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Trainers Preparation Information

This guide contains critical information to implement a successful program. It is important to adhere to as much of the documented information as possible, even though you have your own style of facilitation, and your own special anecdotes. Use these to customize and personalize the program; however, make sure they do not affect the program timing or outcomes.

The format focuses on key learning points from which to teach. These include: key words, questions to ask, information to review/discuss, as well as directions for activities.

Program Objectives

By the end of the program, first and fifth grade students will be able to:

- Describe key fire safety information.
- Demonstrate key skills and techniques for fire safety.
- Recognize unsafe fire situations and know how to respond.

Program Information and Materials

Depending on the amount of time available for instruction, material from multiple days can be combined into longer, more comprehensive lessons.

- Trainer's Guide
- Coloring books for 1st grade curriculum
- Fire safety workbook for 5th grade curriculum
- Pretest for 5th grade curriculum
- 5th grade quizzes
- 5th grade final test

Facilitation Suggestions for Conducting the Program

Know the program. Take the time to read the guide and to make notes as to what you want to do during your program time to provide for the best outcome and transfer of knowledge to the students.

Set up the lesson. Take time to properly set up the program by reviewing who you are, the ground rules and addressing other pertinent information.

Observe your audience. When you notice that a group is not paying attention or does not understand how to do the activity, stop and ask questions to refocus them.

Engage your audience. Make feedback and questions a regular part of your technique to keep them involved.

Provide Positive Reinforcement. Make sure you provide positive reinforcement to students when activities are done correctly and when they pay attention to what you are teaching them.

Set up participants to succeed. Work with the students during activities to allow for a successful result. This allows you to guide, coach or correct before they share with the group.

Summarize the lesson. Take the time to summarize each day by recapping the key points of the lesson. Ask participants to share their ideas and give their feedback. Always use praise to show your appreciation for their willingness to be “stretched” to learn a new process and new skills. Thank them for their time and attention.

Manage your time. Always begin on time and try to stick to your schedule.

Ask questions. And make sure your students feel they can ask questions. Create a trusting and non-threatening environment to make this happen. Also, don’t forget to check with your participants regarding their understanding of information. Sometimes simple information can be confusing. Ask if they need clarification.

Be brief in closing. Your closing statements should not take too long. You should summarize the lesson by reviewing key points. Make sure there are no outstanding questions or concerns. Leave students with an upbeat impression.

First Grade Curriculum

Preparation Information

- Handout: Coloring Book
- Depending on the amount of time available for instruction, material from multiple days can be combined into longer, more comprehensive lessons.

Day #1: Introduction to Fire Safety

Introduction of Local Firefighters Working With Students in Classrooms

INTRODUCE yourself.

EXPLAIN to students who you represent and why you are here.

EXAMPLE Introduction:

- “Hello, my name is Firefighter Joe and this is my friend Jill. We are here from the XYZ Fire Department, and today we are going to teach you about fire safety.”

SET the ground rules:

- “Please, no talking when a firefighter is talking. If you have questions or an answer, please raise your hand.”

HAND OUT the Coloring Book.

REFER to the Coloring Book.

ASK students each of the 11 questions from the coloring book.

ALLOW students the opportunity to answer each of the questions.

CALL on various students for answers.

DISCUSS the correct answers briefly.

EXPLAIN HOMEWORK: You will each have a homework assignment. Let's review it right now:

- Count your smoke detectors at home.
- Pick a meeting place with your family.

REMIND students that Day #2:

- Involves physical activities.
- Girls should wear pants on the day of this lesson.

ASK for final questions.

THANK students for their participation and reinforce their good manners during the presentation.

Day #2: Stop, Drop, and Roll

Preparation Information

- Coloring Book will be referred to again
- This lesson involves some physical activity. Girls should have on pants to participate.

REINTRODUCE yourself.

REVIEW the ground rules again, if necessary.

REVIEW the key points discussed on Day #1 - do this by asking relevant questions from the Coloring Book and having the students answer them.

REMIND participants they had homework and ask for a show of hands who completed it.

DISCUSS homework from Day #1 – in a question-and-answer type format using relevant questions from the coloring book.

PRAISE students for completing homework.

EXPLAIN that the topic today is “Stop, Drop and Roll.”

DEMONSTRATE and DISCUSS what is meant by “Stop, Drop, and Roll.”

- Stop - do not run if your clothes catch on fire.
- Drop to the floor. Cover your face with your hands to protect it from the flames.
- Roll over and over to smother the fire. Do not stop until the flames have been extinguished.

STATE Now you will all get a chance to practice.

PRACTICE ACTIVITY:

- Have each student practice “Stop, Drop, and Roll.”
- Correct child if done incorrectly.
- Praise students for doing this.

ASK Questions:

- If time allows, encourage students to ask questions.
- Try to avoid stories and/or “what if” questions.

THANK students for their participation and reinforce their good manners during the presentation.

Day #3: Crawl Low Under Smoke

REINTRODUCE yourself.

