



How to Use the Curriculum Teaching Tools

Section 4 teaching tools are broken out by grade level. As discussed in Section 3, each grade-specific lesson follows a standard format that contains the following information:

- Learning Objective
- Learning Areas
- Key Fire Safety Messages
- Lesson Length
- Script
- Resources

The lessons were developed to provide a visual teaching aid for fire safety educators that can be used for the kitchen, living room, and bedroom of the fire safety trailer. The scripts that follow each grade level were designed to provide an out-of-the-box teaching solution for fire safety educators who may need assistance when presenting educational material to different grade levels. Key fire safety messages taught in each lesson can be modified to suit your needs. The lesson plans in the following pages by grade include:



- Pre-Kindergarten/Kindergarten
- 1st-2nd Grade
- 3rd-4th Grade
- 5th-6th Grade
- Middle School
- High School
- Adults
- Older Adults

Grouping Students for Lesson:

For optimal learning, it is better to have small groups of students for each lesson (e.g., 5–8 students). Work with the teacher to break students up into small groups and run them through learning “centers” or “stations” that focus on specific fire safety messages if you have enough time and personnel to do so.

Trailer Set Up for Lessons

Place appropriate items in each area before lesson:

	Kitchen ▪ Set up common fire hazards: • turn stove on when students are present • rotate pot handle until facing outward • place matches, lighters, and/or paper towels near stove ▪ Ensure message posters for Pre-K & K students are on wall
	Living Room ▪ Ensure smoke alarm is on and ready for demonstration ▪ Ensure message posters for target audience students are on wall
	Bedroom ▪ Ensure FF2 is ready to assist with trailer features ▪ Ensure FF3 is ready to assist students to exit trailer at exit door at end of lesson



Personnel:

- Firefighter 1 —Activity Leader. Instructor for lesson.
- Firefighter 2 —Control Room. Operates trailer equipment.
- Firefighter 3 —Entrance/Exit. Assists with students entering and exiting trailer. Provides handouts to students as they exit trailer. Ideally, there will be a fourth firefighter who can assist with the presentation, but lessons are developed with three firefighters in mind.

Final Thoughts:

Use the activities in the kitchen, living room, and bedroom/bathroom as written in the scripts to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of the messages under **Additional Messages** to your lesson. Current educational messages can be found online at www.nfpa.org. You can also make the lesson more effective by demonstrating a desired behavior (for example, saying “Crawl low under smoke” and demonstrating how this is done), and then have two or three students repeat what you’ve demonstrated. If time permits, have all the students repeat what you’ve demonstrated.

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TEACHING TOOLS

Teaching to a **pre-kindergarten and kindergarten** audience can be very fun and exciting, but it will take preparation and a lot of patience. Kids at this age are very energetic and curious, but also need to feel a sense of security. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Start with an attention-getter video clip, song, or a prop to get buy-in from the kids. Assure the video clip is not too frightening and is appropriate for the age group.	Tell students that fires can "hurt" them or "destroy" things in their homes. These messages can create fear.
Keep students engaged by changing your tone or activity.	Frighten children with: explicit stories about a home fire; images of burned clothing; images of burned toys or household items; or talk about burned pets.
Use simple words with students. Say "fire truck" not "apparatus."	Use words that students may not understand.
Use bold colors and sounds.	
Make your talk interactive and ask them questions.	
Give breaks if needed, as young kids have very short attention spans.	

Learning Objective

To understand and appropriately respond to home fire dangers covered here; and correctly describe and/or behaviorally respond to targeted fire safety messages by end of lesson.

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Hot things hurt.

Living Room



- What a smoke alarm looks like and sounds like.
- Never touch matches or lighters.

Bedroom



- Get Out and Stay Out.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Firefighters are your friends.

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

- Hot and Cold Objects Cards
- Matches and Lighter Cards
- Tell a Grown-up Sequence Cards

Extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Sesame Street Booklet
- Bookmarks

Kitchen Script

Before entering trailer, **FF3** GATHERS students into groups of 5–8. When **FF1** indicates he/she is ready to begin lesson, **FF3** assists students into trailer and into kitchen.

FF1 ASK students to carefully step into the kitchen and to quietly be seated at the end opposite the stove area (provides more room to move between students and stove during kitchen activity).

REMIND the students to be quiet and to listen carefully because what you are saying is VERY IMPORTANT!

ASK the following questions:

“What do you know about fire safety?” Allow as many students to answer as possible. Allow two minutes to respond.

Hot things hurt

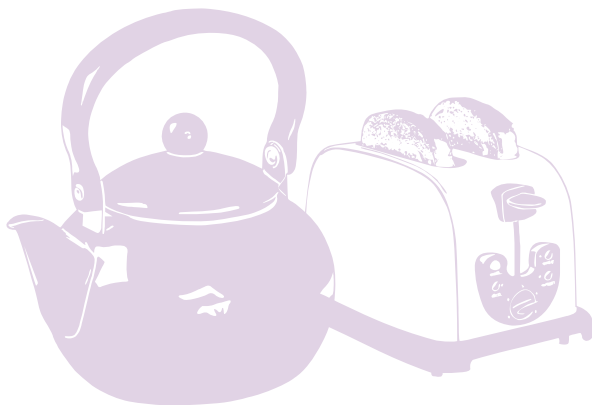
FF1 SHOW students picture flash cards of hot and cold objects. ASK students to call out if the picture is of something hot or cold. Allow two minutes for activity.

- **“I Spy** Hot things that hurt.” The kitchen will be set up with various common fire hazards. The objective of this section of the tour is to have students identify all of the hazards found in the kitchen that could cause a burn.
 - [FF1]: SAY “Now we will play the **‘I Spy’** game.”
 - [FF1]: SAY “Raise your hand if you know any hot things that hurt.” Allow two minutes to respond.
 - [FF1]: POINT to **‘I Spy’** kitchen message poster and ASK: *“Can you see any hot things that hurt in the poster?”* Allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazards one at a time. Allow two minutes to respond.
- POINT around the kitchen and ASK: “Can you see any hot things that hurt in this kitchen?” Allow two minutes to respond.
- ASK students other questions about kitchen fire safety, including:
 - *Do you think the stove is hot?* (point to the glowing burners)
 - *Should we ever touch that (burner, stove, oven)?* Why not? (It is hot and can burn us. Stay away from hot things that hurt.



Remember that a burner doesn't always glow red when it's hot.)

- Should we ever touch the pots that sit on the stove or that are in the oven? Why not? (They are hot and can burn us). Who touches the pots and pans? (Adults)
- Who cooks on the stove and oven? (Adults)
 - Make sure students identify all fire hazards in the kitchen.
 - Make sure students understand and are paying attention. Stop and ask students to repeat messages if necessary to make sure messages are understood. Point out whenever students are listening and are behaving properly and praise them.
 - ASK if there are any more questions before moving on to the living room.
 - ASK students to quietly move to the living room.



Living Room Script

What a smoke alarm looks like and sounds like

FF1

Hold up a real smoke alarm (or points to one installed in the living room) and ASK the following questions:

- *Does anybody know what this is called? What does the smoke alarm do?*
- *What does it sound like? (It beeps loudly.)*
- *Have you ever heard a smoke alarm?*
- *Where have you heard one?*
- *Why do we need smoke alarms? (To tell us if there is smoke or fire, so we can get out.)*

Never touch matches or lighters

FF1

ASK what the students know about matches and lighters.

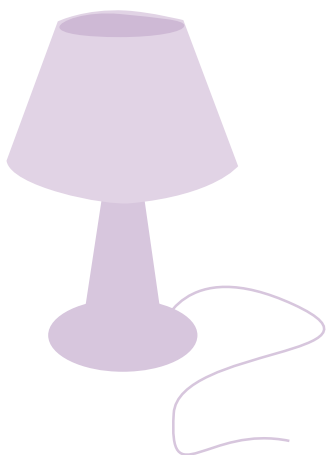
EXPLAIN that matches and lighters are only for grown-ups to use and are not safe for children to use.

EXPLAIN that they should tell a grown-up if they find matches or lighters. Never touch!

- SHOW students Matches and Lighter Cards.
- SHOW students Tell a Grown-up Sequence Cards.
- ***“I Spy:*** Things that can cause fire.” The living room will be set up with various common fire hazards. The objective of this section of the tour is to have students be able to identify all of the hazards found in the living room, and propose what could be done to eliminate or prevent such hazards.
 - POINT to ‘I Spy’ living room message poster and ASK: “Can you see any hot things that hurt in the poster?” Allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazards one student at a time. Allow two minutes to respond.
 - POINT around the living room and ASK: “Can you see any hot things that hurt in this living room?” ASK students how these hazards could be prevented or removed. Allow two minutes to respond.



- DISCUSS hot things and how to stay away from them because they can burn.
- ASK if there are any more questions before moving on to the bedroom. ASK students to quietly move to the bedroom.



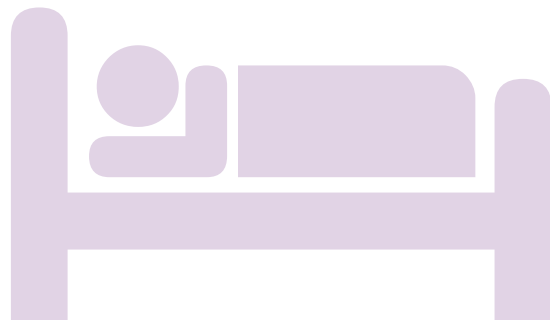
Bedroom Script

Get out and stay out



TELL students that they should never hide from a fire but should instead (SAY with EMPHASIS!) Get Out and Stay Out! EXPLAIN that they shouldn't stop for any reason but should go outside as quickly as they can and stay out!

- TELL students to repeat these five words to themselves whenever they think about fire: “Get Out and Stay Out!” SAY the words while clapping your hands. REPEAT several times until all students join in.



Additional Messages and Activities

Use activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of the messages listed here to your lesson. You can also make the lesson more effective by:

- Pointing out a burn hazard, such as a stove in the kitchen and saying “the stove is a hot thing that hurts” and then have two or three students point out other burn hazards.
- Having all of the students identify common fire hazards.

Firefighters are your friends

DO NOT SHOW UP IN FULL TURNOUT GEAR! THIS COULD FRIGHTEN THE CHILDREN.

While students are still inside trailer (15 minutes after lesson begins inside trailer), FF3 puts on turnout gear except for coat and helmet.

FF3 GREET students at the selected meeting place once they have exited trailer.

- FF1** FF1 with the assistance of FF3
- EXPLAIN that firefighters help people stay safe and that firefighters wear special clothes to keep them safe when they fight a fire. As FF1 talks about the clothing, FF3 begins to put on the remainder of his gear.
 - EMPHASIZE that although FF3 looks different with his/her gear on, he is still the same person inside, that he is a friend and is here to protect the students in case of an emergency.

Activities

You can also add other activities to the tour, including the following:

- Discovery through play. Examples include “Red Light Green Light” to talk about safe and unsafe objects they come across in the trailer; role play skit for “What would you do if...”; coloring books; and additional “I Spy” games.
- Ask the students if they can remember the sound a smoke alarm makes and ask them to make it.
- Show a video (for example, “I Spot Something Hot.” See Section 7 - Resources for recommendations and links to online videos).

