

Lesson 4.2: Home Safety Hunt and Emergency Plans

Unit: Unit 4, Spaces We Live In (Environmental Design and Management) **Topic:** 4.1 Safe, Healthy, Sustainable Homes **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 92 of the year) **Room:** Either (classroom or FACS lab; no kitchen needed)

Standards

- NYS module line: NYS EDM 1. Healthy, Safe, Sustainable Living Spaces b) Identify common safety hazards found in living spaces and describe ways to minimize risks to individuals, families, and household members
- NYS module line: NYS EDM 1. Healthy, Safe, Sustainable Living Spaces c) Formulate a safety plan for home, work, and community settings
- CTE theme line: CTE HSW 3. Personal Safety c) Summarize common causes of intentional and unintentional injury and describe associated prevention strategies
- CTE theme line: CTE HSW 3. Personal Safety e) Develop safety plans and practice emergency responses
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety g) Understand and follow preplanned procedures in the case of accident or emergency
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students know the basics of managing a safe and healthy home.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities
- National FCS 3.0: 1.2.7 Examine what keeps school, work, and community settings safe and healthy.
- National FCS 3.0: 11.3.5 Examine how housing, interiors, and furnishings affect public health, safety, and welfare.

Note on EDM 1. b): quoted from the NYSED 2023 copy of the module. The June 2018 PDF fused two phrases (“Plan ways of maintaining” ran straight into “Identify common safety hazards”); the 2023 reformat prints the line cleanly and the build follows it (crosswalk Part E.5). This lesson teaches the hazards half of the line; Lesson 4.3 teaches minimizing risk through maintenance.

Note on the National FCS lines: the task suggested 5.6.x. In the 3.0 text, 5.6 is “Demonstrate laundering processes aligned with industry standards and regulations,” and Area 5 is confirmed only at the content-standard level, so it does not fit. 1.2.7 and 11.3.5 are the confirmed lines from the crosswalk row for EDM 1. b).

Enduring understanding and essential question

Big idea: Most home injuries happen in the same six places for the same reasons, which means most of them can be prevented by someone who knows where to look. A plan made before the emergency is the only plan that works during one. **Essential question:** If something went wrong in your home tonight, would everyone know what to do, or would they be figuring it out in the dark?

Objectives

By the end of this lesson, students will be able to:

1. (Low: remember or understand) Given a room name, list the two or three most common hazards in that room and name the detector or device that reduces the risk.
2. (Mid: apply or analyze) Given a described two-floor home, locate at least twelve of the fifteen planted hazards and classify each by room and by hazard type.
3. (High: evaluate or create) Given a family card, create a family emergency plan with two exits from each bedroom, a meeting spot, and the three numbers to call, and justify the meeting spot in one sentence.

Vocabulary

Tier 2 (general academic): hazard, prevent, emergency, evacuate Tier 3 (FACS): smoke detector, carbon monoxide (CO) detector, Poison Control, GFCI outlet (introduced only), extension cord, meeting spot, escape route. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 04.02 - Home Safety Hunt Floor Plan and Emergency Plan.md (the described two-floor home, the hunt table, the emergency plan template)
- Highlighters, one per team of three
- A real smoke detector and a real CO detector to pass around (a battery model of each; press the test button once so students hear it) *[Sal: the custodian may lend one; otherwise about \$15 and \$25 at a hardware store, and they go on the classroom wall after]*
- Slides: Slides 04.02 - Home Safety Hunt and Emergency Plans
- Timer visible to the class
- Setup notes: no staged hazards today; the hunt is on paper. Have the Poison Control number (1-800-222-1222) written on the board before class and leave it there for the rest of the unit. Allergy check: none needed.

Pre-assessment

Yesterday's exit cards (the seven jobs) show who is still thinking of "safety" as only locks. Today's do now asks about the detector nearest to where they sleep. Count the "I do not know" answers; that is your measure of how much of Step 1 is new.

Do now and hook (Time: 5 min)

On the board: "Where is the smoke detector closest to the place you sleep? If you do not know, write 'I do not know.' That counts as an answer. Then: when was it last tested?"

Debrief: hand vote. Know where it is: how many? Know when it was tested: how many? Say the fact: about three out of five home fire deaths happen in homes with no working smoke alarm. Then the hook: "In a minute you get a floor plan of a real-looking home with a toddler and a grandmother in it. I hid fifteen things in that home that could hurt one of them. You have twelve minutes."

