns and describe strategies that prevent burns.

Math Objective 4.02 and 5.01

Describe events as certain, impossible, more likely or less likely to occur.

5.01

Sort and classify items by two attributes.

Materials Needed:

Appendix 1a-m: Pictures of items that can cause burns or bring examples of items that can cause burns: electric iron, portable heater, curling iron, light bulb (copy of one page per student)

Appendix 2: The House of Hazards - copies for each student

Focus:

Display several items or pictures of items that can cause burns. Ask the students what these items have in common. Ask the students the following questions:

- *What happens if you touch something hot?*
- *How might it feel to get burned?*
- *What happens when people get burned?*

Teacher Input:

Discuss with students the importance of recognizing items that can burn them. Brainstorm with students different items around their houses that might cause burns. Be sure to include items such as hot water, steam, appliances such as an iron, curling iron, or electric heaters. Items that cause burns are not always related to fire or appliances. It is important to remember that hot liquids and some chemicals can also cause burns. Some objects turn bright red or orange or release steam when they are hot; however other objects such as water and glass do not turn colors and many items like hot metals do not release steam or turn colors.

Safety tips:

- Keep hot liquids or foods in containers in the center of the table, counter, or stove so they cannot easily be knocked off and possibly burn someone.
- Turn pot handles toward the rear of the stove to prevent someone from accidentally bumping them and spilling hot food, which can cause a burn.
- Keep appliance cords away from the edge of the counter.
- Keep appliances unplugged when you are not using the items.
- Use oven mitts when taking items out of the oven and microwave.
- Open items that have been in the microwave with caution, remove lids from pots and containers with caution by always opening the item away from you to prevent a steam burn.

Practice & Assessment:

Activity 1

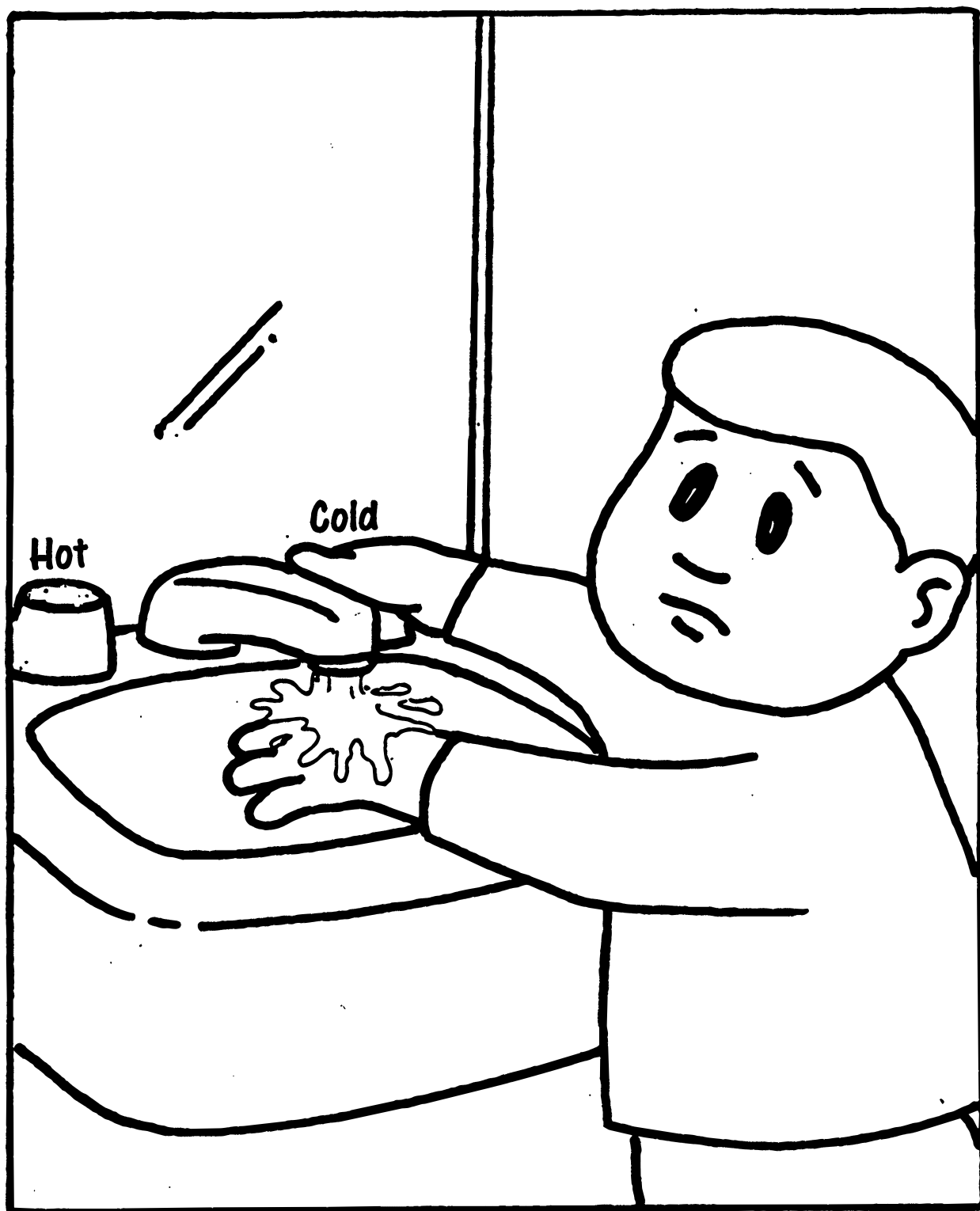
Mark off two square areas on the floor with tape. Use a sign to label one square “hot” and the other square “cold.” Use red letters for “hot” and blue letters for “cold.” Place the hot and cold items or pictures of the items between the two squares. Explain to the students that one square is for hot items that can cause burns and the other is for cold items that cannot cause burns. Ask students, one at a time, to pick up an object, explain how the object is used, and place the object in the proper square labeled “hot” or “cold.”

