

A1 Fire!

Example session plan

Aim

To familiarise learners with the main types of fire extinguishers and their uses.

Objectives/learning outcomes

- Describe the common types of fire extinguisher.
- Select the correct type of extinguisher to fight different fires.

Time	Teacher/trainer plan	Learner activity	Resources
00.00	Introduce topic and learning objectives. Organise learners into groups of three. Revise and explore what learners know about fire safety by asking "Show me..." questions. Construct a spider diagram of learners' knowledge on the board.	Form groups. Discuss and respond to questions using mini-whiteboards. Contribute to spider diagram.	Whiteboard. Mini-whiteboards for each group.
00.15	Ask groups to inspect fire action sign in work area and report back on instructions. Distribute learning resources. Ask learners to look at pages 4.19-4.23 and check their responses. Anything to add? Questions?	Inspect fire action sign and report back. Read resources, discuss and check group responses.	'Fire!' learning resources.

00.25	Explain the group activity: locate fire extinguishers and fire blankets. Check groups understand what to do. Emphasise need for safe behaviour if entering work areas. Monitor group work.	Groups disperse to locate and identify fire equipment and record on floor plans.	Floor plans of work area. Pens.
Time	Teacher/trainer plan	Learner activity	Resources
00.40	Reconvene. Take feedback on plans. Ask learners to identify issues.	Display and explain findings to others.	
00.50	Learners to complete checklist and peer assess results.	Complete checklist and peer assess.	'Fire!' learning resources.
01.00	Summarise. Re-visit learning objectives.		

Assessment of learning outcomes

- Monitoring of group discussions and responses.
- Accurate completion of 'know your fire extinguishers colour code' checklist.

Differentiation to meet individual needs

- Initial discussion to identify those that need additional learning support as well as those able to tackle more complex extension activities.
- Peer group selection strategies to pair less confident learners with more advanced learners.

Or:

- Group more confident learners together (extend the activities) and less confident learners together (provide additional support).
- Prepare extension activities to encourage more confident learners to explore topic in greater depth.

Teacher/trainer evaluation	Learner feedback
Consider which parts of the session were effective and why.	Consider whether the activities were suitable for all learners and the session helped to develop as expert learners.

Personal and social skills developed

- Working as a member of a team and independently.
- Active listening.
- Communicating understanding clearly.
- Responding to questions.
- Sharing ideas and expertise with others and respecting other's opinions.

Skills for Life or Key Skills developed**Take part in a 1:1 or group discussion**

C1.1.1 Provide information that is relevant to the subject and purpose of the discussion.

C1.1.2 Communicate clearly in a way that suits the situation and respond appropriately to others.

Read and obtain information from at least one document

C1.2.1 Read relevant material.

C1.2.2 Identify accurately the main points and ideas.

C1.2.3 Use the information to suit your purpose.