

DRILL OF THE MONTH

Instructor Guide

Session Reference : 1

Topic: Teaching Stop, Drop and Roll

Time Required: 1.5 hours

Materials: felt flame, small balloons, mats
Flip chart or graphics for stop, drop and roll

References:

Fire Safety for Young Children, Maryland Community Association
for the Education of Young Children

Risk Watch, Grades 1-2, Lesson 2

Sesame Street Fire Safety Book, Second Edition, pp. 8-17

Essentials of Fire Fighting, Fourth Edition, Chapter 19

Preparation

Motivation

Objective (SPO) 1-1

The student will describe clothing that might catch fire, describe the steps for stop, drop and roll, discuss prevention techniques, name some equipment for stop, drop and roll and demonstrate the necessary skills.

Overview

- Situations involving children
- Conditional statements
- Stop, drop and roll steps
- Adult situations and prevention techniques
- Assisting someone
- Equipment
- Practice the procedure

Session 1 Teaching Stop, Drop and Roll

SPO 1-1 The student will discuss how children's clothing might catch fire, define a conditional statement, describe the steps for stop, drop and roll, discuss adult situations, and prevention techniques, describe assisting with stop, drop and roll, name some equipment for stop, drop and roll and demonstrate the necessary skills.

- EO 1-1 Describe a situation when a child's clothing could catch fire
- EO 1-2 Define a conditional statement
- EO 1-3 List the steps for stop, drop and roll for children
- EO 1-4 Discuss adult situations causing clothing fires and prevention techniques
- EO 1-5 Describe assisting with stop, drop and roll
- EO 1-6 Name some equipment used for teaching stop, drop and roll
- EO 1-7 Demonstrate and practice the skills

Instructional Guide

- I. Situations involving children
 - A. What are they doing?
 1. playing with matches
 2. playing with lighters
 3. playing with candles
 4. too close to hot surfaces Group list
 5. unsupervised
 - B. Prevention techniques
 1. Keep matches and lighters out of reach
 2. Watch/supervise children
 3. Reinforce that matches are a tool

- II. Conditional Statement
 - A. If... then
 - B. Given certain conditions, then the consequence or result
 - C. If your clothes catch fire, then stop, drop and roll
 - D. When using stop, drop and roll, always preface it with "If your clothes catch fire, then..."
 - E. Age of understanding – 7

III. Teaching Stop, Drop and Roll to Children

A. Ensure that the audience understands the if... then... concept

B. Steps to demonstrate and discuss

1. Stop

- a. Just that!! Stop – do not run
- b. Stay in place
- c. Prevents fanning the flames and spread of fire

2. Drop

- a. Get down on the floor or ground
- b. Cover eyes, nose and mouth with hands for protection of eyes and airway

3. Roll

- a. Roll over and over then back the other direction
- b. Suppresses the fire by eliminating oxygen
- c. “roll like a log”
- d. encourage child to tuck in elbows – no “bumpy logs”
- e. keep legs together

IV. Adult situations

A. Cooking

1. Sleeves catch fire
2. put sleeve/arm under running water
3. don't put hands up to face – exposes eyes and respiratory tract
4. prevention techniques
 - a. wear snug sleeves or short sleeves when cooking
 - b. cook on front burners rather than reach across hot surfaces

B. Handling fuel

1. Using a gas can – fuel when cool
2. Refueling lawn equipment
3. Safety issues during this process

C. Other situations

1. lighter fluid discuss these
2. charcoal and gas grills
3. fire place safety

- V. Helping someone else
 - A. Give instructions for stop, drop and roll
 - B. Use blanket, cover, etc. to smother the flames

- VI. Equipment for teaching stop, drop and roll
 - A. Floor mats, exercise mats, carpeted floor

 - B. Fire symbol
 - 1. Felt flames
 - a. clings to clothing
 - b. falls off while rolling to simulate extinguishment
 - c. can be placed on various parts of the body

 - 2. balloons
 - a. inflate small inexpensive balloon
 - b. tie around child's waist with string
 - c. roll until the balloon breaks simulating extinguishment
 - d. small children may be too light to break the balloon
 - e. focus may change to balloon instead of the skill

 - C. Signs
 - 1. Stop – red hexagon
 - 2. Drop – yellow downward pointing arrow
 - 3. Roll – green circled arrow
 - 4. Have children repeat each step – start with “If your clothes catch fire, then...”

 - D. Skill can be done with no props at all however, hearing, seeing and doing will provide better instruction for the behavior.

- VII. Practice
 - A. Organize the group – line up
 - B. Give a situation or use the felt flame
 - C. Demonstrate the skill
 - D. Practice assisting someone else to stop, drop and roll

Summary

Review

- Situations with children
- Conditional statements
- Teaching stop, drop and roll
- Adult situations and prevention techniques
- Assisting someone else
- Equipment
- Practice the skills