

**Lesson Plan: HAVE A HOME ESCAPE PLAN  
Have At Least Two Ways Out!!**

**Objective:** The students will learn how to identify at least two ways out of their residence that they can use in the event of a fire.

**Materials:** Chart paper and markers  
Copies of escape plan worksheets

**Discussion (10-15 minutes):** Label one side of a T-chart, “Escape plan for school,” and the other side, “Escape plan for home.” Begin the lesson by asking students to identify escape routes out of the classroom and school. (You can list the students’ responses on the board or chart paper, as part of a “T” chart to refer to later. Examples include the classroom door and window, the front door of the school, the emergency exit out of the gym, and the emergency exits out of the cafeteria.)

Continue the discussion by asking the students to identify escape routes out of their home. Add these examples to the chart (sample chart listed below).

Escape plan for school	Escape plan for home
Classroom door	Bedroom window
Classroom window	Bathroom window
Front door of school	Bedroom door
Emergency exit in gym	Front door of apartment
Emergency exit in cafeteria	Fire escape ladder on side of building

**Activities (10-15 minutes):** The writing and drawing activities below could also be used as homework or “quiet time” assignments for students after you discuss having various ways out of the school or home.

NOTE: Though Pre-K and kindergarten students may not be ready for a journaling or letter-writing project, they will probably enjoy the “Developing a Home Escape Plan” drawing project (Number 2, below).

**1. Journaling:** Students can draw or write about how they can escape school or home if caught in a fire or smoke-filled room.

**Grades 1-3:** Use the handwriting line at the top of each page to have students copy the title for their drawing or written description. Consider using dotted letters for first graders to trace, printing the title

in second grade, and using cursive writing for third graders depending on the developmental level of the students. Teachers also can use the bottom portion of the journaling page for writing about the topic rather than drawing a picture of an escape plan.

**Grades 4-6:** Topics for students to write about include:

- Write a thank you note to the fire department for the assembly. Describe how the student has developed an escape plan, checked smoke alarms at home, or talked with family members about an escape plan.
- Write an essay about the number of individuals who are killed each year due to faulty or absent smoke alarms.
- Write a short story describing how a student was able to save her/his family from a home fire because of what the student learned in the “Have a Home Escape Plan” assembly.

**2. Developing a home escape plan:** Ask students to draw an escape plan – identifying at least two ways out of their room – using the blank space provided on the activity sheet. Have students add details to their homes so that it is clear that they have two escape routes out of their home. Post students’ illustrations on a bulletin board. This activity is especially timely when completing this assignment prior to parent-teacher conferences.

**3. Role-play:** When students role-play, they get the opportunity to practice how to use the behavior we are encouraging them to use. Build on the examples from the assembly by having students crawl low (under the smoke) and meet at a designated meeting place. You can practice escaping from multiple locations in the school.

**4. Letter writing:** Ask students to:

- Write a letter to their **family** describing the assembly content and asking them to (1) identify a meeting place outside their home, (2) develop escape plans from each room in their home, and (3) check smoke alarms monthly and change smoke alarm batteries twice a year.
- Write a thank you note to **FirePal (the mascot) and the fire prevention specialists** who presented at your school assembly. Have students describe how they will or have developed an escape plan, checked smoke alarms at home, or talked with family members about an escape plan.
- Write to their **congress person, senator, mayor, or other elected official** describing the need to provide smoke detectors for families that cannot afford to buy them, increasing fire inspections in housing developments, especially at multiple family dwellings that house large groups of adults and children.
- Ask students to write to **city or county officials** describing what they learned from the fire prevention specialists and how important their message is to the community. In the letter, students can thank local politicians for providing the assembly and ask them to continue their support of fire prevention and safety assemblies so that students and families have information that will help them in an emergency.

**5. Parent Quiz:** Have students develop a quiz for their parent(s) that tests parents on what they should do if they have a fire in the home.

Questions could include:

- How often should you test your smoke alarms? (Monthly)
- How often should you replace the batteries in your smoke alarm? (Twice a year)
- What should you do if you smell smoke in your home? (Drop to the floor and crawl below the smoke to your exit.)
- How do you test a closed door to assess whether there's fire on the other side of the door? (Use the back of your hand to feel whether the door is hot or cool to the touch.)
- How many escape routes should you have from each room in your home? (At least two.)
- What are the escape routes from your bedroom?
- What are the escape routes from your kitchen?
- (You can have students identify other rooms in their home from which their parents can identify escape routes.)
- What should you do once you escape from a burning home? (Gather at a predetermined meeting place.)

Have students bring quiz results to school the following day for discussion of parents' knowledge about escape plans. Allow approximately 10-15 minutes for the follow-up discussion about quiz results.