Summary: Fire Safety Trailer



ASK if there are any more questions regarding the students' experience in the fire safety trailer. RESPOND as needed (time permitting).

- REVIEW the messages in the Pre-K & K lesson and ask probing questions to ensure comprehension. Sample questions include:
 - What should you do if you find matches?
 - Why do we need smoke alarms?
 - What should you do if you see smoke or fire?



HAND OUT extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Sesame Street Booklet
- Bookmarks

TEACHING TOOLS

Students in **1st and 2nd grade** have boundless energy and typically like to be the center of attention. Kids in these grades should be able to add basic numbers, read, and may begin to reason and concentrate on tasks. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Start with an attention-getter video clip, song, or a prop to get buy-in from the kids. Assure the video is age appropriate with no fire and damage shown.	Tell students that fires can "hurt" them or "destroy" things in their homes. These messages can create fear.
Keep students engaged by changing your tone or activity.	Frighten children with: explicit stories about a home fire; images of burned clothing; images of burned toys or household items; or talk about burned pets.
Use simple words with students. Say "fire truck" not "apparatus."	Use words that students may not understand.
Use bold colors and sounds.	
Make your talk interactive and ask them questions.	
Give breaks if needed, as young kids have very short attention spans.	

Learning Objective

Understand and respond appropriately to home fire dangers covered in lesson by correctly describing and/or behaviorally responding to fire safety messages targeting 1st and 2nd grade students by end of lesson. If students have previously toured the fire safety trailer, they should be able to recall what they learned and respond more quickly to questions they are asked (in comparison to first-time students).

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Stay away from hot things.
- Cool a burn with cool water.
- Stay three feet away from oven/stove.

Living Room



- What a smoke alarm looks like and sounds like.
- Tell a grown-up if you find matches or lighters and never touch.

Bedroom



- Get out and stay out. Go to your family's meeting place.
- Get low and go, go, go to your exit.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Practice a fire drill using your escape map.
- Remember firefighters are helpers and friends.
- Know your address and phone number.
- Call 9-1-1 when you are outside your home at your family meeting spot.
- Stop, Drop and Roll if fire gets on your clothes.

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

- Hot and Cold Objects Cards
- Burn Treatment Cards
- Smoke Alarm Cards
- Matches and Lighter Cards
- Tell a Grown-up Sequence Cards
- Crawl Low Under Smoke Cards

Extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Sesame Street Booklet
- Take Home Inspection Checklist
- Bookmarks

Kitchen Script

Before entering trailer, FF3 GATHERS students into groups of 5–8. When FF1 indicates he/she is ready to begin lesson, FF3 assists students into trailer and into kitchen.

FF1 ASK students to carefully step into the kitchen and to quietly sit down opposite the stove area (provides more room to move between students and stove during kitchen activity). REMIND the students to be quiet and to listen carefully because what you are saying is VERY IMPORTANT!

ASK the following questions:

“Please raise your hand if you have been in a fire safety trailer before.” Tell the students raising their hands ‘Welcome Back’ and that they will be hearing some things they’ve heard before but will also be hearing some new things on this tour.

“What do you know about fire safety?” Allow as many students to answer as possible. Allow two minutes to respond.

Stay away from hot things that hurt

In addition to the stove itself, the kitchen will be set up with various items found around the kitchen that can burn or cause a fire. The objectives of this section of the tour are to have students identify all of the hazards found in the kitchen, and for them to suggest what could be done to eliminate or prevent such hazards.



FF1 SHOW students picture flash cards of hot and cold objects. ASK students to call out if the picture is of something hot or cold. Allow two minutes for activity.

- **“I Spy something hot.”** The kitchen will be set up with various common fire hazards. The objective of this section of the tour is to have students identify all of the hazards found in the kitchen that could cause a burn and to understand that they need to stay away from these hazards.
 - SAY “Now we will play the ‘I Spy’ game.”
 - SAY “Raise your hand if you know any hot things in the kitchen.” Allow two minutes to respond.
- POINT to ‘I Spy’ kitchen message poster and ASK: *“Can you see any hot things that hurt in the poster?”* FF1 SAYS “I Spy...” and identify

one hazard to get the students started. Allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazards one at a time. Allow two minutes to respond.

- Next, POINT around the kitchen and ASK: “*Can you see any hot things in THIS kitchen?*” Again, allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazards one at a time. Allow two minutes to respond.
- ASK students how they can stay away from hot things in the kitchen. Allow two minutes to respond. ASK students:
 - *Do you think the stove is hot?* (Point to the glowing burners.)
 - *Should we ever touch that (burner, stove, oven)?* Why not? (It is hot, it can burn us. Stay three steps away from hot things. Remember that a burner doesn’t always glow red when it’s hot.)
- Should we ever touch the pots that sit on the stove or that are in the oven? Why not? (They are hot and can burn us.) Who touches the pots and pans? (Adults)
- Who cooks on the stove and oven? (Adults)
 - Make sure students identify all fire hazards in kitchen (include the sink as a burn hazard).

Stay three feet away from oven/stove



SAY “*I want you all to remember to stay away from the stove, since it may be turned on and very hot.*” You can ask an adult at home to put tape on the floor that will mark a boundary line 3 feet away from the stove to remind you to stay away. And make sure that younger children know to stay 3 feet away from areas of the kitchen where they can get hurt—that area includes both stove and sink.

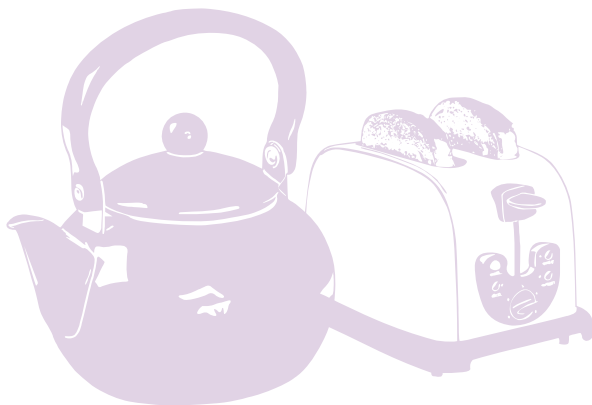
Cool a burn with cool water (for at least 3 to 5 minutes)



If you or someone at home is burned, cool the burn right away with cool water.

- SHOW students Burn Treatment Cards.
 - Make sure students understand and are paying attention. Stop and ask students to repeat messages if necessary to make sure messages are understood. Point out whenever students are listening and are behaving properly to acknowledge good behavior.

- ASK if there are any more questions before moving on to the Living Room.
- [FF1]: ASK students to quietly move to the Living Room.



Living Room Script

What a smoke alarm looks like and sounds like



SHOW Smoke Alarm Cards, hold up a real smoke alarm, or point to one installed in the living room. ASK the following questions:

- *Does anybody know what this is called? What does the smoke alarm do?*
- *What does it sound like? (It beeps loudly.)*
- *Have you ever heard a smoke alarm?*
- *Where have you heard one?*
- *Why do we need smoke alarms?* (To tell us if there is smoke or fire, so we can get out.)
- [FF1]: TELL the students that you are now going to push the smoke alarm button and to be prepared for the sound the alarm makes so they are not surprised. Suggest that the students cover their ears if they want. REMIND them that the sound will be loud. Push the test button on the smoke alarm to demonstrate the sound. TELL them that the smoke alarm is loud so that people will hear it when they need to get out and away from the fire or smoke so they can stay safe. EMPHASIZE that they need to get out when they hear the alarm, not just cover their ears. TELL them that if they hear the alarm at home or school they need to get out and stay out. Remind the students that if they smell or see smoke or fire they should just get out.
- [FF1]: ASK the following questions after the smoke alarm demonstration:
 - *Why does it need to be so loud?* (So we can hear it to tell us to get out. To tell us there is smoke or fire.)
 - *What should we do if we hear the smoke alarm?* (Get low and go to your exit. Get out and stay out.)
 - *If you see or smell smoke or fire, what should you do?* (Get low and go to your exit. Get out and stay out.)
 - *Are smoke alarms good to have in your home?*
 - *Do they help keep us safe? How do they help keep us safe?*
 - *How many of you have a smoke alarm in your home?*

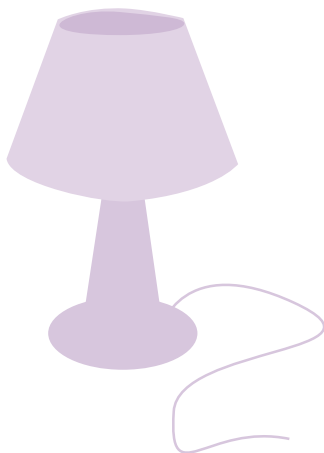
Never touch matches or lighters. They are tools for grown ups only

The living room will be set up with various common fire hazards. The objectives of this section are to have students identify hazards that they might find in the living room—matches and lighters—and to tell an adult if they find them so that the adult can remove them.



ASK what the students know about matches and lighters. EXPLAIN that matches and lighters are only for grown-ups to use and are not safe for children to use. EXPLAIN that they should tell a grown-up if they find matches or lighters or if they see another child touching matches or lighters. Never touch!

- SHOW students Matches and Lighter Cards.
- SHOW students Tell a Grown-up Sequence Cards.
- “***I Spy***: Matches and lighters.”
- POINT to ‘***I Spy***’ living room message poster and ASK: “*Can you see any matches or lighters in the poster?*” Allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazards one student at a time. Allow two minutes to respond.
- POINT around the living room and ASK: “*Can you see any matches or lighters in this living room?*” ASK students how these hazards could be prevented or removed. (Tell a grown-up!) Allow two minutes to respond.
- ASK if there are any more questions before moving on to the bedroom. ASK students to quietly move to the bedroom.



Bedroom Script

Get out and stay out. Go to your family's meeting place

FF1 TELL students that they should never hide from a fire. *“If there is a fire in your house, remember to get out of your house as quickly as you can and stay out.”* TELL students to repeat these five words to themselves whenever they think about fire: “Get Out and Stay Out!” SAY the words while clapping your hands. REPEAT several times until all students join in.

- TELL students that as part of a family escape plan, there should be a meeting place outside in front of their home where they and all other members of their family can wait for the fire department.
- TELL students: “Call 9-1-1 once you are away from your house with a cell phone or from a neighbor’s house.”

Crawl low under smoke

FF1 TELL students that if they are ever in a building or home and they see or smell smoke, they are to get down on their hands and knees and crawl to the exit. EXPLAIN that they will be able to breathe and see better through smoke when they are close to the floor.

- SHOW students Crawl Low under Smoke Cards.

Exiting trailer.

FF1 TELL students that in some fires, people need to use the window to get out of their house. OFFER students the choice of leaving the trailer through the window or the door.