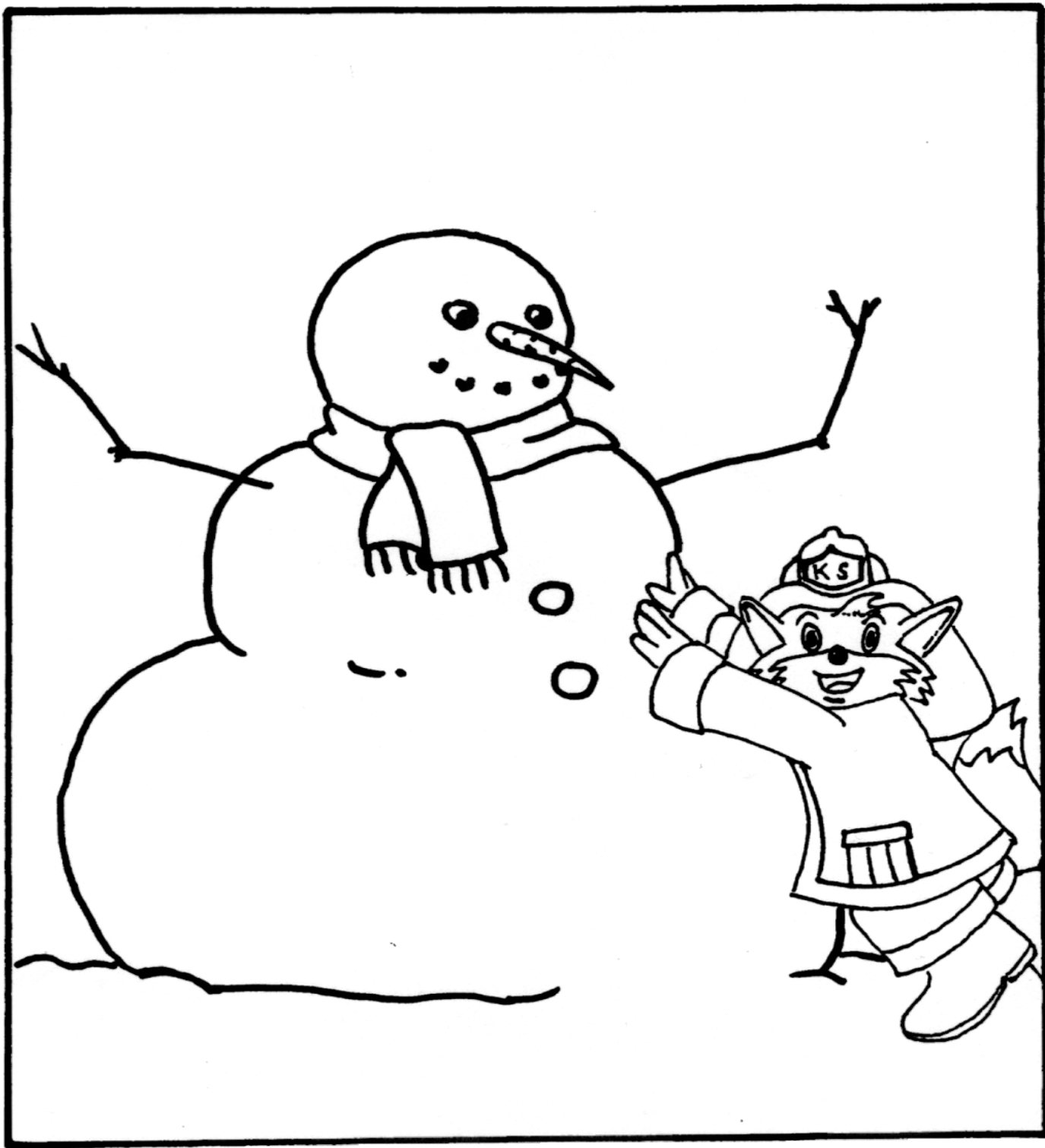
Activity 2

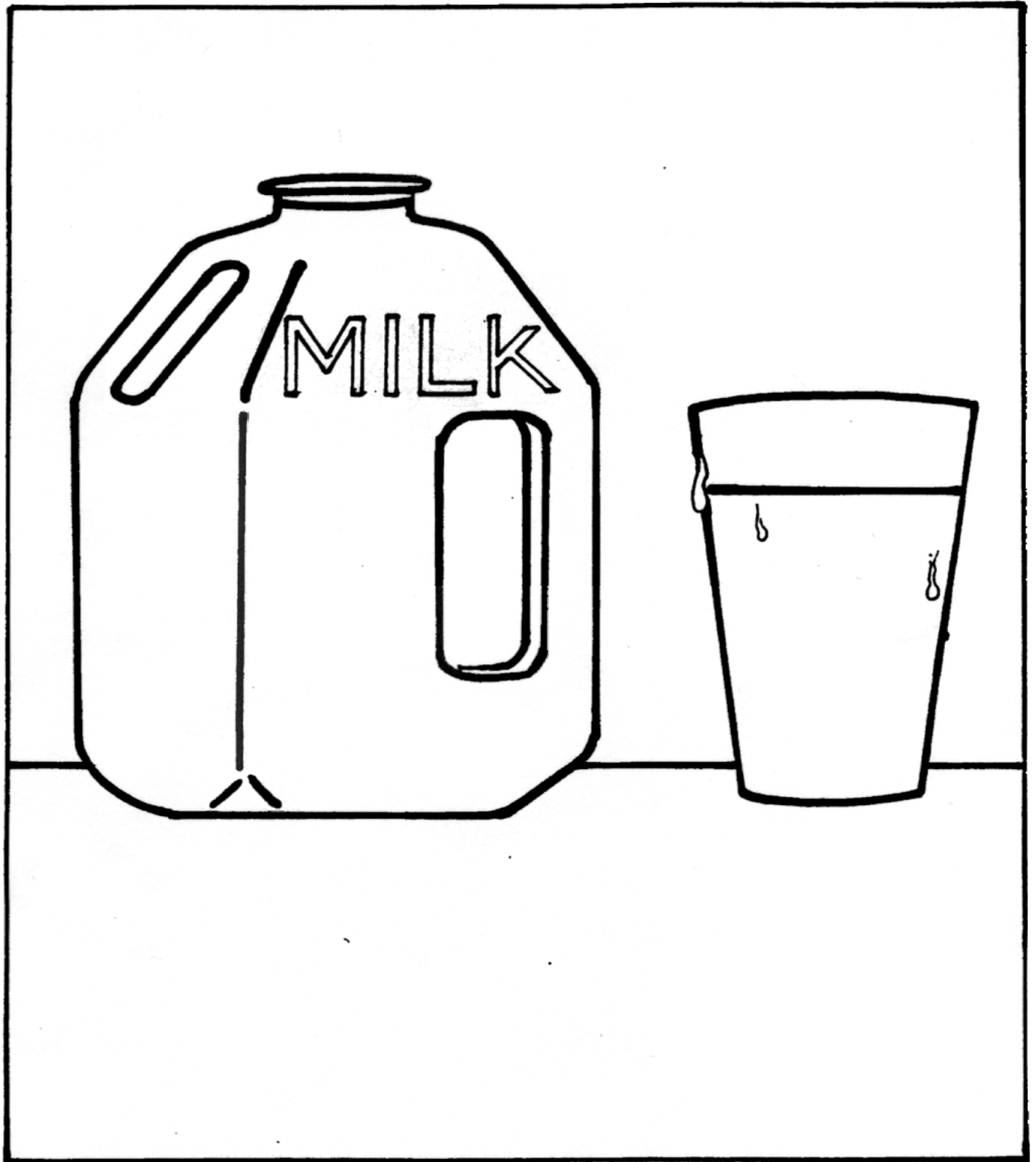
Distribute handouts of items that can burn and not burn to students. Ask students to color their assigned picture. Create a burn safety bulletin board. After students have completed their pictures ask them to bring the pictures to the bulletin board and explain whether the item can burn or not burn. Then place the picture on the board.

Activity 3

Distribute the House of Hazards (Appendix 2). Allow students to search for fire safety hazards and circle the hazards found. Discuss each hazard and describe how each hazard should be changed to make this home safe.