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: hazards by room, detectors, cords, poisons	One slide per room, two or three hazards each: kitchen (pot handles out, grease, knives in the sink, a towel by the burner), bathroom (wet floor, no grab bar, medicines in reach, hair dryer near water), stairs (clutter on steps, loose rug at the top, no rail, dark), bedroom (space heater by the bed, cords under the rug, a candle, a blocked window), garage (gasoline near the water heater, a running car, tools in reach), outside (a ladder left up, a pool with no gate, ice on the steps). Then the	Fill in the hazards-by-room table on the handout, Part 1, as each room slide goes by. Hold the detectors, find the test button, find the date on the back.	7 min

	devices: smoke detectors on every level and in every sleeping area, test monthly, batteries yearly, replace at ten years; CO detectors near sleeping areas, because CO has no smell; cords not under rugs, not through doors, one plug per outlet, no daisy chains; poisons and medicines up high and locked, Poison Control 1-800-222-1222. Pass the two detectors and press test.		
2. Learning activity: the Home Safety Hunt on paper	Teams of three. Each team reads the described home (Part 2 of the handout): the family is a mother, a toddler (age 2), and the grandmother (age 74, uses a cane). The home is described room by room, and fifteen hazards are written into the description. Task: highlight each hazard, then write it in the table with the room, the type (burn, fall, fire, electrical, poison, drowning, other), and one fix. Start the timer. Circulate with	Read, highlight, list, classify, fix. Fifteen rows.	12 min

	the clipboard check. Answer no questions about whether something counts.		
3. Practice: the family emergency plan	Stop the hunt. Show the three parts of a plan: two ways out of every bedroom (a door and a window, or two doors), one meeting spot outside that everyone can reach (a mailbox, a specific tree, a neighbor's front step, never the driveway where fire trucks park), and who to call (911, Poison Control, a trusted adult's number). Task: fill the plan (Part 3) for the family in the described home, including how the grandmother gets out and who carries the toddler.	Draw the two exits on the described floor plan, pick the meeting spot, list the three numbers, write the one sentence that says why the meeting spot works for a grandmother with a cane.	8 min
4. Share and debrief	One reporter per team reads the hazard they think is most dangerous for the toddler and the one most dangerous for the grandmother. Reveal any of the fifteen nobody found. Ask two teams where they put the meeting spot and why.	Report, listen, add missed hazards to their table in a different color.	4 min

Questions to ask

Monitor understanding:

- Where do smoke detectors go? How often do you test one?
- Why does a home need a CO detector if it already has a smoke detector?
- The medicine is on the bathroom counter. Who is that a hazard for, the toddler or the grandmother, and why?

Deepen learning:

- Why is the driveway a bad meeting spot?
- The grandmother's bedroom is on the second floor and she uses a cane. What does that change about the plan? Would you move her room? What would that cost the family?
- Which of the fifteen hazards would you fix first if you had five minutes and no money? Which needs money?

Check for understanding

Clipboard checklist during Step 2: for each team, a yes or no on “hazard named,” “room and type correct,” and “the fix would actually work.” A team with three yeses on their first five rows is ready for Lesson 4.3 without review. A team that lists “the stairs” as a hazard without saying what is on them gets the question: “What about the stairs?”

Closure (Time: 4 min)

3-2-1 exit card: 3 hazards from the home you found today, 2 parts of a family emergency plan, 1 thing in your own home you want to check tonight (no address, no names). Three students read line 3 aloud. Sort into “got it” and “needs more.” The “needs more” pile decides whether Lesson 4.3 opens with the hazards-by-room slides again.

Differentiation and supports

- ELL: each room slide has a picture with the hazards circled; the handout word bank gives hazard, fire, fall, poison, smoke detector, exit, and meeting spot in Turkish, Portuguese, and Spanish (see Vocabulary 04.md); the described home uses short sentences, one hazard per sentence; sentence starter for the fix column: “Move the ___ to ” **or** “**Add a** .” Pair each ELL student with a partner who can point to the sentence.
- IEP and 504 (general): teams of three with one reader, one highlighter, one writer; the hunt table has a type column with checkboxes so a student can classify without writing; extended time by taking the last five rows home; a printed copy of the room slides for a student who needs to re-read; fidgets allowed.
- Grade 6 support: the described home is marked with a small star at the start of each sentence that holds a hazard, so the task is to name and classify, not to find; the plan asks for one exit per bedroom.
- Grade 8 stretch: teams also write which hazards the family could fix for free and which cost money, and estimate the cost of the money ones using the price list on the

handout; one team member writes the plan as a script the family could practice in two minutes (this previews CTE HSW 3. e), “practice emergency responses”).

