

Fire

LEARNING OUTCOMES



- To read and understand fire safety information
- To infer meaning from images relating to safety
- To recognise key words to help identify positive and negative instructions

RESOURCES

- Examples or pictures of fire safety equipment (Engage activity)
- Digital camera (Engage activity, optional)
- Copies of Resources 1, 2, 3B and 4

- Cards for matching prepared from Resources 3A, 5A and 5B
- Sticky notes or blank cards

RELATED THEMES

Home safety (pages 295–300)

HEALTH SKILLS

Fire prevention requires anticipation, planning and an understanding of cause and effect. Distractions due to mental health problems or stress can often affect these skills and leave people seriously at risk of fire. People may be at risk from the results of frequent smoking, the sedative effects of drugs, lack of motivation leading to inadequate cleaning and tidying routines and careless use of things like candles. A well rehearsed fire safety routine is essential for everyone.

Note: while this theme can be effective in raising awareness of the issues of fire prevention in the home, it is recommended that a Fire Prevention Officer is also invited to do a follow-up session.

SKILLS FOR LIFE

Fire prevention can provide a useful focus for practising reading skills, particularly following instructions and using graphics to support reading. In order to follow written instructions, learners will need to:

- recognise the language and format of instructions
- use graphics to support reading
- recognise positive and negative instructions.

Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- participate in discussion and value the contributions of others (L^{SLd}/E3.1, L^{SLd}/E3.2)
- recognise and understand the language and format of instructional texts (L^R/E3.1)
- recognise the different purposes of text at this level (L^{Rt}/E3.2)
- relate an image to print and use it to obtain meaning (L^{Rt}/E3.9)
- obtain meaning from images which is not explicit in the text (L^{Rt}/L1.3).

- Bring in real examples or pictures of fire safety equipment such as smoke alarms, fire extinguishers, fire exit signs, fire alarms, fire hoses, fire blankets, fire action notices, other fire warning signs, etc. Discuss the purpose of each item.
- Suggest that learners walk round the building checking how many of the items they can find. If a digital camera is available, encourage them to use it to record fire prevention measures. Encourage learners to find an interesting way of presenting their findings. Learners may want to discuss any examples of bad practice that they find.
- Then ask learners which items they think they have where they are living. Do they know where they are? Do they know how to operate them? Have they ever replaced the batteries in a smoke alarm?
- Discuss the importance of fire prevention and of being prepared should a fire happen. Give statistics or examples from local newspapers about accidents in the home if applicable.
- Data: of the calls that fire brigades attended in 2002:
 - 480,100 were false alarms
 - 111,400 were fires in domestic dwellings
 - 43,100 were fires in commercial properties, schools, etc.
 - there were 614 fire deaths; 487 occurred in dwellings
 - 13,900 injuries due to fire occurred in dwellings (this does not account for many thousands more minor burns and scalds happening in homes all the time).

What fire safety equipment is available?

Do you have any fire safety things in your home?

How do you feel when you see or hear a fire engine dashing down the road?

ACTIVITY 1

Identify positive and negative instructions

- Hand out Resources 1 and 2. Use the information to point out the difference between positive instructions (that tell you what to do) and negative ones (that tell you not to do something). Ask learners to identify which is which in the set of kitchen safety instructions (Resource 1). Add ticks and crosses to indicate positive and negative instructions.
- Look at the pictures in the three sections on Resource 2. Discuss the content and implications of each picture and ask learners what they think the instruction is telling them not to do or to do.

Which of these instructions tells you not to do something?

Support

- Suggest that learners underline or highlight the negative instruction word 'don't'.
- Encourage learners to 'say what they see' in the pictures and why they should or should not do something. Point to parts and ask direct questions: 'What can you see has happened to this lead here?'

ESOL

- Learners will need support with vocabulary: 'plug', 'leads', 'sockets', 'heater', 'fire blanket', 'smoke alarm', 'battery', 'fire-resistant label', etc. Write them on labels / sticky notes and ask learners to label the pictures on Resource 2.
- Support learners as they talk about what they see in the pictures.
- Encourage the use of bilingual dictionaries and practise recognition of positive forms of verbs and the additional negative instruction word 'don't'.

