# Short-term / Daily session lesson plan – Years 5 and 6

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| Name: Community safety delivery officer | Date: | Duration: 35 -40mins |

## Learning outcomes

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

* Recall previous visit from KFRS
* Discuss smoke alarms – location, maintenance and importance of their fitting
* Know what an escape plan is and how to make one for their home
* State what a hoax call is and how they can affect their family, community and fire service
* State why fire is dangerous and how it spreads

| Time | Input / Teacher activity /Key questioning | Main / Student discussion /Key questioning | Success criteria |
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| 2 minutes | * Can I have your attention please?   + Introduction and job description   + Explain the lesson structure | Prepare students for what they are about to see and hear in the lesson  Provide students with insight into background of Education Team member within the service indicating current and previous roles |  |
| 15 minutes | * Ask students what they remember and know about:   + Matches/lighters   + Candles   + ‘Fire! Fire!’   + Smoke alarms   + Dialling 999   + Escape plans * Fill in any information they may miss with regards to these subjects – include all students | Students listen to others  Ask and answer questions when appropriate | Students successfully recall previous lessons  Students have a good knowledge of all subjects and can answer questions correctly when prompted |
| 2 minutes | * Explain the process of cool, call and cover following stop, drop and roll   + Mention scalds etc are dealt with in same way. | Check students understanding of the stop drop roll procedure and add 3 further steps  If asked about further actions – they are to remove clothing if safe to do so when they cover loosely with cling film or clean, non-fluffy cloth | Students will recall the stop drop roll and learn 3 new steps. |
| 6 minutes | * Explain the dangers of fires * Discuss how fire spreads * Talk about what to do if a fire starts * Show short front room fire film * Provide commentary on key points during the film | Students listen to and watch film and ask clarifying questions after | Students see the visual demonstration of fire spread and also the clarification of how quickly escape plan can work |
| 7 minutes | * Explain what ‘Take charge of your safety’ means * Ask students what they use/own – games consoles, mobiles etc * Discuss how students can help to keep the whole family safe by looking after their own items safely * Explore cooking safety with students using ‘Cook smart, think safety from the start’ * Discuss with students how to cook safely at home | Students listen to others.  Speaker asks questions when appropriate to confirm understanding of risks  Students asked to identify hazards in the kitchen and explore ways to lower risks. | Students clearly understand the dangers of charging items overnight, and can identify how they can affect the safety of their home and family  Students can identify hazards in the kitchen and how to be safe in the kitchen |
| 5 minutes | * Provide time for students to pose questions on subjects covered * Explain the secondary schools education programme and that they will be visited in year 8 * Mention HSV services and phone number * Show example of literature given to each student * Provide teachers with FF Fred contact card for further questioning by students * Provide teacher with feedback form * Explain literature hand outs and ask students to discuss with those at home. Suggest to teachers that they follow up escape planning following the visit | Students listen to others  Ask questions when appropriate | An aim of the lesson is to ensure students discuss points at home with family  Students clarify their understanding through Q & A  To provide literature to underpin session and support learning. To support supplementary activities by teachers |