

KS2 Fire Safety Session Plan

RBFRS Annual Schools Programme 2024 - 2025



Time	Presenter	Learner Activity	Resources	Assessment	Homework
4 mins	<p>Classroom Session</p> <p>Introductions</p> <p>Introductions to be made, covering first name, role within the Fire Service and base Station</p> <p>Explain that the purpose of the session is to educate young people on fire safety, including how to keep safe from fire and what to do in the event of an emergency</p> <p>Take the opportunity to introduce the KS2 Fire Safety Session Workbook that will be used throughout the session</p>	<p>Ask the young people to write their name on the front cover of the workbook</p> <p>Explain that the workbook is theirs to keep and take home at the end of the school day, as well as to share with their family/guardians</p>	<p>PowerPoint</p> <p>Slide 2</p>	<p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Highlight that there is further information in the workbook on the structure of RBFRS fire stations, plus the opportunity to record the nearest fire station to their home</p> <p>Additional Activity Our Fire Stations Pg 1</p>
8 mins	<p>Fire Hazards within the Home</p> <p>Explain that in order to reduce the risk of a fire starting in our home, we need to be able to identify what the potential fire related hazards are and make changes</p>	<p>Workbook Activity</p> <p>Hazard Room</p> <p>Ask the young people to consider what the potential fire related hazards are within the picture and what can be done to reduce the risk of fire?</p> <p>Allow the young people a few minutes to spot the potential hazards within the picture</p> <p>Ask the young people to circle their findings on the image provided</p> <p>This activity can be carried out individually or in pairs</p>	<p>PowerPoint</p> <p>Slides 3, 4 and 5</p> <p>Workbook</p> <p>Fire Safety: Hazard Room Page 2</p> <p>Teacher Led</p> <p>Complete the Learner Activity as described, with the Guidance for support</p>	<p>Whilst activity is being undertaken, engage with the young people by moving around the classroom - assess understanding by asking questions and observe answers being recorded</p> <p>At the end of the activity, provide the correct answers - presenter may wish to ask for group feedback to assess understanding and reinforce learning</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Additional Activity</p> <p>Fire Safety Wordsearch Pg3</p> <p>Supporting Video</p> <p>FireKills Advert</p>

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8 mins	<p>Smoke Alarms</p> <p>Explain that smoke alarms are one of the most important devices in our homes</p> <p>Avoid providing too much information before the activity has been begun so not to influence the outcomes of the quiz</p> <p>🔊 Please be mindful of those young people with sensitivities to loud sounds, should you choose to use a smoke alarm as a prop during the presentation</p>	<p>Workbook Activity Smoke Alarm Quiz</p> <p>Ask the young people to complete the Smoke Alarm Quiz in their workbook, recording their answers as they go</p> <p>Provide reassurance that the activity is not a test and/or competition but a fun activity to find out more about the importance of smoke alarms</p> <p>Allow the young people a few minutes to complete all 12 questions provided</p>	<p>PowerPoint Slide 6</p> <p>Workbook Smoke Alarm Quiz Pages 4, 5 and 6</p> <p>Teacher Led</p> <p>Video resource contained within the PowerPoint for guided workbook learning</p> <p>Slide 7 (hidden) ▶ Teacher Resource: Smoke Alarms ^{12mins 16secs}</p>	<p>Whilst activity is being undertaken, engage with the young people by moving around the classroom - assess understanding by asking questions and observe answers being recorded</p> <p>At the end of the activity, provide the correct answers - presenter may wish to ask for group feedback to assess understanding and reinforce learning</p> <p>Reaffirm that the activity is not a test and/or competition</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Highlight that the young people should not attempt to climb up themselves to test the smoke alarms but encourage their families/guardians to carry out testing on a regular basis</p> <p>Homework Activity Smoke Alarms: My Weekly Test Calendar Pg 7</p> <p>Supporting Video Homework Resource: Smoke Alarms</p>
8 mins	<p>Escape Plans What to do in an Emergency Section 1</p> <p>Explain that escape plans are extremely important in the event of a fire at home, so that everyone in the family knows what to do and how to escape the building safely</p> <p>Provide reassurance that the chance of having a fire at home is minimal but that we should always be prepared</p> <p>Reaffirm that by identifying potential fire related hazards will help to reduce the risk of a fire starting in our home</p> <p>Highlight the similarities to a Fire Drill at school and that by regularly practicing what to do when the fire alarm activates means that young people will act quickly and calmly should a real fire occur</p>	<p>Workbook Activity Escape Plans: Where Shall We Go?</p> <p>Ask the young people to complete the Escape Plans: Where Shall We Go? activity in their workbook, recording their answers as they go</p> <p>Allow the young people a few minutes to complete the three scenarios provided</p> <p>This activity can be carried out individually or in pairs</p>	<p>PowerPoint Slide 8</p> <p>Workbook Escape Plans: Where Shall We Go? Pages 8 and 9</p> <p>Teacher Led</p> <p>Please move on to next section - Escape Plans What to do in an Emergency: Section 2</p>	<p>Whilst activity is being undertaken, engage with the young people by moving around the classroom - assess understanding by asking questions and observe answers being recorded</p> <p>At the end of the activity, provide the correct answers - presenter may wish to ask for group feedback to assess understanding and reinforce learning</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Highlight that an escape plan should be created and practiced by everyone in the house, ensuring everybody knows what to do and how to escape safely</p> <p>Homework Activity My Escape Plan Pg 10</p> <p>Additional Activity Bedtime Routines: Checklist Pg 11</p> <p>Supporting Video Homework Resource: Escape Plans and What to do in an Emergency (covering sections 1 and 2)</p>