ACTIVITY 2

Sort positive and negative instructions

- Give learners the fire prevention cards prepared from Resource 3A and ask them to sort them into the 'Do' and 'Don't' sections on Resource 3B, using information from Resource 2.

Support

Encourage learners to underline key words or phrases on each card, such as 'smoke alarm', and look for them in the written instructions or relate them to the images on Resource 2 to help them match up the information.

ESOL

- Discuss unfamiliar words, e.g. 'overload sockets', 'damaged leads', 'unattended', etc.
- For more support first ask learners to match up the cut-out cards prepared from Resource 3A to the pictures on Resource 2, using the visual clues to guide them. They can then proceed to the main activity.

What can you do to prevent fires?

ACTIVITY 3

Recognise that some instructions depend on particular circumstances

- Hand out Resources 4A and 4B. Discuss the information, encouraging learners to identify the positive and negative instructions.
- Point out the conditional ('if') instructions. Explain that they tell you what to do or not to do **in particular circumstances**. Ask learners to identify the circumstances.
- Emphasise the importance of getting out of a burning building quickly but safely. Invite suggestions of safe practices that learners know about (e.g. keeping close to the floor) and make a list on the board or flipchart.
- Give learners the phrase cards prepared from Resources 5A and 5B. Ask them to work in small groups to match the phrases together to make sentences. Encourage plenty of discussion around the safety issues.

Support

- Make sure learners are clear about which are the beginnings of the sentences. (The beginnings and endings are different colours.) Point out the capital letters at the beginning.
- Support learners as they test out their choices by reading them aloud so that they can hear how they sound.

ESOL

- Make sure learners understand the terms used in the instructions and the structure of the sentences containing conditional instructions ('if' + present tense, 'don't' / 'do' + verb), e.g. 'If the door is warm, don't open it', 'If there's a fire, leave the building.'
- Prepare some sentences like the ones above and cut them into two parts, so that learners can re-order them.
- Give out the sentence parts for learners to re-order. Encourage learners to physically move the information around and look for key words or related words to help match them up.

What are you to do if you're on the first floor?

*What are you **not** to do if the door is warm?*

Should you stop to pick up precious belongings?

TIP

Some learners may prefer to work with just two or three phrases at a time.

- To extend learners' knowledge of written and graphical fire safety information, ask learners to find, identify and write down what they must do and not do according to any or all of the following:
 - a fire action notice
 - fire extinguisher labels
 - fire drill procedure.

The instructions should be written as separate 'do' and 'don't' lists.

- Remind learners that any instructions starting with 'if' should be placed under the appropriate heading, depending on whether they tell you to do or not to do something.

What is your fire procedure at home / work?



Preventing fires: be safe in your kitchen

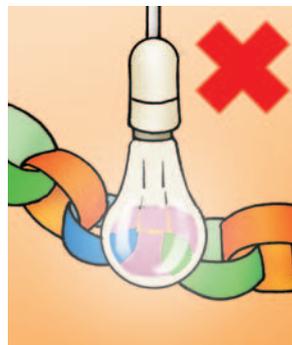
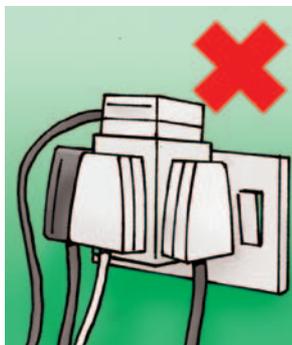
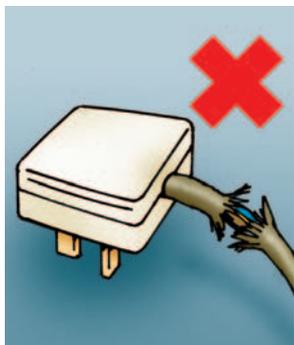
Don't start cooking if:

- you are overtired
- you are busy trying to do other things
- you have been drinking alcohol
- you are on medication that makes you drowsy.

Take care when cooking.

- Keep tea towels, cloths and cables away from the cooker.
- Don't let fat, grease and crumbs build up on your oven, grill or toaster.
- Be careful with chip pans.
- Don't leave cooking unattended on the hot plate.

