API title: Fire Prevention
Teacher name: Shannon Gagliardi

ACTION PLAN FOR INTERVIEWING
Teaching with Primary Sources Oct. 2009 Workshop on Oral Histories
California University of Pennsylvania
Instructors: Mr. N. Roberts & Dr. D. Lonich
§ I. STANDARDS AND REFERENCES

Standards for Health Safety and Physical Education
10.3.3 A - Recognize safe/unsafe practices in the home, school and community (e.g., fire, electrical, animals).

Standards for Reading Writing Speaking and Listening
1.4.8 B - Using Primary and Secondary Sources

§ II. INQUIRY-BASED LEARNING MODEL (IBLM)

This oral history class activity is guided by the following five-step IBLM:

1) Questioning – The students ask questions about what they would like to have answered after the activity is completed.

2) Researching - The students will find out information about the topic of fire safety using different mediums.

3) Discussing – The students will talk about the information they found out and what they still would like to learn.

4) Creating – The student will complete the task assigned.

5) Reflecting – Discuss what the students learned as a result of this process.

§ III. DESCRIPTIVE WALK-THROUGH OF MY ACTIVITY

Community helpers are very important to help keep us safe every day. In this unit we are going to talk about fire fighters, police officer, and paramedics. October is fire prevention month. My class is going use an inquiry based approach to get a firsthand look about what it is like to be a firefighter. We will also be learning about fire safety tips.

I will explain to the class that I interviewed Aaron Benney, a Monongahela fire fighter, to talk about what a fire fighter’s job is and about fire safety and prevention. We are going to listen to the tape of the interview that I conducted to learn about fire safety. I will explain to the students that an oral history interview is when you talk to a person about their life history. I will
also discuss with them the elements of the oral history process. By viewing the recording of the interview, students will gain information about the person’s life and experiences as a fire fighter. Before sharing my interview with the students, we will go through a 5-step IBLM consisting of questioning, researching, discussing, creating, and reflecting.

The first step in the process is to ask questions. We are going to use a KWL Chart (See Appendix A) to discuss about what we know about fire prevention, what we want to learn about the fire prevention, and what we learned about fire prevention. We will fill in the Know and Learn columns together prior to the oral history viewing, and after the we complete the activity, we will return to the KWL chart and fill in the Learn column.

The second step in the process is to do research. I am going to conduct a teacher read aloud called, Sparky and the White House, to help get them thinking about fire safety and prevention. The students will research using books from the school library. The students will also be encouraged to bring in any books about fire fighters or fire prevention to share with the class. Once the students increase their content knowledge with background about the topic, I will play the interview.

In this interview, Aaron talks about his role as a fire fighter and tips for fire safety and prevention. Some of the major questions I asked Aaron follow:

- What is fire safety?
- Why is home fire escape planning important?
- What do I do if I’m trapped in a room by a fire?
- How do I escape from the second or third story of my home?
- What are some things that can cause a fire?
- What is the toughest part about being a fire fighter?
Now that we conducted research and listened to the interview, we are ready to discuss what the students learned. I am going to have the students do a “think pair share” exercise: I will give the students a few moments to think about one thing they learned from listening to Aaron’s interview. Then, I will pair them with a partner to discuss what they learned. Finally, I will go around the room and have each group share its findings with the class. After we complete the “think pair share” exercise, I will ask the students comprehension questions based on the interview.

The fourth step in the inquiry based model is to create. I want the students to imagine they have the opportunity to interview a fire fighter. The students will need to consider all aspects of the interview process. They will be required to develop 10 interview questions different from the ones I used in my interview. After they develop the questions, they will have to consider where and how they will conduct their interview (e.g. school, home, fire station, phone call, face-to-face, other) They will be required to determine a specific date and time for the interview. Next, they will have to decide what type of media they will use to conduct their interview. (Ex. tape recorder or video camera) The students will be encouraged to be as creative as they want to be when they put together their interview paper. (Ex. they can draw a picture of themselves with a fireman).

The final step in the IBLM is to reflect on student learning. We will go back as a group and complete the Learn column on the KWL chart we started at the beginning of the lesson (see Appendix A). Then, we will compare the answers to those in the column to assess if the students received answers to any of their questions. If any of the student’s questions go answered, we will conduct group research in an attempt to find answers to unanswered questions. The students
would be permitted to add these questions to their list of interview questions for their fire fighter.

As an option, I could do a follow-up call with Aaron and ask him those questions.

§ IV. MY ASSESSMENT TOOL

I am going to assess my students in many different ways to check their comprehension. I will assess their listening skills by how well they are able to recall (1) information given in the interview, and (2) what the teacher read aloud. I will assess this by writing a list of questions on the board and requiring the students to answer the questions.

Another way I am going to assess my students is by giving the students a photo of the White House and have them find things that are safe and unsafe. In this picture the students will have to find 11 things that are safe that would help prevent a fire from occurring. They will also have to have to find 12 things that are unsafe that can cause a fire.

http://www2.scholastic.com/content/collateral_resources/pdf/n/NFPA/nfpa_k2_poster.pdf

I am also going to require them to look at a list of fire prevention tips choose one and draw a fire safety picture and write a paragraph about why it is important to learn and practice these tips. The fire prevention tips are:

- Keep space heaters away from things that can burn.
- Remind grown-ups to stay in the kitchen when cooking on the stovetop.
- Ask grown-ups to blow out candles before leaving a room.
- Do not put too many plugs into an outlet.

http://www2.scholastic.com/content/collateral_resources/pdf/n/NFPA/nfpa_k2_repro1.pdf
Appendix A

Name: ___________________________ Date: ___________________________

### K-W-L Chart

<table>
<thead>
<tr>
<th></th>
<th>What do I want to know?</th>
<th>What have I learnt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know?</td>
<td></td>
<td></td>
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</tbody>
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K-W-L Chart
TeachThis.com.au (2007)