- Assist students who choose to go through window in bedroom. FF3 assists students down ladder and directs them to nearby meeting place.
- Direct any children who are too frightened to exit by the window to the side of the room. Once all the students who have exited through the window are out of the trailer, direct the students who remain to the bedroom exit door where FF3 will assist them down the step and outside to the meeting place.
- If weather is bad, FF1 will direct students to use the bedroom exit door.

Additional Messages and Activities

Use activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have time, you can provide additional information by adding one or more of these to your lesson. You can also make the lesson more effective by pointing out a burn hazard in the kitchen and saying “that’s hot—stay away from that,” and then have two or three students point out the other burn hazards. Even better, if you have time, would be to have all of the students identify common fire hazards.

Practice your fire drill using your escape map



If you have a fire in your house, will you know what to do? Make a home fire escape map with your parents and practice it. This will help you and your family escape from your home. If you practice your escape plan, you and your family will know what to do if you have a fire.

- To help you to remember your escape plan, draw an escape map that includes your family’s plan for getting out of the house if you have a fire. It’s best if you can draw the map with your family. As you draw the map, remember to have two ways to get out of each room.
- When making your escape plan, talk to your parents about making sure that the doors and windows you plan to use can be opened quickly in an emergency.
- Include a family meeting place (something permanent like a tree, street light, or mailbox) a safe distance in front of your home where you and your family can wait for the fire department.
- Once you have an escape plan for your house on a map, practice a fire drill! Practice your fire drill at least twice a year.

Recognize the firefighter as a helper and friend

While students are still inside trailer (15 minutes after lesson begins inside trailer), FF3 puts on turnout gear except for coat and helmet.

FF3

GREET students at the selected meeting place once they have exited trailer and called 9-1-1.

FF1

FF1 with the assistance of FF3:

- EXPLAIN that firefighters are here to help protect the community (briefly discuss involvement with house fires, traffic accidents, etc.).
- EXPLAIN that firefighters wear special clothing to prevent injury. As FF1 talks about the clothing, FF3 begins to put on the remainder of his gear.
- EMPHASIZE that although FF3 looks different with his/her gear on, he is still the same person. He is a friend and is here to protect the students in case of fire.

When to call 9-1-1

FF1

TALK about and DISCUSS the following 9-1-1 topics with students:

- ASK students if they know what telephone number to use if there is an emergency. ASK them if they should call 9-1-1 for a house or building fire.
- In case of a fire, remember to call 9-1-1 (or the local fire department number) after YOU get out.
- 9-1-1 is for emergencies only (fire, someone is very sick, burglar, etc.).
- Explain what is not an emergency (minor problems at home like fights with brothers or sisters, small bumps or bruises, etc.).
- Never call 9-1-1 “just for fun.”
- If adults are present, they should be told about the emergency before YOU dial 9-1-1.
- ASK students what they would tell a 9-1-1 operator if they needed to call them.
- TELL the dispatcher what is happening or what the emergency is (helps dispatcher to know who to send).
- TELL the dispatcher where you are (street address).
- Optional: Using the fire safety trailer’s 9-1-1 system. The fire safety trailer’s 9-1-1 system provides students with a realistic 9-1-1-call experience. When the student picks up the phone, a dial tone sound is heard, and after a 6-second delay, the dispatcher’s phone (FF2 in the control room) will ring. The red light on the phone blinks to signify to the operator to answer in the manner trained. If the caller hangs up before the call is complete, the dispatcher can ‘ring back’ the caller’s

phone and complete the exercise. Remember to tell the students they should only call 9-1-1 AFTER they exit the building/house.

Stop, Drop and Roll if fire gets on your clothes



TELL students that they will now talk about how to “Stop, Drop and Roll if fire gets on your clothes.” EMPHASIZE this is done if fire gets on your clothes. Stop, Drop and Roll involves the following steps:

- Stop where you are.
- Drop your body to the ground and cover your face with your hands.
- Roll back and forth over and over until the fire is gone.
- SHOW students Stop, Drop and Roll Sequence Cards and demonstrate.
- ASK for one volunteer to explain and demonstrate “Stop, Drop and Roll if fire gets on your clothes.” Next, have each student demonstrate Stop, Drop and Roll.
- SUPERVISE this activity closely to avoid injuries.
- REMIND the children together that they have all been learning about things to do to keep people safe. TELL them that knowing how to Stop, Drop and Roll is a good way to stay safe if fire gets on your clothes, but that running makes the fire bigger.

Activities

You can also add other activities to the tour, including the following:

- Show students a smoke alarm and demonstrate the sound it makes.
- Practice exiting the fire safety trailer (crawling low, touching the door, getting out and staying out, calling 9-1-1).
- Have children make a fire escape plan with their parents at home.
- Students should demonstrate and practice Stop, Drop and Roll.
- If your local fire department has a smoke alarm installation program or free/low cost alarms, distribute the information to those indicating they do not have working smoke alarms.
- Show a video (see Section 7—Resources for recommendations of online videos).

Summary: Fire Safety Trailer

FF1

ASK if there are any more questions regarding the students' experience in the fire safety trailer. RESPOND as needed (time permitting).

- REVIEW the messages in the 1st and 2nd grade lesson and ask probing questions to ensure comprehension. Sample questions include:
 - What should you do if you burn your finger?
 - Where should you go after you get outside from a fire?
 - What should you do if fire gets on your clothes?

FF3

HAND OUT extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Sesame Street Booklet
- Take Home Inspection Checklist
- Bookmarks

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TEACHING TOOLS

By the time students reach 3rd and 4th grade, they may ask a lot of questions and be very excitable. Most students this age will be able to think independently and can look up information on their own on the computer or in a library. At this age, students are also used to having homework assignments sent home so lesson extenders should be recommended for the teacher. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Start with an attention-getter video clip, song, or a prop to get buy-in from the kids.	Assume they are paying attention. Keep checking by engaging questions to the group.
Keep students engaged by changing your tone or activity.	Frighten children with: explicit stories about a home fire; images of burned clothing; images of burned toys or household items; or talk about burned pets.
Use simple words with students. Say "fire truck" not "apparatus."	Use words that students may not understand.
Use bold colors and sounds.	
Make your talk interactive and ask them questions.	
Give breaks if needed, as kids have short attention spans.	

Learning Objective

Understand and respond appropriately to home fire dangers covered in lesson by correctly describing and/or behaviorally responding to fire safety messages targeting 3rd and 4th Grade students by end of lesson. If students previously toured the fire safety trailer, they should be able to recall what they learned and respond more quickly to questions they are asked (in comparison to first-time students).

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Stay three feet away from oven/stove.
- Cool a burn with cool water (for at least 3 to 5 minutes).

Living Room



- What a smoke alarm looks like and sounds like.
- Don't play with matches or lighters.
- Talk to your parents about testing and changing the batteries in your smoke alarms.

Bedroom



- Get Out and Stay Out.
- Crawl low under smoke to your exit.
- Touch the door with the back of your hand before opening.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Practice a fire drill using your escape map.
- When to call 9-1-1.
- Stop, Drop and Roll if fire gets on your clothes.

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

- Burn Treatment Cards
- Smoke Alarm Cards
- Matches and Lighter Cards
- Tell a Grown-up Sequence Cards
- Crawl Low Under Smoke Cards
- Stop, Drop and Roll Sequence Cards

Extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Take Home Inspection Checklist
- Bookmarks

Kitchen Script

Before entering trailer, FF3 GATHERS students into groups of 5–8. When FF1 indicates he/she is ready to begin lesson, FF3 assists students into trailer and into kitchen.

FF1 ASK students to carefully step into the kitchen and to quietly be seated at the end opposite the stove area (provides more room to move between students and stove during kitchen activity). REMIND the students to be quiet and to listen carefully because what you are saying is VERY IMPORTANT!

- ASK the following questions:
- *“Please raise your hand if you have been in a fire safety trailer before.”* Tell the students raising their hands ‘Welcome Back’ and that they will be hearing some things they’ve heard before but will also be hearing some new things on this tour.
- *“What do you know about fire safety?”* Allow as many students to answer as possible. Allow two minutes to respond.

Stay three feet away from oven/stove

FF1 SAY “The first thing I want you all to remember about being safe in the kitchen is to stay away from the stove, since it may be turned on and very hot. You can ask an adult at home to put tape on the floor to mark a boundary line three feet away from the stove. Make sure that younger children, like your little brothers and sisters know to stay three feet away from areas in the kitchen where they can get hurt.

- SAY *“Does anyone remember what a fire danger is?”* (Something that can cause a fire to start or cause someone to get burned). Allow two minutes to respond.
- POINT to the kitchen message poster and ASK: *“Can you see any fire dangers in the poster?”* Allow the students to point at hazards while raising their hands, and ask them to DESCRIBE the hazard one student at a time. Allow two minutes to respond.
- POINT around the kitchen and ASK: *“Can you see any fire dangers in this kitchen?”* FF1 then ASK students how fire hazards can be prevented or removed. Allow two minutes to respond.
- ASK students other questions about kitchen fire safety, including:
 - *How do you know if the stove is on or hot?* Allow for response; point to the glowing burners once correct response is given. Remind them

that, even if the stove was turned off after cooking, it could still be hot even though it is not glowing red.

- *Should we ever touch that (burner, stove, oven)?* (Only if adults are teaching them to cook or supervising should you get close to a stove; it is hot and can burn us. Remember to stay away from hot things that hurt.)
- *Should we ever touch the pots or pans that sit on the stove or that are in the oven?* (Only if adults are supervising should you get close to a stove; pots and the stove are hot and can burn us.) Who touches the pots and pans? (adults).
- With pot handle facing outward, ASK students if there is anything wrong with the pot. TELL them about the ‘safety zone’ for pot handles (over the stove) and then ASK “*Is the pot handle in the safety zone?*” (No!) FF1 asks students to tell him how to turn the handle to a “safe” position. REMIND students that they DO NOT touch pot handles, but can tell an adult at home if they see a pot handle that is NOT in the safety zone.
- *Who cooks on the stove and oven?* (Grown-ups; students are only to help if adult is there and teaching them about cooking.)
- Make sure students identify all fire hazards in the kitchen.
- Make sure students understand and are paying attention. Stop and ask students to repeat messages if necessary to make sure messages are understood. Point out whenever students are listening and are behaving properly and praise them.

Cool a burn with cool water (for at least 3 to 5 minutes)



If you or someone at home is burned, cool the burn immediately with cool water. Use cool water on the burn for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Don’t use ice-cold water and ice cubes; this could cause further damage to burned skin. Never put ointment, grease, or butter on the burn.

- SHOW students Burn Treatment Cards.
- *Does anyone have any questions about these topics before we move on to the living room?*
 - Answer any questions and go over again any of the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.

