

Fire Safety

SLIDE NAVIGATION

1

2

3

4

5

6

Next

1. Question & Research Task

1. What should you do if there is a fire?
2. What should you do if your clothes catch on fire?
3. What is an emergency plan?



Image Source: ClipArt.com by subscription



Image Source: Schooltube.com

Click the image to view a fire safety video from SchoolTube.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I be prepared for a fire at home?

2. Information Sources

1. Review the Stop, Drop, and Roll procedures.



Image and Video Source: [YouTube](#)

*Your teacher must play the
YouTube video for the
whole class.*

2. Review fire safety vocabulary. Click the picture.



Image Source: [BrainPOP Jr.](#)

3. Student Activity

SLIDE NAVIGATION

1

2

3

4

5

6

Next

1. Click the picture to learn important facts about fire safety.



Image Source: SafeKids.org



2. Click the picture to the left to view a BrainPOP Jr. video about fire safety.



3. After watching the video, use what you learned to complete the discussion activity. Then, share with a partner. Click the picture to the left to go to the discussion activity.

Image and Video Sources: BrainPop Jr.

4. Assessment Activity

How can I be prepared for a fire at home?

Click the picture to the right to complete the Draw About It activity. Illustrate one way to prevent home fires.



Image Source: [BrainPOP Jr.](#)

Final Assessment:

Create a PSA (Public Service Announcement) using a Flipgrid, VoiceThread, or other multimedia recording device.

1. In your PSA, state **three ways to prepare for a fire at home** and **why it is important to be prepared**.
2. Look at the camera and speak loudly & clearly.

Click on the paper clipart for [Scoring Rubric](#) for your PSA.



5. Enrichment Activities

1. Click the picture below to view a video on burns.



Image Source: BrainPop

2. Use what you learned to complete the quiz.

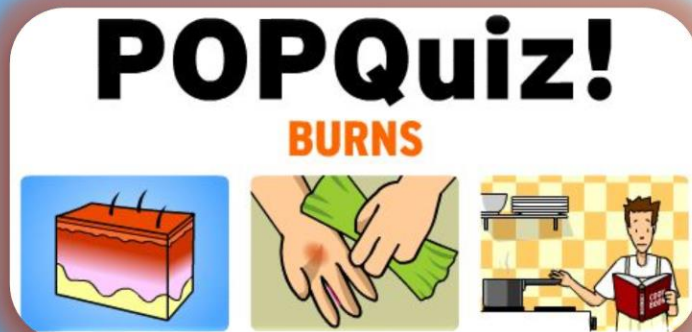


Image Source: BrainPop

3. Click the picture below to learn more about preventing kitchen fires. **Your teacher may need to play the video for the whole class.*



Image Source: NBC News

4. Click the picture to the right to complete your own home emergency plan. You will start the plan at school, then take it home to finish with a family member.



Image Source: BrainPOP Jr

6. Teacher Resources

Learning Standards Alignment

NHES Standards and Performance Indicators

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Grade2 Health

Objective: Students will be conduct brief, focused research in order to demonstrate ways to respond to a fire in their home.

Time Frame: Two-Four 50 minute periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Slide 2 YouTube Video must be displayed to the whole class using the teacher's account.
- This Slam Dunk is written for the 2nd grade health curriculum but can be used for all elementary school students.
- Direct links to PebbleGO, BrainPOP, and BrainPOP Jr. will not work in the PowerPoint version of this Slam Dunk; however, they will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.
- Discovery Education and Safari Montage videos will require students to log in.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class,
- Plipgrid and VoiceThread can be accessed through the BCPS [Apps Portal](#)

Last updated: July 2022 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035 or use this [form](#)

BCPS Slam Dunk Research Model, Copyright 2018, [Baltimore County Public Schools](#), MD, all rights reserved. This lesson may be used for educational, non-profit school use only.

All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.