

Grade 3

Health Objective 2.08

Create a plan to escape fire at home while avoiding smoke inhalation.

Language Arts Objective 5.03

Demonstrate understanding by using a variety of complete sentences.

Materials Needed:

Smoke detector with battery
Appendix 1 - E.D.I.T.H. Handout
Appendix 2 - Escape plan graph
Blue and black markers

Focus:

Begin the class by showing the smoke detector to the students. Ask who knows what it is and how it works. Next, press the test button on the smoke alarm causing the alarm to sound. Students will flinch and respond to the loud sound. Ask students why they think the sound is so loud. Explain to the students that the alarm is loud so that even if asleep they will know that they should exit the house.

Teacher Input:

Give each student an EDITH hand out. Ask students if anyone knows what an acronym is? EDITH is an acronym that stands for Exit Drills in the Home. Explain to students that when the smoke alarm sounds they should already have a plan for exiting the house during a fire. After discussing the importance of EDITH students should write five sentences that explain why EDITH are important. The sentences should be complete and meaningful.

1. **Planning your escape:** Know the floor plan on the house including all exits, windows and doors. Choose a family meeting place and show it on the plan. Check each bedroom for the best window or door for an emergency escape. Finally make sure everyone knows more than one way out of the house just in case the original route is blocked.
2. **The Family Meeting:** Always sleep with bedroom doors closed keeping heat and smoke out for a short time. Find a way for everyone to sound a family fire alarm. For example, blow a whistle, pound on walls, and yell. Don't waste time dressing or looking for valuables or pets. Roll out of bed and stay low. Feel the door. If the door or doorknob is hot, don't open it. Use your second way out. Once outside, go to the family meeting place and see if everyone is safe. After everyone is out, call the fire department from a safe place.
3. **The Drill:** Practice beginning with everyone in bed. Press the smoke detector test button. Everyone should roll out of bed and stay low to the floor. Check the doorknobs to determine if they are hot. Pretending that they are find a second way out of the house. Gather at the meeting place and check that everyone is out. Hold families escape drill every few months.

Explain that these are guidelines for exiting the house during a fire and should be practiced often.

Practice & Assessment:

Provide each student with Home Fire Escape Plan Graph (Appendix 1). Ask students to create a basic outline of the rooms where they live. They should indicate where the doors and windows are in each room. After students have finished drawing their home plans give each student a blue and a black marker. Using a black marker, students should draw the exit pathway they would use from their bedroom to exit the home during a fire. Next give each student a blue marker. With the blue marker students should indicate a second route for exiting the house if the first is prevented due to fire. Ask students to take these home and practice a fire safety drill with their families.

Review the fire escape plans with the class, emphasizing the following fire safety tips:

- Before opening any door in a fire, feel it first. If it is hot, there may be fire on the other side. Try to get out another way.
- Crawl low on the floor to avoid heat and smoke.
- Pick a safe and easy-to-remember place outside the home to meet the rest of the family.
- Call 9-1-1 after escaping from the fire.
- Stay outside no matter what; don't go back for anything.
- Conclude the lesson by asking students to practice their home fire escape plans with an adult when they go home.

E.D.I.T.H

Exit Drills in the Home

Directions: For each line, write a complete sentence which tells why EDITH is important.

E

D

I

T

H

Home Fire Escape Plan

Where will everyone meet once outside?