Living Room Script

What a smoke alarm looks like and sounds like



Hold up a real smoke alarm (or points to one installed in the living room) and ASK the following questions:

- *Does anybody know what this is called? What does the smoke alarm do?*
- *What does it sound like?* (It beeps loudly.)
- *Have you ever heard a smoke alarm?*
- *Where have you heard one?*
- *Why do we need smoke alarms?* (To tell us if there is smoke or fire, so we can get out.)
- TELL students that you are now going to push the smoke alarm button and to be prepared for the sound the alarm makes so they are not surprised. Suggest that the students can cover their ears if they want. REMIND them that the sound will be loud. Push the test button on the smoke alarm to demonstrate the sound. TELL them that the smoke alarm is loud so that people will hear it and that they need to get out and away from the fire or smoke so they can stay safe. EMPHASIZE that they need to get out when they hear the alarm, not just cover their ears. TELL them that if they hear the alarm at home or school they need to get out and stay out. Sometimes they may smell smoke, but not hear the smoke alarm—if that happens, they should not wait for the smoke alarm to sound. They should just get out.
- ASK the following questions after the smoke alarm demonstration:
 - *Why does it need to be so loud?* (So we can hear it to tell us to get out. To tell us there is smoke or fire.)
 - *What should we do if we hear the smoke alarm?* (Get out and stay out.)
 - *If you see or smell smoke or fire, should you wait for the smoke alarm to sound?* (No! Get out and stay out.)
 - *Are smoke alarms good to have in your home?*
 - *Do they help keep us safe? How do they help keep us safe?*

Talk to your parents about testing and changing the batteries in your smoke alarms

FF1

Let's have a show of hands.

- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and outside each sleeping area.
- [FF1]: Having working smoke alarms makes your house a lot safer and gives you a warning so that you and your family can escape from a fire without getting hurt. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of your home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. [FF1]: Talk to your parents about testing the smoke alarms in your home once each month and replacing the batteries each year.
 - *Does anyone have any questions about smoke alarms?*

Don't play with matches or lighters

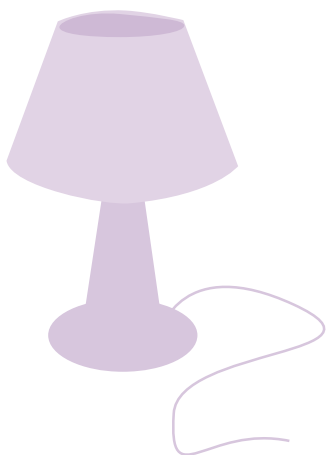
The objective of this section of the tour is to IDENTIFY fire hazards found around the house. At this age, students should be able to immediately identify fire hazards and offer suggestions for what can be done to eliminate or prevent such hazards.

FF1

SHOW students Matches and Lighter Cards.

- POINT around the room and ASK: "Are there any fire dangers in this room?" For each response, FF1 ASKS a follow-up question: "How can this danger be prevented or removed. Allow two-four minutes to respond.
- DISCUSS hot things and how to stay away from them because they can burn. ASK what the children know about matches and lighters. EXPLAIN that matches and lighters are only for adults to use and are not safe for children to use. EXPLAIN that they should tell an adult if they find matches or lighters. REMIND them that children sometimes play with matches without thinking how dangerous they are—matches or lighters can burn a house down!
- Smoking is the number one cause of home fire deaths in the United States. No one should smoke for health reasons, but smoking in the house is more dangerous because of the risk of fire. If you have smokers at your home, ask them to smoke outside.

- (Optional) TELL a story about a fire you helped put out or heard about that was set by matches/lighters, smoking, or a similar hazard to EMPHASIZE the danger.



Bedroom Script

This activity emphasizes first and foremost that students should not hide from a house fire but should get outside! The activity includes the following steps to get outside: crawling low under smoke to the exits, touching doors for heat, and knowing two ways to get out of every room.

FF1 ASK students what they know about escape maps, exiting places when smoke alarms beep, and outside meeting places. ASK if they have ever had a fire drill at home (and ask if they had a fire drill at home after their last visit to the fire safety trailer). ASK if they know about touching doors to check for heat before opening them, and if they know two ways to exit their bedroom at home. EXPLAIN that escape maps show how to get out of buildings when the smoke alarm goes off, and that having an escape map and practicing fire drills with the map can keep them safe.

- Begin by telling students, before they play “The Survivor Game” that they should remember FOUR things if they are ever in a house that catches fire:

Get out and stay out, go to your family’s meeting place and call 9-1-1

FF1 TELL students that they should never hide from a fire. If there is a fire in a house, remember to get out of the house as quickly as possible and stay out. TELL students to repeat these five words to themselves whenever they think about fire: “Get Out and Stay Out!” SAY the words while clapping your hands. REPEAT several times until all students join in.

- As part of your family escape plan, there should be a meeting place outside in front of your home where you and all other members of your family can wait for the fire department.
- Call 9-1-1 once you are away from your house with a cell phone or from a neighbor’s house.

Crawl low under smoke

FF1 TELL students that if they are ever in a building or home and they see or smell smoke, they should get down on their hands and knees and crawl to the exit. EXPLAIN that they will be able to breathe and see better through smoke when they are close to the floor.

- SHOW students Crawl Low Under Smoke Cards.

Touch the door with the back of your hand before opening

FF1

TELL students that, in a house fire, they shouldn't try to open a door until they are sure it's safe on the other side—because there could be fire on the other side of the door! Touch the door with the back of their hand to check if it is safe or not. If the door is warm, they will know that the door is not safe to open.

Know two ways out of every room

FF1

EXPLAIN to students that every room at home should have two exits. For example, if you feel the door to the next room and it is warm, you'll need to exit the room through another door or window. Usually, the first exit is a door and the second is a window.

- ASK the students to touch the warm bedroom door one-by-one and EXPLAIN to them that a warm or hot door means it is not safe on the other side of the door because of fire. EXPLAIN that the door is warm to teach them what it feels like when there is a fire.
- ASK how many have a home escape plan and a place to meet outside if there is a fire.
- EXPLAIN that the “meeting place” is the place where everyone goes when they get out of a building. Explain how important it is that they all know where to meet when they get out of the building so that firefighters know everyone is safe and away from the smoke or fire. Tell them that the meeting place for the Fire Safety Trailer is outside and FF3 will direct them to where it is (direct students to look out the window for FF3).
- SAY “*Now we'll play the 'Survivor Game.'*” This will be the signal to FF2 to be READY to turn the smoke machine on; the vents should also be set up to direct the stream of smoke to the bedroom.
- EXPLAIN to the students that the game will include smoke that looks real but is safe. TELL them that the smoke is made by a small machine in the trailer and that the smoke will come into the bedroom through the vents (POINT to the vents).
- TELL the students that if they are ever in a building or home and they see or smell smoke, they are to get down on their hands and knees and crawl to the exit. EXPLAIN that smoke rises and that they will be able to breathe and see better through smoke when they are close to the floor.
- TELL the students that they will first PRACTICE getting down on their hands and knees and crawling to the exit (the window) before the

smoke appears. Have the students form a line, and ask them one-by-one to begin crawling toward the window. Tell them that once they get to the window that they should stand and walk in line back to the starting point.

- CALMLY TELL the students that smoke will soon begin to fill the bedroom (this will be the cue for FF2 to start the smoke machine and smoke should be coming into the bedroom). TELL them that when they hear the smoke alarm, they will crawl as they did before to the window, but this time they will be helped through the window by you, and that FF3 will be on the other side to help them down the ladder.
- CALMLY TELL the students that smoke has begun to come into the bedroom and ASK “What should we do?” (Students should say they should leave the trailer/building.) EXPLAIN that since the bedroom door is warm, it will be necessary to exit the bedroom through a “second” exit; ASK “Where is the second exit?” (Out the window or the exit door.) FF1 activates the smoke alarm.
- CALMLY ASK “What should you do now?” (Students should respond by getting down on their hands and knees and forming a line to the window where they will exit.) FF1 REMINDS the students that FF3 will help them through the window and down the ladder.
- Assist students through the bedroom window. FF3 assists students down a ladder and directs them to a nearby meeting place.
- Direct any children who are too frightened to exit by the window to the side of the room. Once all the students who have exited through the window are out of the trailer, direct the students who remain to the bedroom exit door where FF3 will assist them down the step and outside to the meeting place.
- If weather is bad, FF1 will tell students where their indoor meeting place will be (e.g., students’ classroom).



Additional Messages and Activities

Use the activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of these messages to your lesson. You can also make the lesson more effective by demonstrating a desired behavior (for example, saying “Crawl low under smoke” and demonstrating how this is done), and then have two or three students repeat what you’ve demonstrated. Even better, if you have time, would be to have all of the students repeat what you’ve demonstrated.

Practice your fire drill using your escape map



If fire breaks out in your house, will you know what to do? If you develop a fire escape plan with your parents at home and practice it, you and your family are much more likely to escape from a fire. Practicing your escape plan with a home fire drill will prepare you and your family to get out much faster if a fire should ever happen in your house.

- To help you to remember your escape plan, draw an escape map that includes your family’s plan for getting out of the house in the event of fire. It’s best if you can draw the map along with your family. As you draw the map, remember to have two ways to get out of each room.
- When you make up your escape plan, talk to your parents about making sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too hard to open quickly. You should be able to unlock doors and windows quickly and easily so they can’t trap you or your family inside. Practice doing it when you do your family fire drill. In a real emergency, you won’t have time to struggle with a stuck window or move heavy furniture to clear your escape path, so get rid of these problems BEFORE you have a fire. Also, if your home has security bars on the doors and windows, have your parents show you the emergency release devices inside so that you can open them quickly in an emergency.
- Make sure you have a family meeting place (something permanent like a tree, street light, or mailbox) a safe distance in front of your home where you and all other members of your family can wait for the fire department.
- During your planning, think about any young children, older adults, or family members who have difficulty moving or may need help getting out. Assign someone to assist them in the fire drill and in the event of

an emergency. Assign a backup person too, in case the primary person is not home during the emergency.

- Once you have drawn a map of your escape plan, have your family practice your fire drill! Remember to do it at least twice a year.
- If you need help making up an escape plan, call your fire department's non-emergency number, they should be able to help you. Remember: PLAN AHEAD AND STAY ALIVE!

When to call 9-1-1



TALK about and DISCUSS the following 9-1-1 topics with students:

- ASK students if they know what telephone number to use if there is an emergency. ASK them if they should call 9-1-1 for a house or building fire.
- In case of a fire, remember to call 9-1-1 (or the local fire department number) AFTER you get out.
- 9-1-1 is for emergencies only (fire, someone is very sick, burglar, etc.).
- Explain what is not an emergency (minor problems at home like fights with brothers or sisters, small bumps or bruises, etc.).
- Never call 9-1-1 “just for fun.”
- If adults are at home, you should tell them about the emergency before YOU dial 9-1-1.
- [FF1]: ASK students what they would tell a 9-1-1 operator if they needed to call them.
- TELL the dispatcher what is happening or what the emergency is (helps dispatcher to know who to send).
- TELL the dispatcher where you are (street address).
- Optional: Using the fire safety trailer's 9-1-1 system. The fire safety trailer's 9-1-1 system provides students with a realistic 9-1-1-call experience. When the student picks up the phone, a dial tone sound is heard, and after a 6-second delay, the dispatcher's phone (FF2 in the control room) will ring. The red light on the phone blinks to signify to the operator to answer in the manner trained. If the caller hangs up before the call is complete, the dispatcher can ‘ring back’ the caller's phone and complete the exercise. Remember to tell the students that they should only call 9-1-1 AFTER they leave the building or house and are in a safe area.