REVIEW the ground rules again, if necessary.

REVIEW the key points discussed on Day #2 - do this by asking relevant questions from the Coloring Book and having the students answer them.

EXPLAIN that the topic today is: Crawl Low Under Smoke.

ASK *Why do you think you should crawl low under smoke?*

LISTEN for and reinforce the following reasons:

- Smoke is a dangerous, poisonous gas.
- Smoke rises to the ceiling and good, fresh air falls to the floor.

EXPLAIN that:

- You should never stand up in smoke.
- Even firefighters crawl under smoke.

DEMONSTRATE crawling low under smoke:

- Show students how to move about the room and how to feel the door with the backs of their hands.
- Point out the two exits that every room has.

STATE Now you will all get a chance to practice.

PRACTICE ACTIVITY:

- Have each child practice crawling low under smoke (even crawling under desks and table).
- Have each child practice feeling the door with the backs of his/her hands.

ASK Questions:

- If time allows, encourage students to ask questions.
- Try to avoid stories and/or “what if” questions.

THANK students for their participation and reinforce their good manners during the presentation.

Day #4: Get Out and Stay Out

REINTRODUCE yourself.

REVIEW the ground rules again, if necessary.

REVIEW the key points discussed on Day #3 - do this by asking relevant questions from the Coloring Book and having the students answer them.

EXPLAIN that the topic today is: Get Out and Stay Out.

ASK:

- *Why do you think it is important to get out and stay out of your house or building you are in when there is a fire?*

LISTEN for and REINFORCE:

- You could get burned.
- The house or building could cave in or things could fall on you.
- It is dangerous to be near fire.
- Other things...

ASK:

- *What could you do if the house or building is on fire?*

LISTEN for and REINFORCE:

- Get out of the house as quickly as possible.
- Yell to tell other family members that there is a fire and to get out.
- Crawl low under the smoke, if necessary to get out.

- Do not go back into the house to get pets, family members or to call the fire department.
- Get out, go to a neighbor's house and call 911.
- Go back to your meeting place and wait for your family.

PRAISE students for giving good answers.

DEMONSTRATE how to call 911:

- Show students how to call 911 on the phone.
- Explain what information they need to give the emergency operator:
 - Their name
 - Address
 - Description of the emergency

ACTIVITY DIRECTIONS:

- Have each child practice calling 911 on the phone.
- Have each child practice “talking” to the emergency “operator” (firefighter).
 - Their name
 - Address
 - Description of the emergency

ASK Questions:

- If time allows, encourage students to ask questions.
- Try to avoid stories and/or “what if” questions.

THANK students for their participation and reinforce their good manners during the presentation.

Day #5: Never be Afraid of a Firefighter

Preparation Note

- If this material is being presented by a classroom teacher, you may want to enlist the help of a local firefighter to be present during the lesson and to demonstrate actual firefighter gear.

REINTRODUCE yourself.

REVIEW the ground rules again, if necessary.

REVIEW the key points discussed on Day #4 - do this by asking relevant questions from the Coloring Book and having the students answer them.

EXPLAIN why you should never be afraid of a firefighter:

- They should not be afraid of a firefighter in firefighting gear.
- Explain that the gear is used to protect firefighters in a fire.
- Discuss the various types of gear that firefighters use.

DEMONSTRATE how firefighter gear is used:

- Show students what firefighter gear looks like and how it is worn.

ASK Questions:

- Encourage students to ask questions.
- Try to avoid stories and/or “what if” questions.

Fifth Grade Curriculum

Preparation Information

- *Handouts:*
 - Quiz
 - Fire Safety Workbook
- *Depending on the amount of time available for instruction, material from multiple days can be combined into longer, more comprehensive lessons.*

Day #1: Fire Safety Overview

Introduction of Local Firefighters Working With Students in Classrooms

INTRODUCE yourself.

EXPLAIN to students who you represent and why you are here.

EXAMPLE Introduction:

- *“Hello, my name is Firefighter Joe and this is my friend Jill. We are here from the XYZ Fire Department, and today we are going to teach you about fire safety.”*

SET the ground rules:

- *“Please, no talking when a firefighter is talking. If you have questions or an answer, please raise your hand.”*

HAND OUT: Fire Safety Workbooks

REVIEW fire facts on page 1 of the Fire Safety Workbook.

ALLOW students to ask questions and discuss information.

LESSON ONE REVIEW:

- What are the three elements of fire?
 - Answers: HEAT, FUEL, and OXYGEN.
- What are the sources of heat?
 - Answers: matches, lighters, stoves, heaters, electrical wires, lightning
- What are some examples of fuel?
 - Answers: paper, furniture, gasoline, grease, clothing, wood
- What does fire produce?
 - Answers: heat, smoke, and poisonous gases.

PRAISE students.

ALLOW time for students to take Quiz One.

CHECK answers.

