# Short-term / Daily session lesson plan – Years 1 and 2

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| Name:  | Date: | Duration: 32-38 minutes |

## Learning outcomes

By the end of the session pupils will be able to:

* State the emergency phone number
* Know the dangers of matches/lighters and candles and what to do if they are found
* Learn why to shout ‘Fire! Fire!’
* Identify a smoke alarm and the sound it makes
* State where to locate smoke alarms and the maintenance of them
* Know what to do if their clothes catch fire

## Lesson plan

| Time | Input / Teacher activity /Key questioning | Main / Student discussion /Key questioning | Success criteria |
| --- | --- | --- | --- |
| 2 minutes | * Can I have your attention please?
	+ Introduction
	+ Give experience and job description
 | Prepare students for what they are about to see and hear in the lessonProvide students with insight into background of CS team member within the service indicating current and previous roles |  |
| 6 minutes | * Explain what firefighters do
	+ The different emergencies they attend
	+ Explain how to call the fire service and what number to use
 | Give ideas on types of incidents firefighters attendAsk and answer questions at appropriate times | Students successfully recite emergency phone number when asked |
| 8 minutes | * Play ‘Frances the Firefly’ film
	+ Post-film, ask questions on what happened and the consequences of playing with fire
 | Ask students what happened and why?Discuss how it may have been preventedAsk and answer questions at appropriate times |  |
| 5 minutes | * Discuss the dangers of matches/lighters
	+ Explain what to do if matches/lighters are found
	+ Introduce matches/lighters poem
	+ Read poem out loud to aid learning and understanding
 | Students to recite poem with tutor to aid memorising and understanding | Students practically involved with section by reading off presentation without assistance |
| 3 minutes | * Question students about what they think the candle is
	+ Is the candle dangerous and why? Discuss why they are dangerous
	+ Discuss how to deal with a candle as part of a night time routine
	+ Remember candle holders, pets, and curtains
 | Ask and answer questions at appropriate timesGive ideas on how to keep candles safe within the home | Students take messages home to discuss issues with family |
| 5 minutes | * Show a smoke alarm
* Explain how smoke alarm works
* Example of smoke alarm sound
* Discuss locations of smoke alarms
* Explain what to do if smoke alarm sounds
* Discuss battery maintenance
 | To ask questions when prompted by tutorTo get involved in session by the raising and lowering of hands to indicate whether they have smoke alarms, etc | Students take messages home to discuss issues with family |
| 3 minutes | * Explain how/why peoples’ clothes catch fire
 | Students ask questions relevant to the subject when prompted | Students practice stop, drop and roll in PE class/home |
| 4 minutes | * Explain the use of ‘Fire! Fire!’ and when you would use it
 | Students will practice shouting ‘Fire! Fire!’ with tutorTutor explains the importance of not shouting ‘Fire! Fire!’ as a game | Students practice ‘Fire! Fire!’ |
| 2 minutes | * Invite questions that are relevant to the subjects covered
	+ Explain the FF Fred email address for school teachers to ask questions at a later date on the students’ behalf
	+ Show example of literature to be given to students
	+ Provide teachers with FF Fred contact card for further questioning by students
	+ Provide teacher with feedback form
 | Students listen to others and ask questions when and where appropriate | Students ask questions via FF Fred emailStudents take literature given home to family members for further discussion |