Stop, Drop and Roll if fire gets on your clothes



TELL students that they will now learn (or review) how to “Stop, Drop and Roll if fire gets on your clothes.” EMPHASIZE that this is done if fire gets on your clothes. Stop, Drop and Roll involves the following steps:

- Stop immediately where you are.
- Drop your body to the ground and cover your face with your hands.
- Roll back and forth over and over until the fire is gone.
- SHOW students Stop, Drop and Roll Sequence Cards and demonstrate.
- ASK for one volunteer to explain and demonstrate “Stop, Drop and Roll if fire gets on your clothes.” Next, have each student demonstrate Stop, Drop and Roll.
- SUPERVISE this activity closely to avoid injuries.
- REMIND the children together that they have all been learning about things to do to keep people safe. TELL them that knowing how to Stop, Drop and Roll is a good way to stay safe if fire gets on your clothes, that running makes the fire bigger.

Activities

You can also add activities to the tour, including the following:

- Practice exiting the fire safety trailer (crawling low, touching the door, getting out and staying out, calling 9-1-1).
- Have children plan a fire drill using their escape maps.
- Have students demonstrate and practice Stop, Drop and Roll.
- Distribute information to those indicating they do not have working smoke alarms, if your local fire department has a smoke alarm installation program or free/low cost alarms.
- Show a video (see Section 7 - Resources for recommendations of online videos).

Summary: Fire Safety Trailer



ASK if there are any more questions regarding the students' experience in the fire safety trailer. RESPOND as needed (time permitting).

- REVIEW messages in the 3rd & 4th Grade lesson and ask probing questions to ensure comprehension. Sample questions include:
 - What should you do if you see or smell smoke or fire?
 - How often should a smoke alarm be tested?
 - What information should you tell the 9-1-1 operator in an emergency?



HAND OUT extenders:

- Fire Escape Map
- 9-1-1 Poster
- Greeting Cards
- My Phone/Address Worksheet
- Take Home Inspection Checklist
- Bookmarks

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TEACHING TOOLS

The typical 5th or 6th grader is becoming more independent and responsible. They want to excel and tend to have good relationships with teachers and adults. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Keep students engaged by changing your tone or activity.	Assume they are paying attention. Keep checking by addressing questions to the group.
Make your talk interactive and ask them questions.	Frighten children with: explicit stories about a home fire; images of burned clothing; images of burned toys or household items; or talk about burned pets.
Give breaks if needed, as kids have short attention spans.	Complicate messages. Simple messages are still best, like "Get out and stay out!"

Learning Objective

Understand and respond appropriately to home fire dangers by correctly describing and/or behaviorally responding to fire safety messages targeting 5th and 6th grade students. If students previously toured the fire safety trailer, they should be able to recall what they learned and can respond more quickly to questions than first-time students.

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Stay in the kitchen when you are cooking at high temperatures.
- Keep younger children 3 feet away.
- Use microwave ovens safely (be careful of steam, don't pull out a container above your head).
- Cool a burn with cool water (for at least 3 to 5 minutes).

Living Room



- Don't play with matches or lighters.
- Talk to your parents about testing smoke alarm batteries monthly, and changing batteries at least once a year.
- If you notice dangerous things in your home, such as frayed cords, overloaded outlets, space heaters near things that burn, tell an adult.

Bedroom



- Crawl low under smoke.
- Touch the door with the back of your hand before opening.
- Know two ways out of every room.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Get out and stay out. Go to your family's meeting place.
- Develop a fire escape plan with your parents at home and practice it.
- Stop, Drop and Roll if fire gets on your clothes.

Resources Needed for Lesson

Extenders:

- Microwave Safety
- Take Home Inspection Checklist
- Smoke Alarm Checklist
- Escape Map
- Bookmarks

Kitchen Script

Before entering trailer, FF3 gathers students into groups of 5–8. When FF1 indicates he/she is ready to begin lesson, FF3 guides students into trailer and into kitchen.

FF1 ASK students to carefully step into the kitchen and to quietly be seated at the end opposite the stove area (provides more room to move between students and stove during kitchen activity). REMIND the students to be quiet and to listen carefully during the tour.

- ASK the following questions:
- *“Please raise your hand if you toured the trailer before.”* Tell the students raising their hands ‘Welcome Back’ and that they will be hearing some things they’ve heard before but will also be hearing some new things on this tour.
- *“What do you know about fire safety up to now?”* Encourage as many students to answer as possible. Allow two to four minutes to respond.

Stay in the kitchen when you are cooking at high temperatures.

The kitchen will be set up with various fire hazards found around the kitchen, some obvious and some not so obvious. The objective of this section of the tour is to have students identify all of the hazards found in the kitchen, and propose what could be done to eliminate or prevent such hazards.

FF1 How many are cooking at home (ask for a show of hands)? There are two things we want you to remember:

- Only cook with an adult’s supervision. Cooking is the number one cause of home fires in America. Make sure an adult is there to help you with the stove or oven.
- Many fires happen when people are cooking and leave the stove to do something else. So, stay in the kitchen while you cook and pay attention to what you are doing. If you have to leave the kitchen, tell an adult and remember to turn off the stove and whatever other cooking appliances you are using (like the toaster oven).

Keep younger children 3 feet away

FF1 Make sure that younger children, like your little brothers and sisters, know to stay 3 feet away from areas of the kitchen where they can get hurt. The areas they should stay away from include stove and sink areas.

Use microwave ovens safely

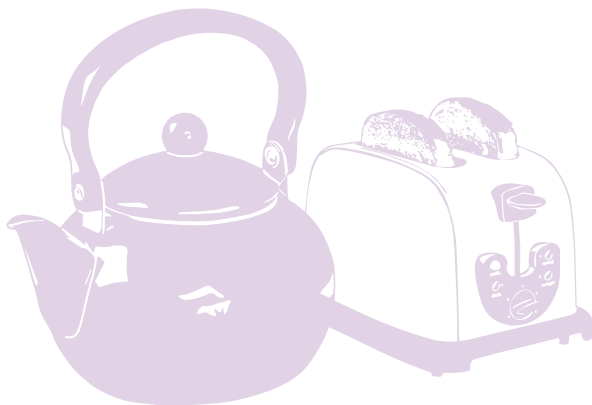
FF1 Microwave ovens should be placed at a safe height, within easy reach of all users. You should never pull a container out of the microwave if it is over your head; hot food or liquid can spill onto your face or body from above.

- Hot steam escaping from a microwave-heated container or food can burn you. Open heated food containers slowly and don't put your fingers or face in the way of the steam when it comes out. That way you won't get burned or scalded.

Cool a burn with cool water (for at least 3 to 5 minutes)

FF1 If you or someone at home is burned, cool the burn immediately with cool water. Use cool water on the burn for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Don't use ice-cold water and ice cubes; this could cause further damage to burned skin. Don't put ointment, grease, or butter on the burn. Things like that will seal the heat into the skin so that it can't release the heat and cool off.

- *Does anyone have any questions about these topics before we move on to the living room?*
- Answer any questions and go over again any of the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.



Living Room Script

Don't play with matches or lighters

The objective of this section of the tour is to REVIEW fire hazards found around the house. At this age, students should be able to immediately identify fire hazards and offer suggestions for what can be done to eliminate or prevent such hazards.

FF1 POINT around the room and ASK: “*Are there any fire hazards in this room?*” For each response, FF1 ASKS a follow-up question: “*How can this hazard be prevented or removed?*” Allow two to four minutes to respond.

- DISCUSS hot things and how to stay away from them because they can burn. ASK what the children know about matches and lighters. EXPLAIN that matches and lighters are only for adults to use and are not safe for children to use. EXPLAIN that if they find matches or a lighter, tell an adult that they were left out and need to be moved up and away so younger children cannot reach them. REMIND them that younger children sometimes play with matches without thinking how dangerous they are—matches or lighters can burn a house down!
- Smoking is the number one cause of home fire deaths in the United States. No one should smoke for health reasons, but smoking in the home is more dangerous because of the risk of fire. If you have smokers at your home, ask them to smoke outside.
- (Optional) TELL a story about a fire you helped put out or heard about that was set by matches/lighters, smoking, or similar hazard to EMPHASIZE the danger.

Talk to your parents about testing smoke alarm batteries monthly, and changing batteries at least once a year

FF1 We're now going to talk about smoke alarms. Let's have a show of hands.

- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and outside each sleeping area.
- How many of you have carbon monoxide detectors or combined smoke/carbon monoxide detector alarms in your home?
- Having working smoke alarms in your house doubles your chances

of surviving an accidental fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of your home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time to escape. Many people believe that if they ever had a fire, they would be awakened by the smell of smoke in time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns.

- Talk to your parents about testing smoke alarms in your home once each month and replacing batteries at least once a year.
 - *Does anyone have any questions about smoke alarms?*

If you notice dangerous things in your home, such as frayed cords, overloaded outlets, space heaters near things that burn, tell an adult

FF1

Remember to plug only one appliance into each electrical outlet. Plugging additional appliances or devices into one outlet can overload the outlet. Outlets become overloaded when the appliances connected to them are drawing more electrical current than they can handle. When this happens, wiring can get hot and put out enough heat into walls, paneling, and other materials to cause a fire. One good example is during the holidays, when many people plug in lots of extra lights.

- Many older homes have only a few electrical outlets, or outlets in inconvenient places. This situation can create home fire hazards because people with this problem solve it by using extension cords. If you see any electrical cords or extension cords at home that are frayed or cracked, tell an adult at once! Electrical cords can fray, crack and wear out, and when they do, they become fire and electrical shock hazards. If any of your extension cords have these problems, throw them out! **NEVER RUN EXTENSION CORDS UNDER RUGS OR CARPETS.** When extension cords are run under a carpet, walking over the rug may wear away the cord's insulation, expose the wires, and possibly set fire to the rug.
- **ASK** if there are any more questions before moving on to the bedroom. When questions are answered, **ASK** students to quietly move to the bedroom.

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Bedroom Script

Crawl low under smoke

FF1 TELL students that if they are ever in a building or home and they see or smell smoke, they are to get down on their hands and knees and crawl to the exit. EXPLAIN that smoke rises, so they will be able to breathe and see better through smoke when they are close to the floor.

Touch the door with the back of your hand before opening

FF1 TELL students that, in a house fire, they shouldn't try to open a door until they are sure it's safe on the other side—because there could be fire on the other side of the door! So to check if it is safe or not, touch the door with the back of their hand. If the door is warm, they will know that the door is not safe to open.

Know two ways out of every room

FF1 EXPLAIN to students that every room at home should have two exits. For example, if you felt the door to the next room and it was warm, you'll need to exit the room through another door or window. Usually, the first exit is a door and the second is a window.