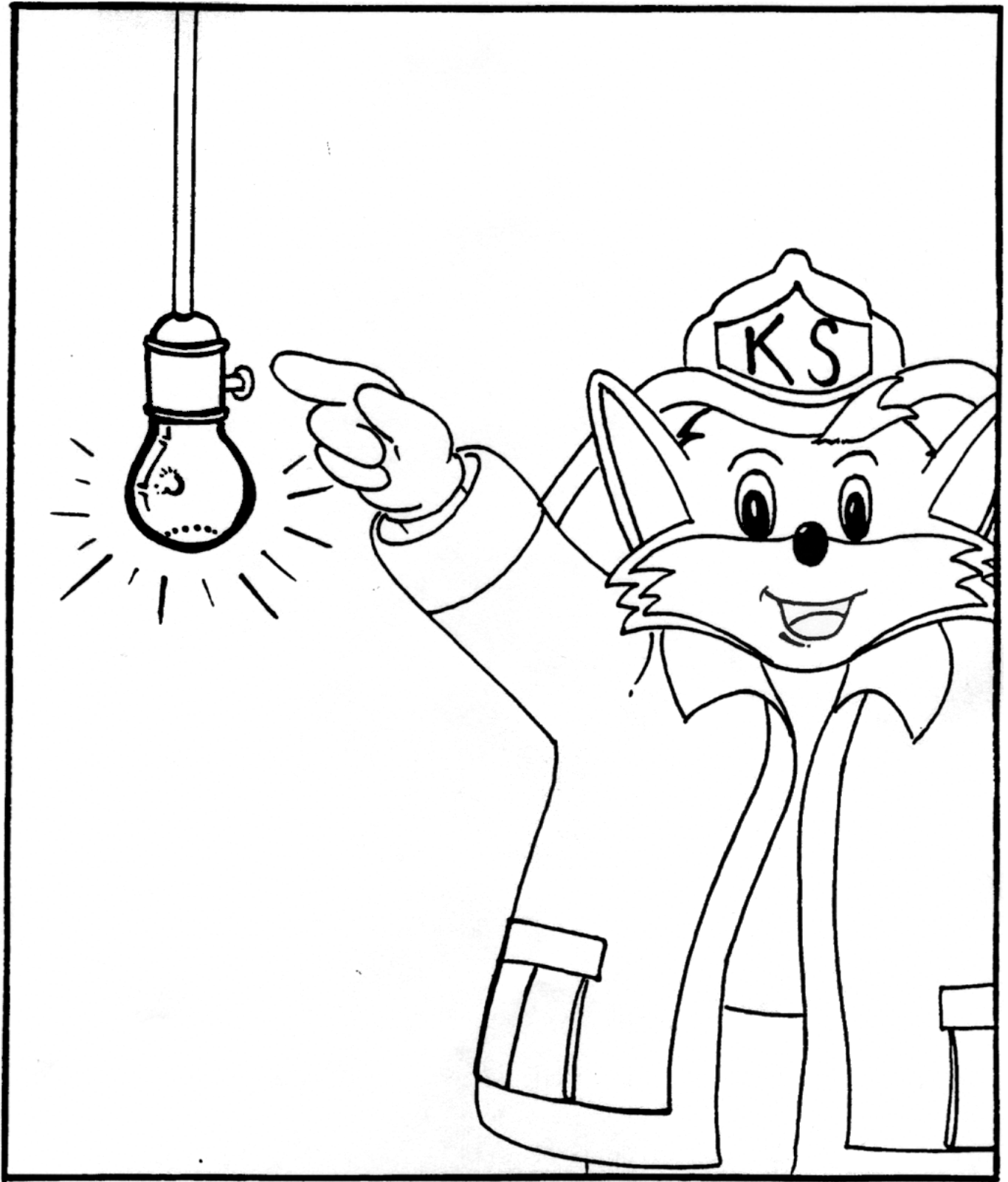


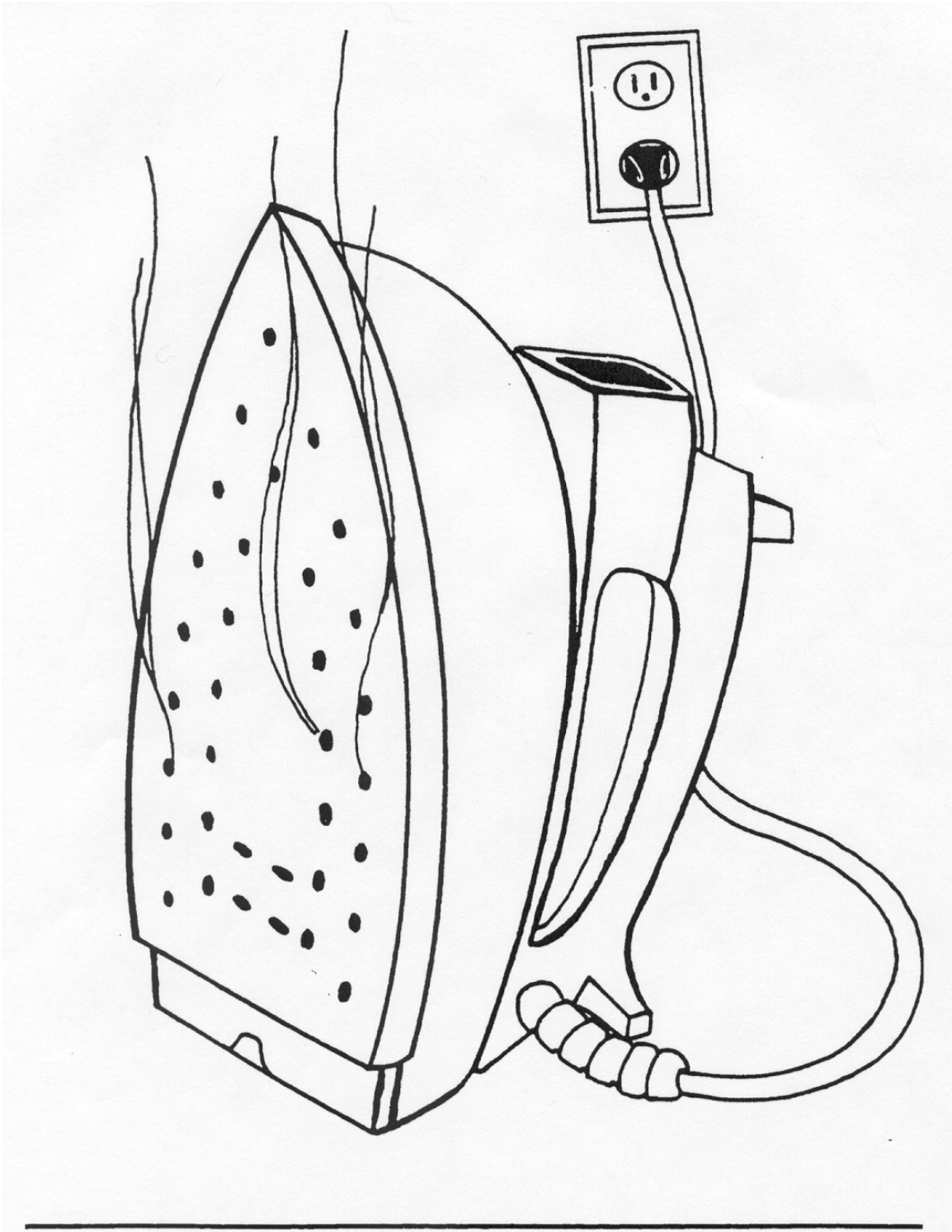


