

SAFETY CHECK (45–90 min.)

OBJECTIVES

- Pupils know the building blocks of fire safety and understand that they can affect their own safety and the safety of others through their own actions. Pupils familiarise themselves with their daily environment and know where exit routes, fire doors, first aid kits and fire extinguishing equipment are located. Pupils recognise safety signs.

SKILLS

Everyday skills and taking care of oneself, digital skills, multiliteracy

IMPLEMENTATION

Health education, social studies, form tutor's class, chemistry, fine arts

EQUIPMENT

- The teacher needs a computer and a video projector to ensure successful lessons.
- Pupils need tablet computers or smartphones and a network connection.

INFORMATION CONTENT

NouHätä! lessons Preventing fires and What to do in case of fire.

LESSON PLAN

Orientation (5–10 min.): ask the pupils a question, for example: "Have you had any so-called close calls" or "Have you ever witnessed a fire?" The question orientates them to the theme that is discussed and engages pupils to discuss and share their experiences and observations concerning their environment and safety.

You can collect the pupils' answers anonymously, for example, from Padlet to the board, so that pupils themselves can see how the group's answers are distributed. Padlet does not require pupils to log in, but the lecturer is required to do so. When you ask a question, we recommend that the options for answering are entered on the survey form in advance, for example, "Yes" and "No". You can find Padlet at the address padlet.com.

Pupils use their own phones or tablets to answer the question, and their answers are shown in real-time on the board. After this, the survey results for the class are jointly discussed, and pupils may want to share their own experiences related to the topic.

1. TASK (25–50 min.)

The purpose of this task is to introduce safety thinking to pupils, guide them to consider their own daily environment from the perspective of safety, learn to recognise various safety signs and learn to notice in their own environment factors that contribute to safety. This task should not be defined to apply merely to fire safety, but all safety aspects should be considered.

Divide pupils into small groups of, for example, three people. After this, instruct the pupils to take three photos of issues or phenomena that are related to safety in the school environment. In addition, the pupils prepare to present the photos to the other groups. Before leaving for the photo round, agree on the time of return, for example, in 20 minutes.

The pupils tour the school premises and yard and photograph things that they observe. The photos are shared with the teacher, for example, through Padlet. The teacher shares the groups' photos with everyone for the duration of the presentations.

RESULTS AND FINAL DISCUSSION (15–30 min.)

Finally, discuss the things that everyday safety consists of, for example:

- Which observations did the pupils make regarding their own school environment?
- What are the building blocks of safety?
- Who is responsible for safety?
- Where is the school's first aid extinguishing equipment located?
- What are fire doors and where are they located?
- Where is the school's designated assembly point?
- Why are rules, tidiness and order important for safety?