Be safe with electrical appliances

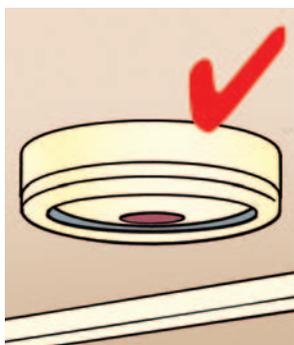


Don't put flammable things near to light bulbs or heaters.

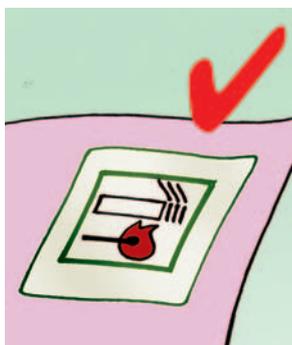
Be safe with candles and cigarettes



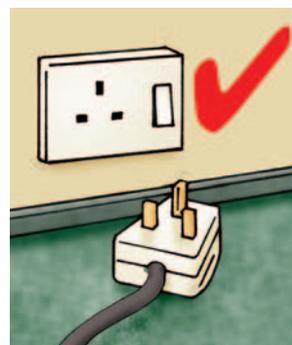
Protect yourself against fire



Don't forget to change the battery!
Check regularly.



Check that your furniture is fire-resistant.



Check the house before you go to bed.

unplug electrical appliances that are not in use.

overload sockets.

use plugs with damaged leads or wires.

get a smoke alarm.

test smoke alarms regularly.

dry clothes over heaters.

leave candles unattended.

leave cigarettes burning.

check furniture for fire-resistant labels.

To prevent fires
Do
Do
Do
Do
Don't



Don't block doorways.



Before you open a door, check it with the back of your hand. If it's warm, don't open it – fire is on the other side. Remember to shut doors behind you.



Don't stop to pick up belongings. Leave immediately.



Don't use the lift.



Open the window and call for help.



If you are on the ground floor or first floor, escape out of a window. If you can, use bedding to cushion your fall and lower yourself.

Don't jump.



If you need to break a window, use a heavy object to break the glass in the bottom corner. Knock out the glass. Be careful of sharp edges, and make them safe by laying a towel or blanket over them.



If you catch fire, **drop** to the floor and **roll** to put out the flames.



Get out, stay out, call the fire brigade.

The reason for putting a towel or blanket over the sharp edges of a broken window is

Blocking doorways is dangerous because

You should not stop to pick things up because

You should not use lifts if there is a fire because

The reason for opening a window and calling for help is

If a door is warm when you check it with the back of your hand it means that

You should not just jump from windows because

to attract the attention of people passing as they might be able to help you get out.

you might land awkwardly and break your bones.

they might break down and then you would be stuck in the building.

it is important to get yourself out immediately and not waste time looking for things.

there is fire on the other side.

it could stop you getting out of the building in time.

to stop you getting cut or catching your clothes as you try to climb out.

There are no audio scripts for this theme.

ACTIVITY 2 / Resource 3

Do unplug electrical appliances that are not in use.

Do get a smoke alarm.

Do test smoke alarms regularly.

Do check furniture for fire-resistant labels.

Don't overload sockets.

Don't use plugs with damaged leads or wires.

Don't dry clothes over heaters.

Don't leave candles unattended.

Don't leave cigarettes burning.

ACTIVITY 3 / Resource 5

- The reason for putting a towel or blanket over the sharp edges of a broken window is to stop you getting cut or catching your clothes as you try to climb out.
- Blocking doorways is dangerous because it could stop you getting out of the building in time.
- You should not stop to pick things up because it is important to get yourself out immediately and not waste time looking for things.
- You should not use lifts if there is a fire because they might break down and then you would be stuck in the building.
- The reason for opening a window and calling for help is to attract the attention of people passing as they might be able to help you get out.
- If a door is warm when you check it with the back of your hand it means that there is fire on the other side.
- You should not just jump from windows because you might land awkwardly and break your bones. (However, in a bad situation this is still better than dying from smoke inhalation or burns.)