



Using Video Modeling to Teach Fire Safety and Cooking

Objective: To teach fire safety skills for extinguishing cooking fires

Setting and Materials:

Settings: kitchen or barbeque area near the school

Materials:

Extinguishing Tasks and Stimuli

<i>Extinguishing with Lid</i>	<i>Extinguishing with Flour</i>	<i>Extinguishing with Fire Extinguisher</i>
<ol style="list-style-type: none">1. 10 in. skillet2. Double boiler3. 8 in. pan4. Novel stimuli: wok	<ol style="list-style-type: none">1. Stove top burner2. Microwave oven3. Stove oven4. Novel stimuli: toaster oven	<ol style="list-style-type: none">1. Metal fire pit2. Charcoal grill3. Deep fat fryer4. Novel stimuli: metal trash can

Simulated fires can be made using ethanol gel and salt (extinguished with flour); cooking sherry (extinguished with lid); and newspaper (extinguished with fire extinguisher).

Content Taught

Extinguishing with Flour	Extinguishing with Lid	Extinguishing with Fire Extinguisher
<ol style="list-style-type: none">1. Remove flour from refrigerator2. Open flour3. Scoop out one handful of flour4. Throw flour over flame5. Scoop out one handful of flour6. Release flour over flame	<ol style="list-style-type: none">1. Remove lid from kitchen cabinet2. Place lid over flame3. Release lid	<ol style="list-style-type: none">1. Remove fire extinguisher from closet Place hand over release valve2. Squeeze release valve3. Spray foam over flame4. Release when flame is extinguished

Teaching Procedures

1. Record each step of the three task analyses described above using a video camera by having an adult model each step from beginning to end while using verbal descriptions that correspond to each step of the task analysis. For example, the video should show a simulated fire in the skillet followed by an adult model opening the cabinet and taking out a lid. While doing this, the person operating the video camera says, "Get a lid out of the cabinet." The videos should only range from 10 to 20 seconds per task analysis. Research to Practice Lesson Plan Starter
2. Individually have each student watch the video segment for the first task analysis on the portable DVD player. Say, "Watch the video to see how to put out a fire".
3. Turn on the portable DVD player for the student and have them watch the first video model (e.g., placing a lid over a flame in a skillet).
4. Once the video is finished for each task analysis, push the "pause" button on the DVD player and immediately take the student to the kitchen or barbeque area.
5. Light the fire out of view of the student and wait 3 seconds for the student to initiate the first step of putting out the fire.
6. Record if the student performs each step correctly, incorrectly, or does not respond. If the student gives an incorrect response or does not respond, terminate the task.
7. If the student completes the steps correctly, give the student verbal praise for general attending and attempts to put out the fire.
8. Have the student return to the table and watch the second video example of putting out a fire within the same fire extinguishing behavior set (i.e., placing the lid over a flame in a double boiler).
9. Take the student back to the kitchen or barbeque area and repeat steps 5-8.
10. Continue with the video modeling and test procedures for three trials (one trial for each behavior) and until criteria of 100% is met across the three sessions.

Evaluation

Record the student's ability to complete each step in the task analyses completed correctly (within 3-5 seconds of the start of the fire or previous step).

Lesson Plan Based on:

Mechling, L. C., Gast, D. L., & Gustafson, M. R. (2009). Use of video modeling to teach extinguishing of cooking related fires to individuals with moderate intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 67-79.

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