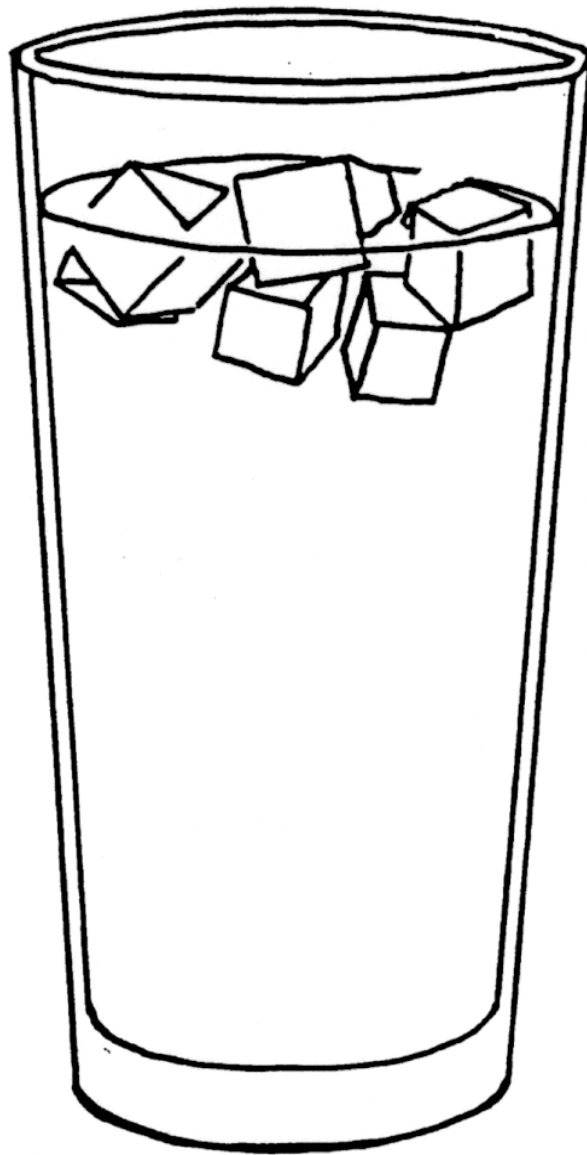




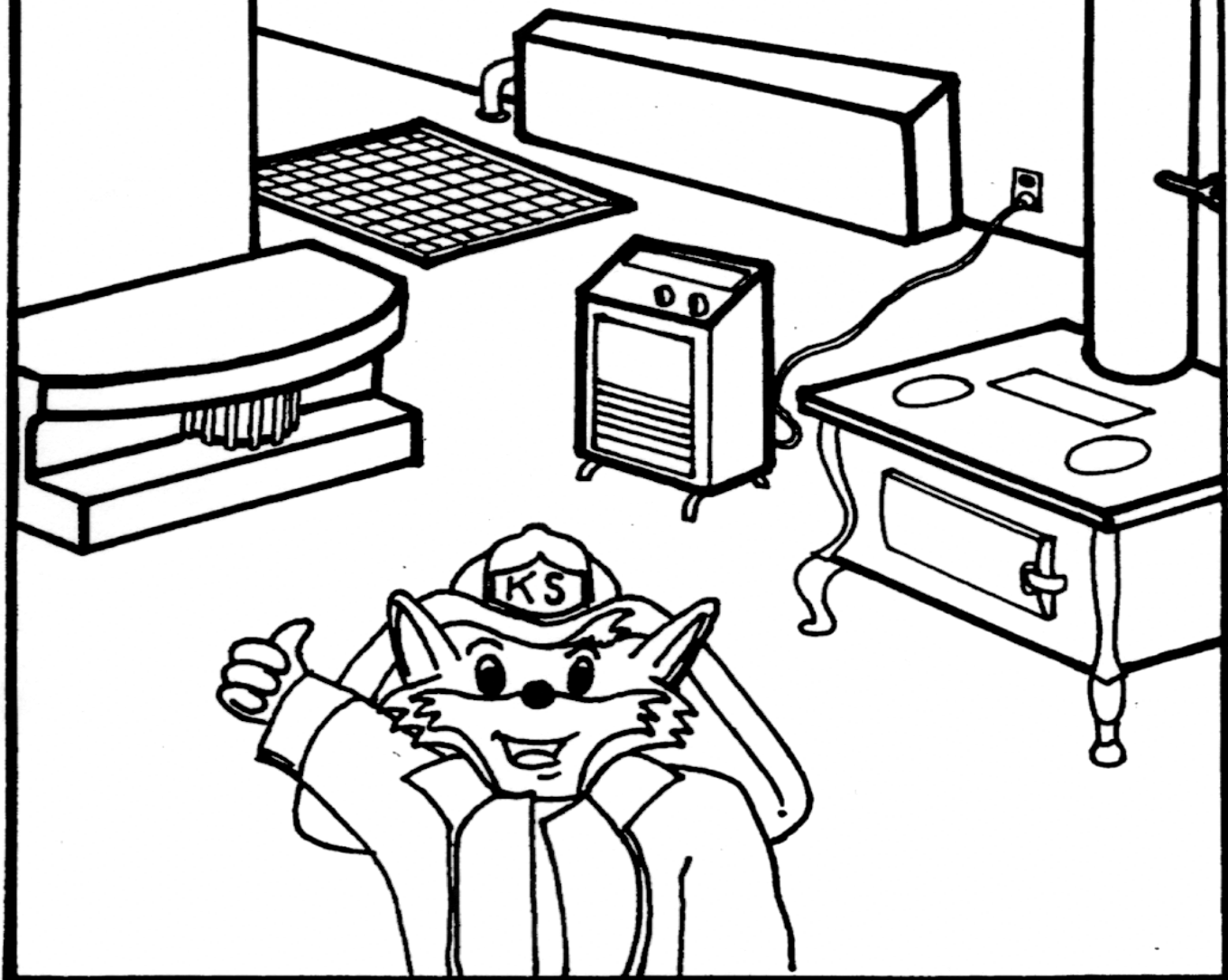