EXPLAIN HOMEWORK: You will each have a homework assignment focused on the Home Fire Safety Checklist. Let's review it right now:

- Ask students to complete checklist with a parent.
- Have parent sign and return to school for next lesson.
- Ask for questions.

SOLICIT and ANSWER questions.

THANK students for their participation.

DAY #2: Smoke Detector and Home Escape Plan

WELCOME students.

REVIEW the key points discussed in Lesson #1:

- Elements of fire: heat, fuel, and oxygen
- Characteristics of fire: heat, smoke and poisonous gas

CHECK to make sure homework is complete (signatures & checklist).

PRAISE students for completing this homework.

EXPLAIN that the topic today is: Smoke Detectors and Home Escape Plans.

ASK: *Why is it important to have smoke detectors in your house?*

SOLICIT and DISCUSS answers.

REINFORCE importance of having smoke detectors in your home:

- How many to have
- Location in the home
- How often to test smoke detectors and when to change the batteries

DISCUSS why every room should have at least two exits.

ASK: *What would you do if the smoke alarm wakes you while in bed?*

SOLICIT and DISCUSS answers.

ASK: *Does anyone not have a smoke detector in their home?*

SOLICIT answers.

EXPLAIN If so, notify your local fire department about getting one.

STATE It is really important that your family have a meeting place outside.

ASK *Why is this important?*

LISTEN for:

- It is a location where you can check that everyone got out and is okay.
- It is a place that is away from danger.

ASK students to suggest some possible locations.

EXPLAIN the importance of a home escape plan.

EXPLAIN the importance of E.D.I.T.H. (Exit Drills in the Home).

EXPLAIN HOMEWORK: You will each have a homework assignment. Let's review it right now:

- Ask students to complete the drawing of their home, showing all exits.
- Have the plan signed by a parent.
- Ask for questions.

ALLOW time for students to take Quiz Two.

CHECK answers.

SOLICIT and ANSWER questions.

THANK students for their participation.

Day #3: Fire Injuries

WELCOME students.

REVIEW the homework assignment – Home Escape Plan.

PRAISE students for completing this homework.

EXPLAIN that the topic today is: Fire Injuries.

DISCUSS proper methods of extinguishing a grease fire and ways to prevent accidental burns in the kitchen.

IDENTIFY types of flammable liquids and how to store them.

DISCUSS candle and firework safety.

ALLOW time for students to take Quiz Three.

CHECK answers.

SOLICIT and ANSWER questions.

THANK students for their participation.

Day #4: Stop, Drop, and Roll and Emergency 911

Preparation Information

- Coloring Book will be referred to again

WELCOME Students.

EXPLAIN that the topic today is “Stop, Drop and Roll” and Emergency 911.

DEMONSTRATE and DISCUSS what is meant by “Stop, Drop, and Roll.”

- Stop - do not run if your clothes catch on fire.
- Drop to the floor. Cover your face with your hands to protect it from the flames.
- Roll over and over to smother the fire. Do not stop until the flames have been extinguished.

SOLICIT and ANSWER questions.

DEMONSTRATE the important information to cover when calling 911:

- Explain what information they need to give the emergency operator:
 - Their name
 - Address
 - Description of the emergency

ACTIVITY DIRECTIONS, if time allows:

- Pair up students – one to play role of student, one to play the role of “operator.”
- In pairs practice calling 911 and giving the operator the following information. Switch roles.
 - Their name
 - Address
 - Description of the emergency

REVIEW outdoor fire safety.

ALLOW time for students to take Quiz Four.

CHECK answers.

SOLICIT and ANSWER questions.

THANK students for their participation.

Day #5: Health Risks

WELCOME Students.

DISCUSS the three common health risks for children:

- Burns and scalds
- Poisoning
- Choking

IDENTIFY types of burns and ways to prevent burns in the home.

- Refer to types of burns and prevention on pages 21 and 22 of the workbook.

EXPLAIN the three ways poisons can enter the body.

- Ingestion, inhalation, absorption

DEMONSTRATE what to do if someone is choking (The Heimlich Maneuver).

ALLOW time for students to take Quiz Five.

CHECK answers.

SOLICIT and ANSWER questions.

THANK students for their participation.

Day #6: Accident Prevention

WELCOME Students.

ASK students to make a list of what they think are the leading safety risks for children.

REVIEW the list and provide feedback.

LISTEN for:

- Leading safety risks: traffic accidents, drowning and falls.

DISCUSS how each can be prevented.

- Refer to pages 25-27 in the workbook.

DEMONSTRATE what to do if someone is injured:

- **Look** for chest movement.
- **Listen** for breathing sounds.
- **Feel** for air movement.

ALLOW time for students to take Quiz Six.

CHECK answers.

SOLICIT and ANSWER questions.

THANK students for their participation.

Day #7: Evaluation

- Teachers can evaluate what their students have learned by leading a discussion around material covered in the quizzes from the workbook.
- A certificate of completion is also available on the website to present to students who successfully complete the course work.