- This activity emphasizes crawling low under smoke to the exits, touching doors for heat, and getting out and staying out of buildings that are on fire.
- ASK students what they know about escape maps, exiting places when smoke alarms sound, and outside meeting places. ASK if they have ever had a fire drill at home (and ask if they had a fire drill at home after their last visit to the fire safety trailer!). ASK if they know of two ways to exit their bedroom at home. EXPLAIN that escape maps show how to get out of buildings when the smoke alarm goes off, and that having an escape map and practicing fire drills with the map can keep them safe.
- EXPLAIN that every room at home should have two exits. The first exit is usually the door and the second is usually a window.
- EXPLAIN that the “meeting place” is the place where everyone goes when they get out of a building. Explain how important it is that they all know where to meet when they get out of the building so that firefighters know everyone is safe and away from the smoke or fire. Tell them that the meeting place for the Fire Safety Trailer is outside and FF3 will direct them to where it is (direct students to look out the window for FF3).

- SAY “Now we’ll play the ‘*Survivor Game*.’” This will be the signal to FF2 to turn the heated door on, and be READY to turn the smoke machine on; the vents should also be set up to direct a stream of smoke to the bedroom.
- ASK the students to touch the bedroom door one-by-one and EXPLAIN/REMIND them that a warm or hot door means it is not safe on the other side of the door. EXPLAIN that the door is warm so they’ll know what it feels like if there was a fire on the other side of the door.
- EXPLAIN to the students that the game includes smoke that looks real but is safe. TELL them that the smoke is made by a small machine in the trailer and that the smoke will come into the bedroom through vents (POINT to the vents).
- TELL the students that if they are ever in a smoke-filled building or room, they should get down on their hands and knees and crawl to an exit. EXPLAIN that they will be able to breathe and see better through smoke when they are close to the floor.
- TELL the students that smoke will soon begin to fill the bedroom (this will be the cue for FF2 to start the smoke machine and allow smoke to come into the bedroom). TELL the students that when FF1 gives the signal to begin, they will go to the first exit (the bedroom door) and touch the door with the back of their hand. Since the door will be warm, they will know that it is not safe to open. They should then crawl under the smoke to the window to get out. FF1 and FF3 will be at the window to give any help students might need getting through the window and down the ladder.
- TELL the students that smoke has begun to come into the bedroom and ASK “*What should we do?*” (Students should say they should leave the trailer/building.) TELL them to check the first exit and then ASK “*Where is the second exit (out the window or the exit door)?*”
- ASK “*What should you do now?*” Students should respond by getting down on their hands and knees and form a line to the window/exit door where they will exit. FF1 REMINDS the students that FF3 will help them through the window and down the ladder.
- Consider the weight limit of the trailer ladder. Be sensitive to the weight limit issue with students—SAY “Use the exit door if you would rather go that way.”
- ASSIST students through the window in the bedroom. FF3 assists students down ladder and directs them to a nearby meeting place.

- Direct any children who do not want to exit by the window to the side of the room. Once all the students who have exited through the window are out of the trailer, direct the students who remain to the bedroom exit door where FF3 will assist them down the step and outside to the meeting place.
- If weather is bad, FF1 will tell students where their indoor meeting place will be (e.g., students' classroom).



Additional Messages and Activities

Use the activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of these messages to your lesson. You can also make the lesson more effective by demonstrating the desired behavior (for example, saying “Crawl low under smoke” and demonstrating how this is done) and then have two or three students repeat what you’ve demonstrated. Even better, if you have time, would be to have all of the students repeat what you’ve demonstrated.

Get out and stay out, and go to your family’s meeting place



If there is a fire, get out of your house and call 9-1-1 from a neighbor’s house or a cell phone. Do not stay in your house to call 9-1-1. Get out as quickly as you can and stay out.

- ASK students to practice calling 9-1-1 with the trailer’s 9-1-1 system.

Develop a fire escape plan with your parents at home and practice it with a fire drill



If fire breaks out in your house, will you know what to do? If you develop a fire escape plan with your parents at home and practice it, you and your family are much more likely to escape from a fire. Practicing your escape plan with a home fire drill will prepare you and your family to get out much faster if a fire should ever happen in your house.

- To help you to remember your escape plan, draw an escape map that includes your family’s plan for getting out of the house in the event of fire. It’s best if you can draw the map along with your family. As you draw the map, remember to have two ways to get out of each room.
- When you make up your escape plan, talk to your parents about making sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too hard to open quickly. You should be able to unlock doors and windows quickly and easily so they can’t trap you or your family inside. Practice doing it when you do your family fire drill. In a real emergency, you won’t have time to struggle with a stuck window or move heavy furniture to clear your escape path, so get rid of these problems BEFORE you have a fire. Also, if your home has security bars on the doors and windows, have your parents show you the emergency release devices inside so that you can open them quickly in an emergency.

- Make sure you have a family meeting place (something permanent like a tree, street light, or mailbox) a safe distance in front of your home where you and all other members of your family can wait for the fire department.
- During your planning, think about any young children, older adults, or family members who have difficulty moving or may need help getting out of the home. Assign someone to assist them in the fire drill and in the event of an emergency. Assign a backup person too, in case the primary person is not home during the emergency.
- Once you have drawn a map of your escape plan, have your family practice your fire drill! Remember to do it at least twice a year.
- If you need help making up an escape plan, call your fire department's non-emergency number; they should be able to help you. Remember: **PLAN AHEAD AND STAY ALIVE!**

Stop, Drop and Roll if fire gets on your clothes



TELL students that they will now learn (or review) how to “Stop, Drop and Roll if fire gets on your clothes.” EMPHASIZE that this is done if fire gets on your clothes. Stop, Drop and Roll involves the following steps:

- Stop immediately where you are.
- Drop your body to the ground and cover your face with your hands.
- Roll back and forth over and over until the fire is gone.
- ASK for one volunteer to explain and demonstrate “Stop, Drop and Roll if fire gets on your clothes.” Next, have each student demonstrate Stop, Drop and Roll.
- SUPERVISE this activity closely to avoid injuries.
- REMIND the students that they have all been learning about things to do to keep people safe. TELL them that knowing how to Stop, Drop and Roll is a good way to stay safe if fire gets on your clothes, but that running can spread the fire on their clothing.

Activities

You can also add other activities to the tour, including the following:

- Have students identify fire hazards (pot handles turned out, missing fireplace screens, etc.).
- Practice exiting the trailer and Stop, Drop and Roll.

- If your local fire department has a smoke alarm installation program or free/low cost alarms, distribute information to those indicating they do not have working smoke alarms.
- Show a video (see Section 7—Existing Resources for recommendations of online videos).

Summary: Fire Safety Trailer



ASK if there are any more questions regarding the students' experience in the fire safety trailer. RESPOND as needed (time permitting).

- REVIEW the messages in the 5th & 6th Grade lesson and ask probing questions to ensure comprehension. Sample questions include:
 - How can you avoid steam burns when opening hot foods from a microwave?
 - How often should a smoke alarm be tested?
 - What should you do if you find yourself in a smoke filled room?



HAND OUT extenders:

- Microwave Safety
- Take Home Inspection Checklist
- Smoke Alarm Checklist
- Fire Escape Map
- Bookmarks

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TEACHING TOOLS

Typical **middle school** students are very independent, have strong feelings, and have turbulent emotions. With that in mind, you should try to focus the discussion and keep the students engaged using science and technology. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Keep students engaged by frequently changing your tone or activity.	Allow students to interrupt your lesson with their behavior.
Make your talk interactive and ask them questions.	Simply talk to students.
Ask them to demonstrate what they have learned.	
Encourage questions and discussion about careers in firefighting. Interest in career choices is high at this age.	Speak in a childish tone to students. You will lose their attention.
Talk to the students like adults—you are more likely to get a positive response.	

Learning Objective

Understand and respond appropriately to home fire dangers by correctly describing and/or behaviorally responding to fire safety messages targeting middle school students by end of lesson. If students previously toured the fire safety trailer, they should be able to recall what they learned and respond more quickly to questions they are asked (in comparison to first-time students).

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures.
- Keep pot handles turned in.
- Keep younger children 3 feet away.
- Use microwave ovens safely.
- Cool a burn with cool water (for at least 3 to 5 minutes).

Living Room



- Don't play with matches or lighters.
- Talk to your parents about testing smoke alarm batteries monthly, and changing batteries at least once a year.
- If you notice dangerous things in your home, such as frayed cords, overloaded outlets, space heaters near things that can burn, tell an adult.

Bedroom



- Crawl low under smoke.
- Touch the door with the back of your hand before opening.
- Know two ways out of every room.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Get out and stay out, and go to your family's meeting place.
- Develop a home fire escape plan with your parents at home and practice it with a fire drill.
- Stop, Drop and Roll if fire gets on your clothes.
- Firefighters are your friends.
- Hazards of household chemicals.

Resources Needed for Lesson

Extenders:

- Microwave Safety Handout
- Take Home Inspection Checklist
- Fire Safety Babysitter Handout
- Smoke Alarm Checklist
- Bookmarks

Kitchen Script

Before entering trailer, FF3 GATHERS students into groups of 5–8. When FF1 indicates he/she is ready to begin lesson, FF3 asks students to enter trailer and go into the kitchen.

FF1 ASK students to carefully step into the kitchen and to quietly be seated at the end opposite the stove area (provides more room to move between students and stove during kitchen activity). REMIND the students to be quiet and to listen carefully during the tour.

- ASK the following questions:
- “*Please raise your hand if you toured the trailer before.*” (The number of hands raised will give an idea of the time needed to spend reviewing what has been covered in previous tours of the trailer.) Tell the students raising their hands ‘Welcome Back’ and that they will be hearing some things they’ve heard before, but they will also be hearing some new things on this tour.
- “*What do you know about fire safety?*” Encourage as many students to answer as possible. Allow two–four minutes to respond.

Stay in the kitchen when you are frying, grilling, or broiling food. If you leave the kitchen for even a short period of time, turn off the stove.

FF1 How many are cooking at home (ask for a show of hands)? There are two things we want you to remember:

- Many fires happen when people are cooking and leave the stove to do something else. So, stay in the kitchen while you cook and pay attention to what you are doing. Avoid talking on the phone or texting. If you have to leave the kitchen, tell an adult and remember to turn off the stove and whatever other cooking appliances you are using (like the toaster oven.)

Keep pot handles turned in

FF1 When using pots and pans, turn their handles inward, toward the center of the stove, so it’s less likely that anyone will pull or accidentally knock them over. [**FF1: demonstrates technique**] The contents of a hot pan or a falling piece of hot cookware can easily result in painful burns, so turn handles inward, away from danger. You should also keep hot foods and liquids away from the edges of tables and counters where they can be easily knocked over.

Keep younger children 3 feet away

FF1 Establish and enforce a 3-foot zone in the kitchen for keeping younger children away. The zone should include both stove and sink areas. Keeping younger children out of these areas will prevent them from getting hurt.