- UDL checkpoint used: multiple means of representation (the home is described in words, drawn as a floor plan, and shown room by room on the slides) and multiple means of action and expression (highlight, table, or drawing the exits on the plan).
- No-kitchen or no-machine alternative: not a lab; no alternative needed. If the room has a real kitchen, run the last two minutes of Step 1 in it: find the fire extinguisher, the first aid kit, and the nearest exit, which the class already knows from Lesson 1.3.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List hazards by room and name the device	EDM 1. b); HSW 3. c); Std 2 PI B	Part 1 table, Step 1; exit card line 1	Formative; table checked complete for six rooms
2. Locate and classify twelve of fifteen hazards	EDM 1. b); HSW 3. c); National FCS 11.3.5, 1.2.7	The Home Safety Hunt, Step 2	Formative; clipboard checklist during the hunt; the count out of fifteen is recorded for daily work
3. Create and justify a family emergency plan	EDM 1. c); HSW 3. e); HSW 4. g); CDOS 3a Personal Qualities	The emergency plan, Step 3	Formative; plan scored complete (two exits per bedroom, meeting spot, three numbers, one justification sentence), partial, or missing

Objectives 1 and 3 are checked summatively on the Home Safety and Conservation Quiz at the end of Lesson 4.5 (the detector items and the emergency plan item).

Homework

None. Optional: make a two-line emergency plan for your own home with an adult (meeting spot, who to call). Do not bring it in with an address on it; just tell me you did it.

Connections

Inside the building: the school nurse or the fire safety officer visits for five minutes during Lesson 4.3 to show how a detector is tested and where the building’s CO detectors are. FACS gives the nurse a class that has already listed hazards; the nurse gives a second adult voice. Community: the local fire department’s public education officer runs free home-

safety talks and sometimes gives out detectors; a good visitor for Lesson 4.16 (careers) too.
[Sal: name the department.]

Sources

- NYS Middle Level CTE FACS Content Module 04, Environmental Design and Management (nyctecenter.org, June 2018), lines 1. b) and 1. c). Copy in 02 Standards/NYS Module PDFs/. The fused wording of 1. b) is the state's; see 02 Standards/STANDARDS CROSSWALK.md, Part D.4.
- NYS Middle Level CTE Theme Module, Health, Safety, and Wellness, lines 3. c), 3. e), and 4. g). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate. Wording per the crosswalk, Part A.6.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 1.2.7 and 11.3.5, per 02 Standards/STANDARDS SOURCES - web research.md.
- Detector placement and testing guidance follows the U.S. Fire Administration and NFPA public guidance (smoke alarms on every level and in every sleeping area, test monthly, replace at ten years; CO alarms near sleeping areas). Poison Control: 1-800-222-1222. *[Sal: confirm the fire death statistic in Step 1 against the current NFPA fact sheet before it goes on a slide; the "three in five" figure is from NFPA's home fire reports and gets updated.]*
- Sal's own materials: Lesson 1.1 Hunt the Hazard is the pattern; this is the same hunt moved from the kitchen to the whole house.

Teacher notes

- If time runs short, cut Step 2 to ten hazards (tell teams to stop at ten) and take only two reporters in Step 4. Never cut Step 3; the plan is the standard line (EDM 1. c)).
- Common mistake: students list the grandmother's cane as a hazard. It is not. The loose rug she has to cross is. Use it to make the point: the person is never the hazard; the home is.
- The hazard nobody finds is usually the running car in the attached garage (CO). That is the one to reveal last, and it is the reason the CO detector item is on the quiz.
- Some students will have lived through a house fire or a poisoning scare. Keep the hunt about the paper family. If a student wants to tell a story, take it after class.
- *[Sal: your Brentwood room had a real extinguisher and first aid kit walk in Lesson 1.3; point back to it so students see it is the same skill in a new building.]*