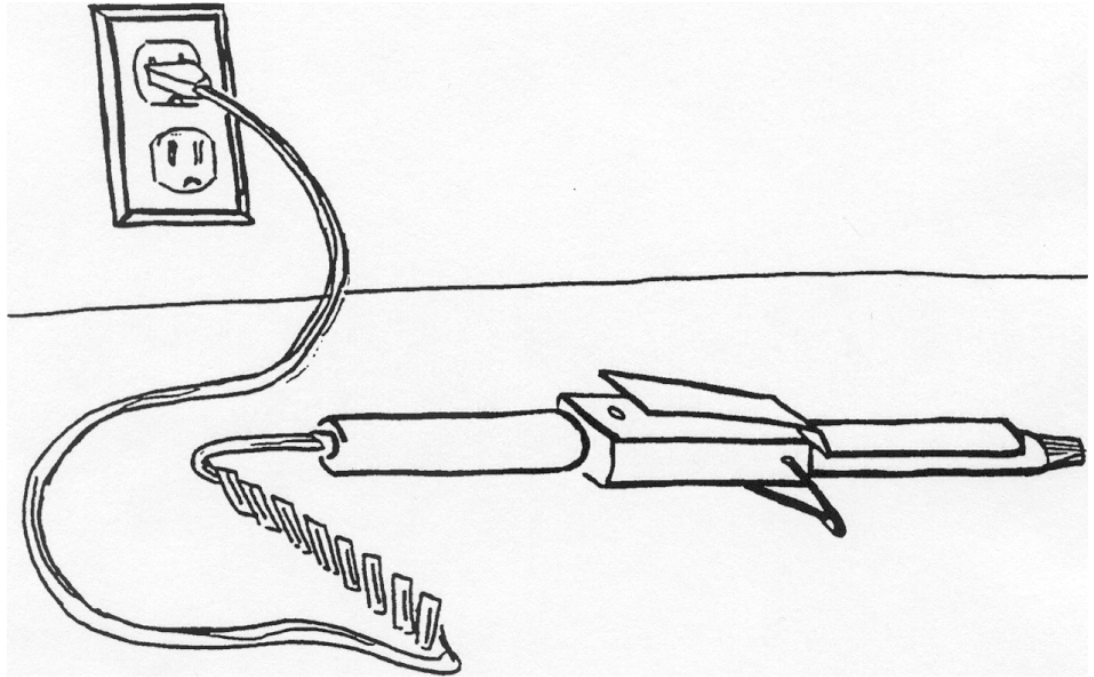


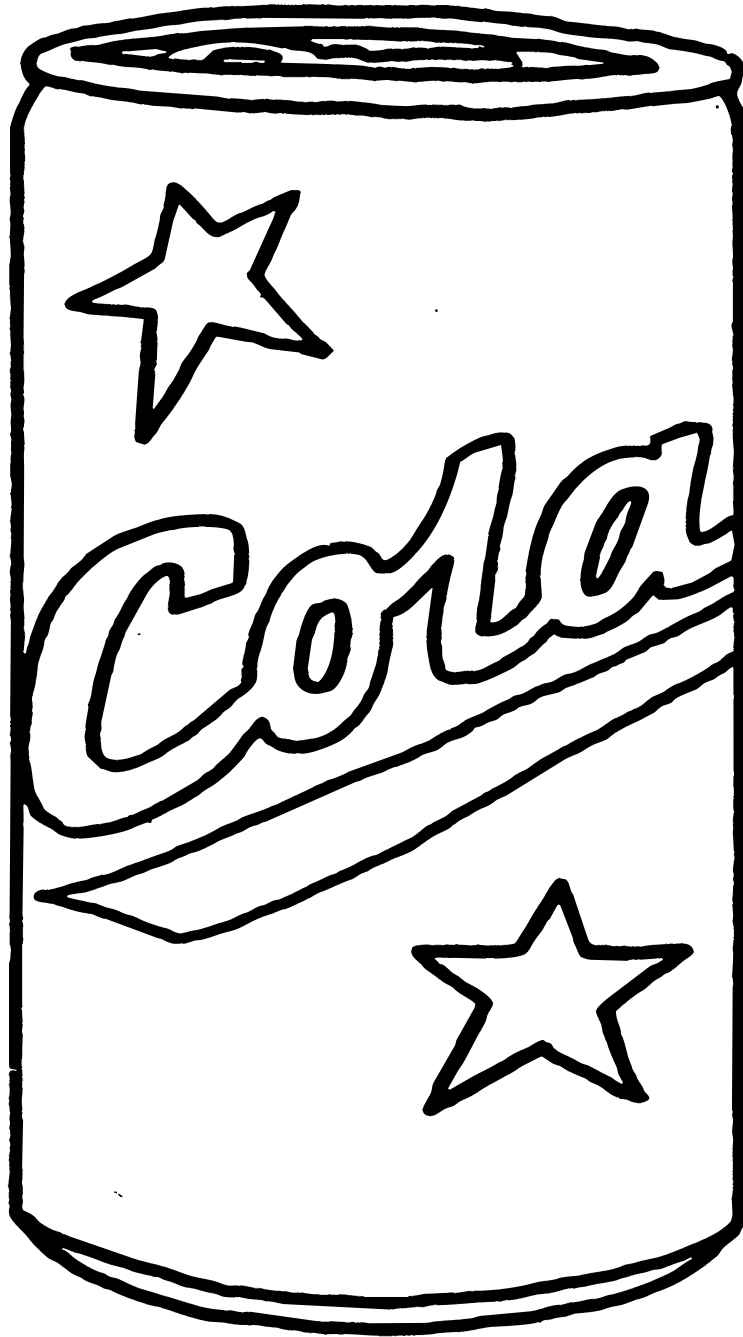