Use microwave ovens safely

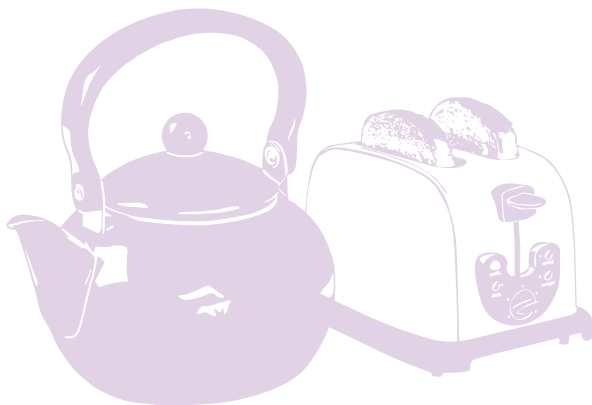
FF1 Microwave ovens should be placed at a safe height, within easy reach of all users. You should never pull a container out of the microwave if it is over your head; hot food or liquid can spill onto your face or body from above.

- Hot steam escaping from a microwave-heated container or food can scald or burn you. Open heated food containers slowly and don't put your fingers or face in the way of the steam when it comes out. That way you won't get burned.

Cool a burn with cool water (for at least 3 to 5 minutes)

FF1 If you or someone at home is burned, cool the burn immediately with cool water. Use cool water on the burn for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Don't use ice-cold water and ice cubes; this could cause further damage to burned skin. Don't put ointment, grease, or butter on the burn. Things like that will seal the heat into the skin so that it can't release the heat and cool off.

- *Does anyone have any questions about these topics before we move on to the living room?*
- Answer any questions and go over the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.



Living Room Script

Don't play with matches or lighters

The objective of this section of the tour is to REVIEW fire hazards found around the house. At this age, students should be able to immediately identify fire hazards and offer suggestions for what can be done to eliminate or prevent such hazards. A discussion of smoking hazards is included.

FF1 POINT around the room and ASK: “*Are there any fire hazards in this room?*” For each response, FF1 ASKS a follow-up question: “*How can this hazard be prevented or removed?*” Allow two to four minutes to respond.

- DISCUSS that younger children sometimes play with matches without thinking how dangerous they are—so keep matches and lighters up and away, out of the reach of young children.
- Smoking is the number one cause of home fire deaths in the United States. No one should smoke for health reasons, but smoking in the home is more dangerous because of the risk of fire. If you have smokers at your home, ask them to smoke outside.
- (Optional) TELL a story about a fire you helped put out or heard about that was set by matches/lighters, smoking, or similar hazard to EMPHASIZE the danger.

Talk to your parents about testing smoke alarm batteries monthly

FF1 We're now going to talk about smoke alarms. Let's have a show of hands.

- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and outside each sleeping area.
- How many of you have carbon monoxide detectors or combined smoke/carbon monoxide detector alarms in your home?
- Having properly installed and maintained smoke alarms considerably lowers your chances of dying in a fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of your home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time

to escape. Many people believe that if they ever had a fire, they would be awakened by the smell of smoke in time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns.

- Talk to your parents about testing smoke alarms in your home once each month and replacing batteries once a year.
 - *Does anyone have any questions about smoke alarms?*

If you notice dangerous things in your home, such as frayed cords, overloaded outlets, space heaters near things that can burn, tell an adult



Remember to plug only one appliance into each electrical outlet. Plugging additional appliances or devices into one outlet can overload the outlet

- Outlets become overloaded when the appliances connected to them are drawing more electrical current than they can handle. When this happens, wiring can get hot and put out enough heat into walls, paneling, and other materials to cause a fire. One good example is during the holidays, when many people plug in lots of extra lights.
- Many older homes have only a few electrical outlets, or outlets in inconvenient places. This situation can create home fire hazards because people with this problem solve it by using extension cords. If you see any electrical cords or extension cords at home that are frayed or cracked, tell an adult at once! Electrical cords can fray, crack and wear out, and when they do, they become fire and electrical shock hazards. If any of your extension cords have these problems, throw them out! **NEVER RUN EXTENSION CORDS UNDER RUGS OR CARPETS.** When extension cords are run under a carpet, walking over the rug may wear away the cord's insulation, expose the wires, and possibly set fire to the rug.
- **ASK** if there are any more questions before moving on to the bedroom. When questions are answered, **ASK** students to quietly move to the bedroom.

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Bedroom Script

Crawl low under smoke

FF1 TELL students that if they are ever in a building or home and they see or smell smoke, they are to get down on their hands and knees and crawl to the exit. EXPLAIN that smoke rises and they will be able to breathe and see better through smoke when they are close to the floor.

Touch the door with the back of your hand before opening

FF1 TELL students that, in a house fire, they shouldn't try to open a door until they are sure it's safe on the other side—because there could be fire on the other side of the door! So to check if it is safe or not, touch the door with the back of their hand. If the door is warm, they will know that the door is not safe to open.

Know two ways out of every room

FF1 EXPLAIN to students that every room at home should have two exits. For example, if you felt the door to the next room and it was warm, you'll need to exit the room through another door or window. Usually, the first exit is a door and the second is a window.

- This activity emphasizes crawling low under smoke to the exits, touching doors for heat, and getting out and staying out of buildings that are on fire.
- ASK students what they know about escape maps, exiting places when smoke alarms sound, and outside meeting places. ASK if they have ever had a fire drill at home (and ask if they had a fire drill at home after their last visit to the fire safety trailer!). ASK if they know of two ways to exit their bedroom at home. EXPLAIN that escape maps show how to get out of buildings when the smoke alarm goes off, and that having an escape map and practicing fire drills with the map can keep them safe.
- EXPLAIN that the “meeting place” is the place where everyone goes when they get out of a building. Explain how important it is that they all know where to meet when they get out of the building so that firefighters know everyone is safe and away from the smoke or fire. Tell them that the meeting place for the Fire Safety Trailer is outside and FF3 will direct them to where it is (direct students to look out the window for FF3).

- SAY “Now we’ll play the ‘*Survivor Game*.’” This will be the signal to FF2 to turn the heated door on, and be READY to turn the smoke machine on; the vents should be set up to direct the stream of smoke to the bedroom.
- ASK the students to touch the bedroom door one-by-one and EXPLAIN/REMIND them that a warm or hot door means it is not safe on the other side of the door. EXPLAIN that the door is warm so they’ll know what it feels like if there was a fire on the other side of the door.
- EXPLAIN to students that the game includes smoke that looks real but is safe. TELL them that the smoke is made by a small machine in the trailer and that the smoke will come into the bedroom through vents (POINT to the vents).
- TELL students that if they are ever in a smoke-filled building or room, they should get down on their hands and knees and crawl to an exit. EXPLAIN that they will be able to breathe and see better through smoke when they are close to the floor.
- TELL students that smoke will soon begin to fill the bedroom (this will be the cue for FF2 to start the smoke machine and smoke should then come into the bedroom). TELL the students that when FF1 gives the signal to begin, they will go to the first exit (the bedroom door) and touch the door with the back of their hand. Since the door will be warm, they will know that it is not safe to open. They should then crawl under the smoke to the window to get out. You and FF3 will be at the window to give any help they might need getting through the window and down the ladder.
- TELL students that smoke has begun to come into the bedroom and ASK “What should we do?” (Students should say they should leave the trailer/building). TELL them to check the first exit and then ASK “Where is the second exit?” (Out the window or the exit door).
- ASK “*What should you do now?*” (Students should respond by getting down on their hands and knees and form a line to the window/exit door where they will exit. FF1 REMINDS the students that FF3 will help them through the window and down the ladder.
- Consider the weight limit of the trailer ladder. Be sensitive to weight limit issues with students—SAY “Use the exit door if you would rather go that way.”
- ASSIST students through the window in the bedroom. FF3 assists students down ladder and directs them to a nearby meeting place.

- Direct any children who are unable to exit by the window to the side of the room. Once all the students who have exited through the window are out of the trailer, direct the students who remain to the bedroom exit door where FF3 will assist them down the step and outside to the meeting place.
- If the weather is bad, FF1 will tell students where their indoor meeting place will be (e.g., students' classroom).



Additional Messages and Activities

Use activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of these messages to your lesson. You can also make the lesson more effective by demonstrating the desired behavior (for example, saying “Crawl low under smoke” and demonstrating how this is done) and then have two or three students repeat what you’ve demonstrated. Even better, if you have time, would be to have all of the students repeat what you’ve demonstrated.

Get out and stay out, and go to your family’s meeting place



If there is a fire, get out of your house and call 9-1-1 from a neighbor’s house or a cell phone. Do not stay in your house to call 9-1-1. Get out as quickly as you can and stay out.

- (optional) ASK students to practice calling 9-1-1 with the trailer’s 9-1-1 system.

Develop a fire escape plan with your parents at home and practice it with a fire drill



If fire breaks out in your house, will you know what to do? If you develop a fire escape plan with your parents at home and practice it, you and your family can increase your chances of escaping from a fire without injury. Practicing your escape before a fire strikes will prepare you and your family to get out faster. Remember to have two ways to get out of each room. And remember to practice your fire drill at least twice a year.

- In developing your escape plan, talk to your parents about making sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too difficult to open quickly. Doors and windows should be able to be unlocked quickly and easily so they can’t trap you or your family inside. You won’t have time to struggle with a stuck window or move heavy furniture to clear your escape path in a real emergency, so get rid of these obstacles BEFORE you have a fire. Also, if your home has security bars on the doors and windows, talk to your parents about making sure that they have emergency release devices inside so that they can be opened quickly in an emergency.

- Make sure to include a family meeting place as a part of your escape plan (something permanent like a street lamp, tree, street light, or mailbox) a safe distance away in front of your home.
- During your planning, think about any young children, older adults, or family members with mobility limitations in your household and assign someone to assist them in the fire drill and in the event of an emergency. Assign a backup person too, in case the primary person is not home during the emergency.
- If you need help developing an escape plan, call your fire department's non-emergency number; they should be able to help you. Remember: PLAN AHEAD AND STAY ALIVE!

Stop, Drop and Roll

FF1 TELL students that they will now learn (or review) how to “Stop, Drop and Roll if fire gets on their clothes.” EMPHASIZE that this is done if fire gets on their clothes. Stop, Drop and Roll involves the following steps:

- **Stop** immediately where you are.
- **Drop** your body to the ground and cover your face with your hands.
- **Roll** back and forth over and over until the fire is gone.
- ASK for one volunteer to explain and demonstrate “Stop, Drop and Roll if fire gets on their clothes.” Next, have each student demonstrate Stop, Drop and Roll.
- SUPERVISE this activity closely to avoid injuries.
- REMIND the children together that they have all been learning about things to do to keep people safe. TELL them that knowing how to Stop, Drop and Roll is a good way to stay safe if fire gets on their clothes, but that running can spread the fire on their clothing.

Hazards of Household Chemicals

FF1 Dangerous chemicals are not just found in factories and labs. Every home has dangerous chemicals. These include pesticides, fertilizer, old car batteries, anti-freeze, oil and gasoline, paints and solvents and ordinary household cleaning supplies that are usually kept under the sink in the kitchen or bathroom. A leak or spill can create a dangerous health hazard. Spilled or leaked chemicals can also mix together and create toxic fumes, or even start a fire. Firefighters and emergency responders have to take special precautions and wear protective equipment (respirators and eye protection) when dealing with chemical fumes in confined spaces. It's the same in your house or garage.