**Conclusion (5 minutes):** Talk with the students about the importance of having an escape plan for their home. Emphasize the importance of discussing and writing their plan now so that they are prepared when a fire emergency arises. Remind students to take home their escape plan assignments and discuss their plans with their family. Ask them to bring back a note from their parents verifying that their family discussed a home escape plan, and give temporary tattoos and trading cards to students who do so.

**Develop a Home Escape Plan  
Find at Least Two Ways Out!**

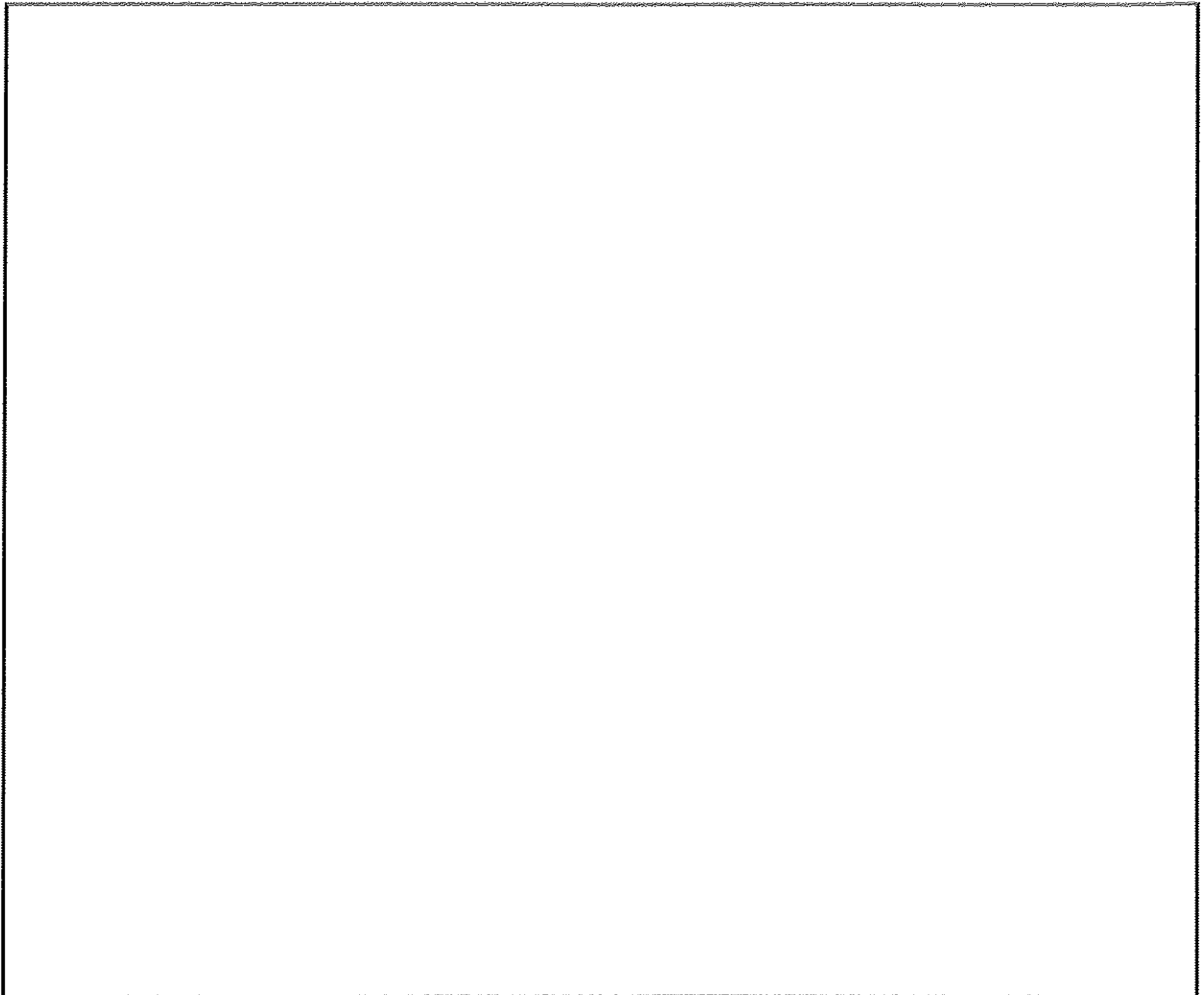
Use your best handwriting to write: "Find at Least Two Ways Out!"

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Draw a picture of how you can get out of your bedroom if there is a fire in the night:



**Students: Take this worksheet and your Have a Home Escape Plan worksheet home and discuss both with your family so that you agree on how to react to a house fire. Post your plan on your family refrigerator door or somewhere you'll see it often!**