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3 mins	<p>Escape Plans What to do in an Emergency Section 2</p> <p>Following on from Section 1, explain that there are other points to consider (i.e. fire doors, keeping exits clear, access to keys, meeting points, etc) when creating an escape plan, as well as steps we must take in the event of a fire</p> <p>Reiterate that knowing what to do in an emergency is extremely important in order to act quickly and calmly in an emergency</p>	<p>Video Resource Escape Plans: Other Considerations and In the event of a fire!</p> <p>Ask the young people to watch Escape Plans: Other Considerations and In the event of a fire! video (embedded in PowerPoint)</p> <p>🔊 Please be aware, loud sounds and flashing lights are present during the video</p>	<p>PowerPoint Slide 9 ⏮ 5mins 9secs</p> <p>Teacher Led</p> <p>Video resource contained within the PowerPoint for guided workbook learning</p> <p>Slide 10 (hidden) ⏮ Teacher Resource: Escape Plans and What to do in an Emergency 11mins 44secs</p> <p><i>Note - hide Slide 9 if session is Teacher Led</i></p>	<p>At the end of the video, presenter to highlight the key points covered and may wish to ask for group feedback to assess understanding and reinforce learning</p> <p>Practice makes perfect - reaffirm that by practicing their escape plan at home means they will know what to do and where to go, helping them to act quickly and calmly in an emergency</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Homework Activity In the event of a fire! Pg 12 and 13</p>
5 mins	<p>Calling 999 in an Emergency</p> <p>Explain that making an emergency call is rare but that it is important to know what to do and what happens when you make a 999 call</p> <p>Reiterate that calling 999 should only be in an emergency</p>	<p>Video Resource Making a 999 Call in an Emergency</p> <p>Ask the young people to watch Making a 999 Call in an Emergency video (embedded in PowerPoint)</p> <p>🔊 Please be aware, loud sounds and flashing lights are present during the video</p>	<p>PowerPoint Slides 11 and 12 ⏮ 4mins 12secs</p> <p>Teacher Led</p> <p>Complete the Learner Activity as described, with the Guidance for support</p>	<p>At the end of the video, presenter to highlight the key points covered and may wish to ask for group feedback to assess understanding and reinforce learning</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Homework Activity Calling 999 in an Emergency Pg 14</p> <p>Supporting Video Homework Resource: Making a 999 Call in an Emergency (as shown during the session)</p>

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4 mins	<p>End of Classroom Session</p> <p>Homework</p> <p>Explain that it is important to practice and share the learning from the session with family/guardians to help keep everyone safe from fire and to know what to do in the event of an emergency</p> <p>Take the opportunity to highlight the homework and additional activities within the workbook, as well as the links/QR codes to the supporting videos (that can be viewed at home), information on Safe and Well visits and other ways in which to view further fire safety guidance (both in English and other languages)</p> <p>Questions?</p> <p>Explain that all questions will be taken during the outside section of the session</p>	<p>Ask the young people to complete the following homework activities, which are all included within the workbook -</p> <ul style="list-style-type: none"> • Smoke Alarms: My Weekly Test Calendar • My Escape Plan • In the event of a fire! • Calling 999 in an Emergency <p>Also ask the young people to complete the Fire Safe Quiz online, at home, by following the link/QR code included in the workbook</p>	<p>PowerPoint</p> <p>Slide 13</p>	<p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Encourage the young people to share what they have learnt with their family/guardians and complete the homework activities with their assistance</p> <p>Highlight that a letter has been provided at the back of the workbook for parents/guardians</p> <p>Additional Activities</p> <p>Postcard: My Fire Safety Session Pg 15</p>
20 mins	<p>Outside Session</p> <p>Tour of the Fire Appliance</p> <p>Take the opportunity to highlight some of the key aspects of a Firefighters role by exploring the fire appliance, equipment and fire kit</p> <p>Stop Drop and Roll</p> <p>Explain that catching your clothes alight is rare, especially when safety measures are put in place but that it is important to know what to do should an incident occur, in the quickest possible way</p> <p>Take the opportunity to reiterate that normal clothes are not fire resistant like Operational fire kit</p>	<p>Allow the young people to ask questions, whilst echoing key learning points from the classroom session</p> <p>Ask the young people to participate in the Stop Drop and Roll activity by first demonstrating the actions you should take to put the fire out, followed by group engagement - ensure to cover the reasons why the Stop Drop and Roll method works i.e. removes oxygen from the fire</p> <p>🔊 Please be mindful of those young people with sensitivities to loud sounds and flashing lights when exploring the fire appliance and equipment</p>	<p>PowerPoint</p> <p>Slide 14</p> <p>Practical</p> <p>Fire Appliance Operational Equipment Fire Kit Stop Drop and Roll</p> <p>Teacher Led</p> <p>Video resource showing elements of Operational life contained within the PowerPoint</p> <p>Slide 15 (hidden) ▶</p> <p>Teacher Resource: Operational Life <small>9mins 57secs</small></p>	<p>Reinforcing learning from the classroom lesson throughout the outdoor session</p> <p>Consider separating the class into smaller groups to support learning and give the young people the opportunity to engage more directly with Operational personnel</p> <p>Assess understanding through group engagement, demonstrations and feedback</p> <p>Take into consideration any special educational needs, physical disabilities and/or different learning styles - provide additional support where required</p>	<p>Encourage the young people to practice Stop Drop and Roll at home</p> <p>Additional Activities</p> <p>A Firefighters Fire Kit Pg 16 and Maths Code Breaker Pg 17</p> <p>Supporting Video</p> <p>Homework Resource: Operational Life</p>