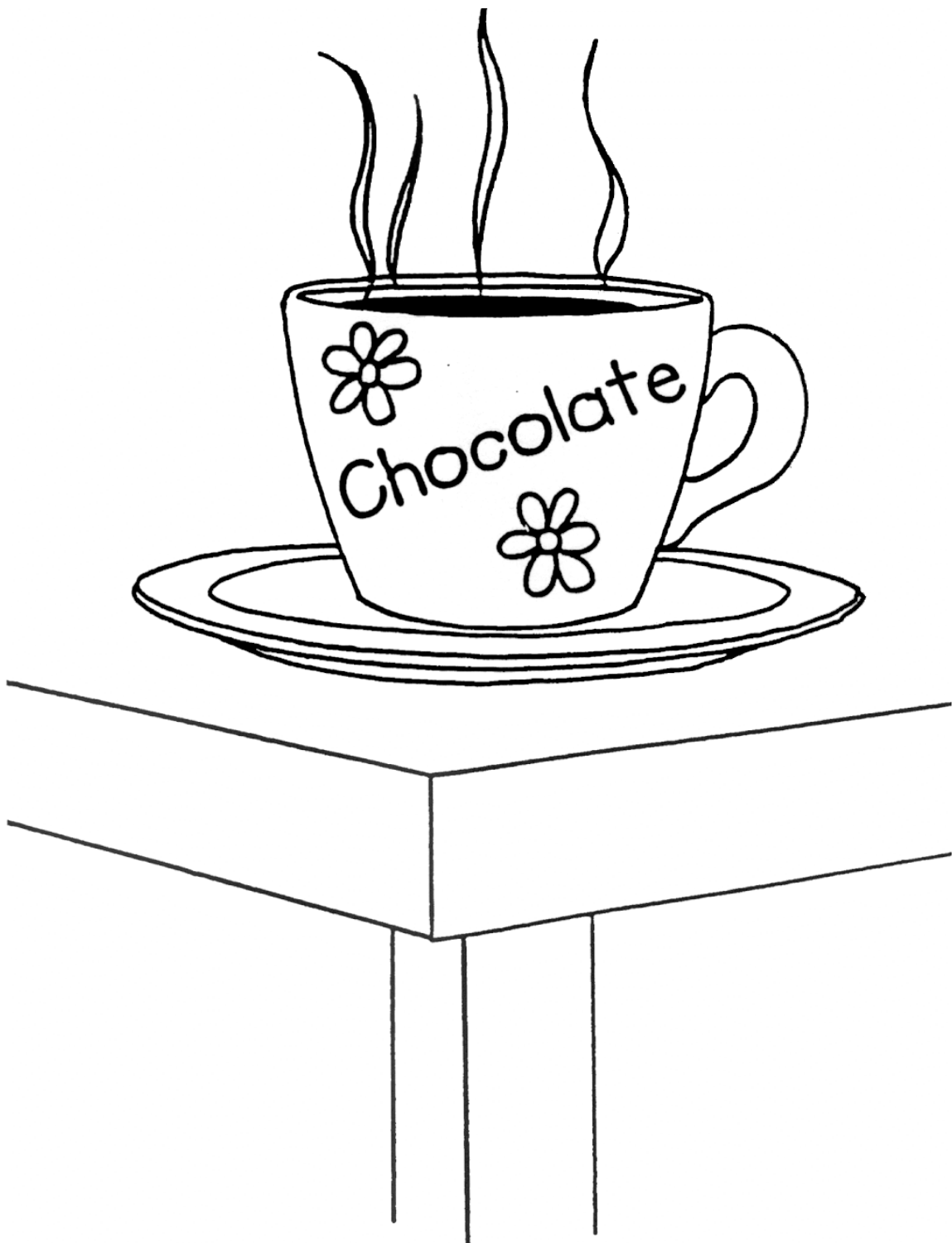


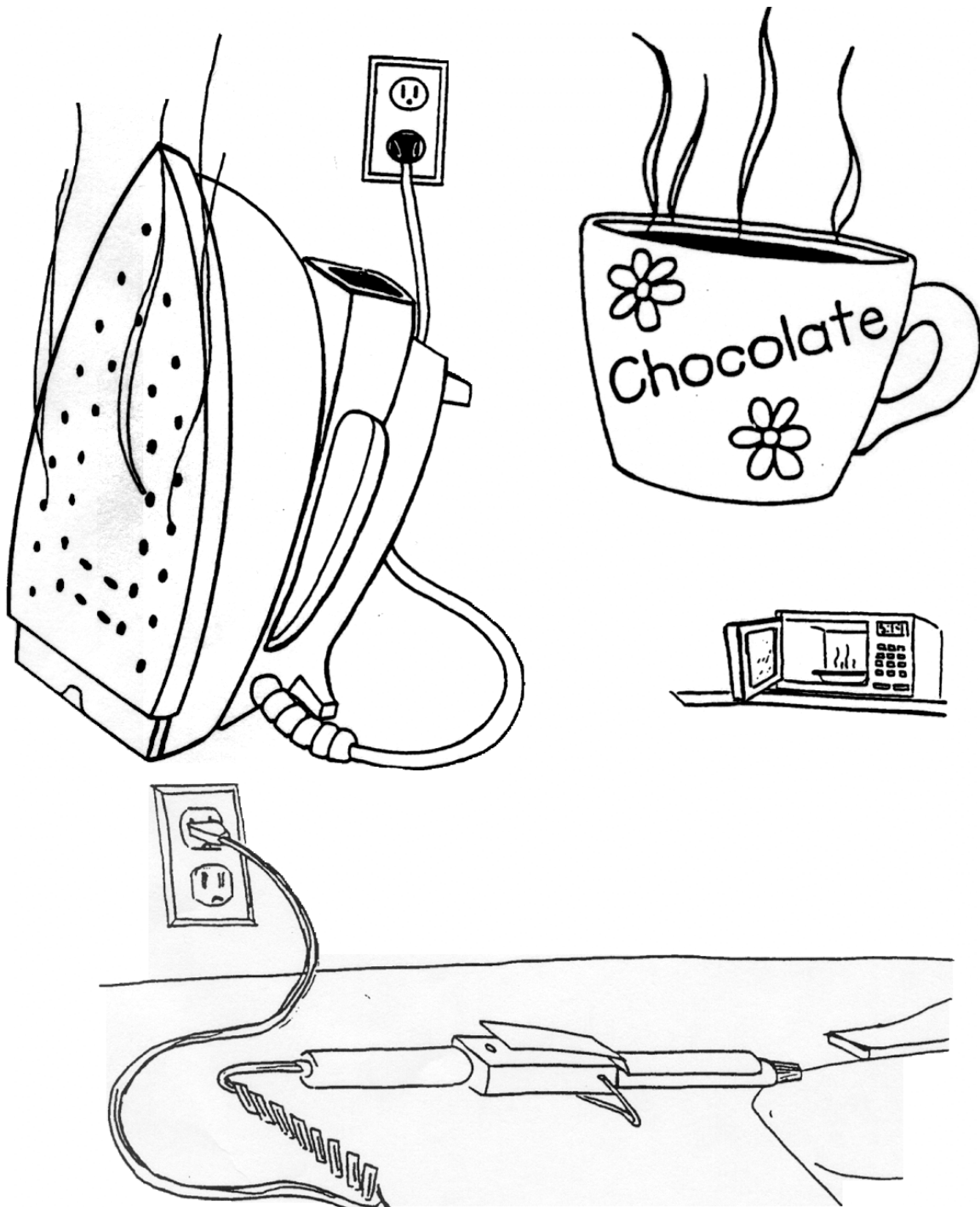
***Getting too close can cause your
clothes to catch on fire***

