

FIRE ESCAPE PLAN				Student/Class Goal Students want to keep their families safe. Developing an escape plan in case of a fire is one way to do this. Writing out the escape plan gives students a chance to practice the writing skills they will need to pass the GED test.	
Outcome (lesson objective) Students will develop an escape plan for their family members in case of a fire and will write the plan in a logical sequence, paying attention to grammar, mechanics, sentence structure and clarity.				Time Frame 1-2 hours	
Standard Convey Ideas in Writing				NRS EFL 2-6	
Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	3.1, 4.1, 5.1, 6.1	Organize writing	1.10	Reread & revise	2.18, 3.18, 4.19
Writing for purpose	2.2, 3.2, 4.2	Sentences/paragraphs	2.11, 3.11, 4.12, 5.12	Proofread	2.19, 3.19, 4.20, 5.18, 6.15
Writing for various tasks	3.3, 4.3	Descriptive language	2.12	Feedback from others	2.20, 3.20, 4.21, 5.19, 6.16
Generate ideas	1.4, 2.4, 3.4	Sentence structure	2.13, 3.13, 4.14, 5.14, 6.12	Checklists & rubrics	2.21, 3.21, 4.22
Main idea/thesis	2.5, 3.5, 4.5, 5.5, 6.5	Spelling	2.14, 3.14, 4.15, 5.15, 6.13	Publishing	Benchmarks
Research	2.6, 3.6, 4.6, 5.6, 6.6	Punctuation	2.15, 3.15, 4.16	Technology	
Plagiarism	2.7, 3.7	Capitalization	2.16, 3.16, 4.17	Publication	
Sources		Parts of speech	2.17, 3.17, 4.18, 5.16		
Organize ideas	2.8, 3.8				
Organizational pattern	1.9, 2.9				
Materials News article about people trapped in fire Home Safety Council Safety Guide Local Fire Department brochures Fire Escape Plan Rubric					
Learner Prior Knowledge Students will know about calling 9-1-1 in case of a fire, but many may not have thought about what to do after that. Students will have varying levels of writing skills and should focus on what is appropriate for their level. If students are not familiar with writing in a sequence, explanation and examples should precede this lesson.					
Instructional Activities Step 1 - Ask students what they would do in case of a fire. If many of the answers are “call 9-1-1,” ask them what they would do after they called 9-1-1 and if all members of their household, especially young children and older adults know what to do. Explain to students that it is important to have a plan in case there is a fire and that everyone who lives with them should know the plan. Highlight the importance by reading a news article about people who have been trapped in a fire. Tell students they will develop a plan and write it out so they can share it with the other members of their household.  Step 2 - Help students select information about escape plans at an appropriate reading level. Ask students to take notes on important points they would want to include in their own plans. When students are finished reading, have them discuss their notes with a partner.  Step 3 - Give each student a copy of the rubric for writing an escape plan. Give students time to look over the rubric and ask any questions they may have. Teacher and student should complete targeted skills for grammar, punctuation, and capitalization. Remind students that the plan is for all members of their household which may include young children or older adults. Encourage students to number the information in their notes in the order it will appear in their plans. Students may need to write more than one draft before they have a final plan.					

**TEACHER NOTE** The teacher may want to use an overhead or flip chart and have the whole class contribute to a Class Escape Plan before they write their individual plans.

Step 4 - When students have their plans, have them use the *Fire Escape Plan* Rubric to see if revisions or edits are needed. Students can also have a partner use the rubric to give feedback on their escape plan.

Step 5- After the escape plans are written, have the students discuss how they will use the plan, who they will tell about the plan and how they will tell them, and how and when they will practice the plan with the other members of their household.

**Assessment/Evidence** *(based on outcome)*

After the escape plans are written, have the students discuss how they will use the plan, who they will tell about the plan and how they will tell them, and how and when they will practice the plan with the other members of their household.

**Teacher Reflection/Lesson Evaluation**

*Since this lesson is for a wide range of student levels, teachers will want to use strategies to support the students who are less skilled writers. One suggestion is to pair a better writer with a less skilled writer. This would give the better writer an opportunity to reinforce what he or she has learned about writing by helping the less skilled writer.*

**Next Steps**

**Technology Integration**

Home Safety Council: Family <http://www.homesafetycouncil.org/family/family.aspx>

Home Safety Council Safety Guide [http://www.homesafetycouncil.org/safety\\_guide/safetyguide.aspx](http://www.homesafetycouncil.org/safety_guide/safetyguide.aspx)

Home Safety Council Fire Safety [http://www.homesafetycouncil.org/expert\\_network/en\\_literacy\\_w001.aspx](http://www.homesafetycouncil.org/expert_network/en_literacy_w001.aspx)

The Bushnell Basin Fire Department <http://www.bushnellsbasinfld.org>

**Purposeful/Transparent**

Students want to know how to keep their families safe. Knowing what to do in case of a fire is a very real and present circumstance for some.

**Contextual**

Their written escape plans can be shared with all family members and posted in a noticeable place so the babysitter and friends are aware of how to leave the house in case of a fire. They may choose to practice the plan with their family

**Building Expertise**

Students will have practiced sequencing and will be thinking logically about their choices when writing their plans.

# Fire Escape Plan Rubric

First, use the rubric to see if revisions or edits are needed.

Then, meet with a partner and use the rubric to get feedback on your escape plan.



Name \_\_\_\_\_ Date \_\_\_\_\_

	Positively Yes	Somewhat	Not Really
The focus is on the escape plan			
The plan follows a logical sequence of events			
The plan is written clearly so anyone can understand it			
The plan takes into account all members of the household			
The plan includes what to do once everyone has escaped			
Sentences are complete, not fragments or run-on			
Words are spelled correctly			
Grammar:			
Punctuation:			
Capitalization:			

**Note** The grammar, punctuation, and capitalization items can be filled in according to the student's writing level.