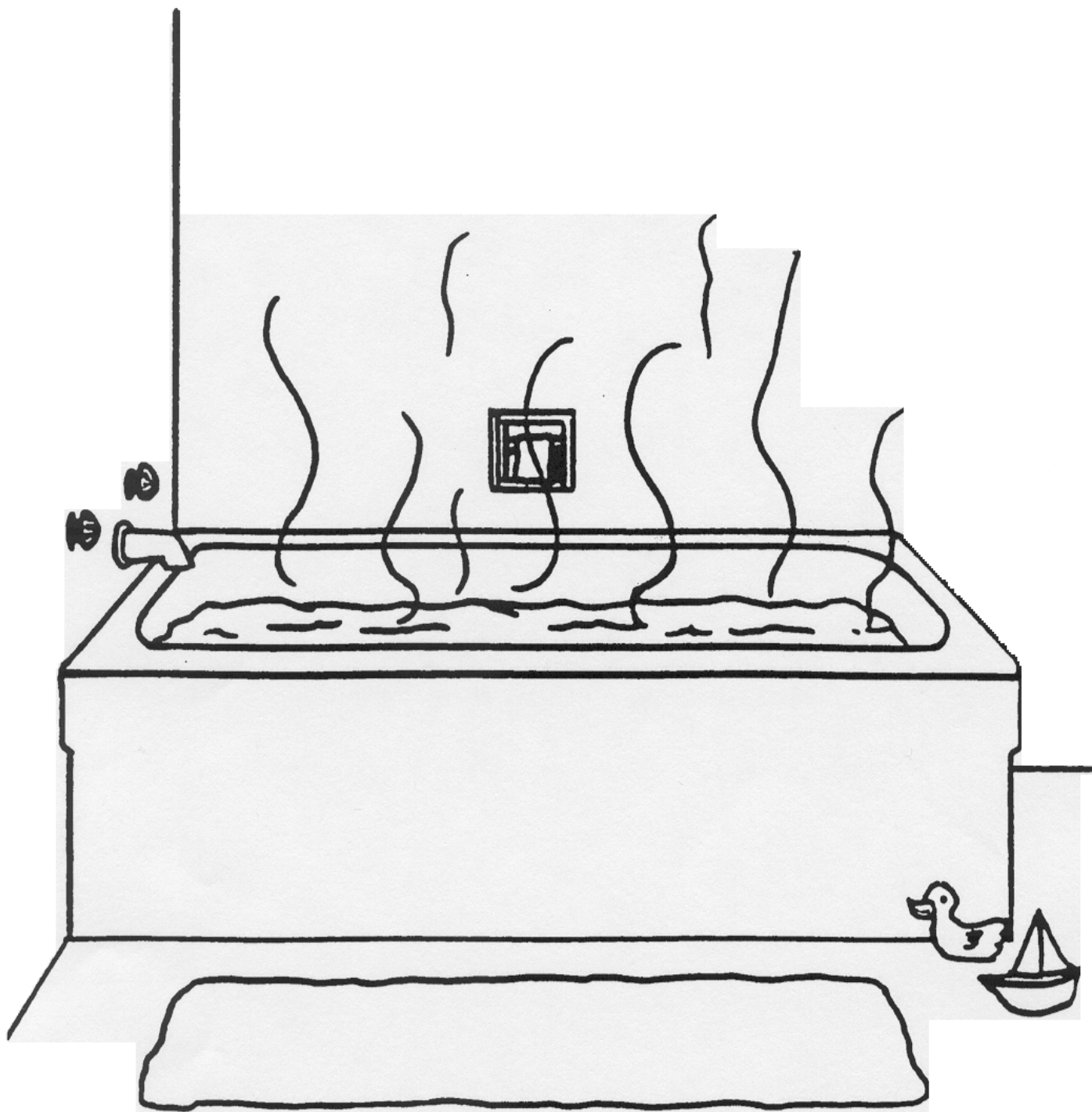












The House of Hazards