- Talk to your parents and ask them to help you look for dangerous chemicals in your house and garage. Make sure that they are stored safely, up and away, out of the reach of young children and pets. Your parents should keep them in their original container, make sure that the containers have child resistant caps and are not leaking. These should never be allowed to mix because some can create deadly gases or fires.

Activities

You can also add other activities to the tour, including the following:

- Have students identify fire hazards (pot handles turned out, missing fireplace screens, etc).
- Talk about how someone trains to have a career as a firefighter.
- Have students review fire escape plans with parents at home.
- If your fire department has a smoke alarm installation program or free/low cost alarms, distribute information to those who indicate that they do not have working smoke alarms.
- Show students how to teach younger grades (K–3) activities like Stop, Drop and Roll and the “*I Spy*” game. Show a video (see Section 7—Resources for recommendations of online videos).

Summary: Fire Safety Trailer



ASK if there are any more questions regarding the students' experience in the fire safety trailer. RESPOND as needed (time permitting).

- REVIEW messages for the Middle School Grades



HAND OUT extenders:

- Microwave Safety
- Take Home Inspection Checklist
- Babysitter Handout
- Smoke Alarm Checklist
- Bookmarks

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TEACHING TOOLS

High school students can range from being very mature to being very immature. Many students at this age may think learning about fire safety is a childish subject so it is important to be able to make students relate to the topic. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Keep students engaged by using real life examples of fires involving kids close to their age.	Allow students to interrupt your lesson with their behavior.
Make your talk interactive and ask them questions.	Simply talk to students. Instead, ask them to demonstrate what they have learned and challenge them with higher level questions.
Encourage questions and discussion about topics such as living in dorms and being away from home in the event of a fire.	Talk in a childish tone to students. You will lose their attention. Talk to the students like adults and you are more likely to get a positive response.

Learning Objective

Understand and respond appropriately to home fire dangers by correctly describing and/or behaviorally responding to fire safety messages targeting high school students by end of lesson. If students previously toured the fire safety trailer, they should be able to recall what they learned and can respond more quickly to questions they are asked (in comparison to first-time students).

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures.
- Put a grease fire out by sliding the lid over the pan.
- Keep pot handles turned in.
- Keep younger children 3 feet away.
- Use a microwave oven safely.
- Cool a burn with cool water (for at least 3 to 5 minutes).

Living Room



- Smoke alarm batteries should be tested monthly, and batteries replaced at least once a year.
- If you notice dangerous things in your home, such as frayed cords, overloaded outlets, or space heaters near things that can catch fire, talk to an adult about fixing the hazard.

Bedroom



- Crawl low under smoke.
- Know two ways out of every room.
- Touch the door with the back of your hand before entering.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Get out and stay out. Go to your family's meeting place.
- Have a home fire escape plan and practice it with a fire drill.
- Stop, Drop and Roll if fire gets on your clothes.
- Science of fire.
- Hazards of household chemicals.

Resources Needed for Lesson

Extenders:

- Take Home Inspection Checklist
- Fire Safety Babysitter Handout
- Smoke Alarm Checklist
- Bookmarks

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

Don't carry, eat or drink hot items when holding children.

Test hot foods and liquids before serving them to children



Today, we are going to talk about some things you can do to protect yourself and those you care about from fires and burns. The general areas we will cover are fire prevention, burn and injury prevention, and fire escape planning.

- In the kitchen, we will talk about avoiding burns and cooking safety.
- In the living room, we will talk about smoking and smoke alarms.
- And, in the bedroom, we will talk about escape planning.
- As young adults you probably have more responsibilities at home. If your parents work, you may be responsible for getting dinner started or caring for younger brothers and sisters, so we are going to cover some basic things you should know about cooking safety.

Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures



Cooking fires are a leading cause of property loss and cause many injuries each year. One of the main reasons for this is that people leave the stove while they are cooking, or do not pay attention to what they are doing. Stay in the kitchen when you are frying, grilling, or broiling food. Avoid talking on the phone or texting. If you have to leave the kitchen, even for a short period of time, turn off the stove and all cooking appliances, like the toaster oven.

Put a grease fire out by sliding the lid over the pan



If you have a grease fire in a pot or pan, turn off the burner and use a large lid or cookie sheet to smother the fire. Don't plop the lid on from above; instead, carefully slide the lid onto the pan from one side. *[FF1 demonstrates how to correctly slide the lid on to the pot to extinguish the flame.]* Make sure to wear an oven mitt or use a potholder to protect your hand when you do this. NEVER pour water on an oil or grease fire.

Keep pot handles turned in

FF1 When using pots and pans, turn handles inward, toward the center of the stove, so it's less likely that anyone will pull or accidentally knock them over. [**FF1: demonstrates technique**] The contents of a hot pan or a falling piece of hot cookware can easily result in painful burns, so turn handles inward, away from danger. You should also keep hot foods and liquids away from the edges of tables and counters where they can be easily knocked over.

Keep younger children 3 feet away

FF1 Establish and enforce a no-kids-zone in the kitchen that includes the stove and sink areas. Keep children out of these areas where they can get hurt.

Use microwave ovens safely

FF1 All adults and teens who take care of babies and little children need to know that foods and liquids are heated unevenly in a microwave. Because of this uneven heating, hot spots can develop in the food and scald a baby's mouth. If you do microwave baby food and formula, or food for young children, be sure to stir the food, shake the bottles, and test for lukewarm temperature before you give them the food or bottle.

Cool a burn with cool water (for at least 3 to 5 minutes)

FF1 If you or someone at home is burned, cool the burn immediately with cool water for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Avoid using ice-cold water and ice cubes; this could cause further damage to burned skin. Never apply ointment, grease, or butter to the burned area. These materials will confine the heat of the burn to the skin and the skin cannot cool.

- *Does anyone have any questions about these topics before we move on to the living room?*
- Answer any questions and go over any of the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.

Living Room Script

Smoke alarm batteries should be tested monthly, and batteries replaced at least once a year

FF1

We're now going to talk about smoke alarms. Let's have a show of hands.

- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and outside each sleeping area.
- How many of you have carbon monoxide detectors or combined smoke/carbon monoxide detector alarms in your home?

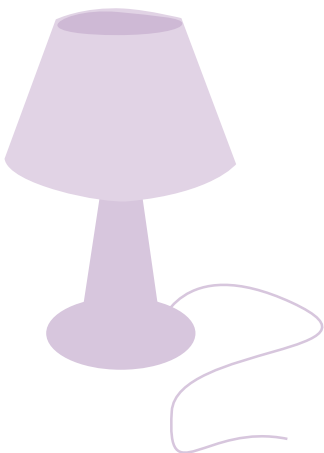
FF1

Having properly installed and maintained smoke alarms considerably lowers your chances of dying in a fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of your home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time to escape. Many people believe that if they ever had a fire, they would be able to smell the smoke and have time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns.

- You should test your smoke alarms once a month and change the batteries at least once a year. Smoke alarms do not last forever. Replace smoke alarms every ten years.
 - *Does anyone have any questions about smoke alarms?*
- If you notice dangerous things in your home, such as frayed cords, overloaded outlets, space heaters near things that can burn, talk to an adult about fixing the hazard.
- Regarding electricity-related fire hazards, **DON'T** overload your electrical outlets. Plug only one appliance into each electrical receptacle. Many older homes have few electrical outlets, or outlets at inconvenient places. This situation can create home fire hazards by encouraging the use of extension cords and overloaded outlets. An

outlet becomes overloaded when the appliances connected to them are drawing more electrical current than the outlet can handle. When this happens, wiring can get hot and radiate enough heat to walls, paneling, etc. to cause a fire.

- Examine electrical cords on appliances regularly for signs of wear. If cords are frayed or cracked, tell an adult immediately. Extension cords can also fray, crack and wear out, and when they do, they become fire and electrical shock hazards. If any of your extension cords have these problems, throw them out! **NEVER RUN EXTENSION CORDS UNDER RUGS OR CARPETS.** When extension cords are under a carpet, walking over the rug may wear away the cord's insulation, expose the wires, and possibly set fire to the rug.
- If you use a portable space heater, keep it at least three feet from walls, furniture, curtains, or anything that might catch on fire. Remember: **IF IT HEATS, 3 FEET!** Also remember to turn off the heater when you leave the room or go to sleep.



Bedroom Script

Crawl low under smoke

FF1 A smoke filled home is a very dangerous situation and you will need to act quickly. It can cause dizziness, confusion and disorient you in your own home after a very small dose. Even a small flame can quickly spread out of control in as little as 30 seconds. Always take the safest exit route, but if you must escape through smoke, crawl low under smoke. Remember: STAY LOW AND GO TO YOUR EXIT!

Know two ways out of every room

FF1 Always remember that every room at home should have two exits. The first exit is usually a door and the second is usually a window. EMPHASIZE: If your home has two floors, consider getting an escape ladder that can be used from a second story room in case the other exits are blocked.

Touch the door with the back of your hand before entering

FF1 When you come to a closed door, use the back of your hand to feel the top of the door, the door knob, and the crack between the door and door frame to make sure that fire is not on the other side. If it feels hot, use your second escape route. Even if the door feels cool, open it carefully. Brace your shoulder against the door and open slowly. If heat and smoke come in, close the door and use your other escape route.

Additional Messages and Activities

Use activities in the kitchen, living room, and bedroom/bathroom as written to provide students with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of these messages to your lesson. You can also make the lesson more effective by demonstrating the desired behavior (for example, saying “Crawl low under smoke” and demonstrating how this is done) and then have two or three students repeat what you’ve demonstrated. Even better, if you have time, would be to have all of the students repeat what you’ve demonstrated.

Get out and stay out! Go to your family’s meeting place

FF1 If there is a fire, get out of your house and call 9-1-1 from a neighbor’s house or a cell phone. Do not stay in your house to call 9-1-1. Get out as quickly as you can and stay out.

Have a home fire escape plan and practice it with a fire drill

FF1 If fire breaks out in your house, will you know what to do? If you develop a home escape plan and practice a fire drill, you can increase your chances of escaping from a fire without injury. Practicing your escape before a fire strikes will prepare you to get out. Remember to have two ways to get out of each room. And remember to practice your fire drill at least twice a year.

- In developing your escape plan, check to make sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too difficult to open quickly. Doors and windows should be able to be unlocked quickly and easily so they can’t trap you inside. You won’t have time to struggle with a stuck window or move heavy furniture to clear your escape path in a real emergency, so get rid of these obstacles BEFORE you have a fire. Also, if you have security bars on your doors and windows, make sure they have emergency release devices inside so that they can be opened quickly in an emergency.
- Make sure to include a family meeting place as part of your escape plan (something permanent like a street light, tree, or mailbox) a safe distance away in front of your home where you and all other members of your family can wait for the fire department.
- During your planning, think about any young children, older adults, or family members who have difficulty moving or may need help getting

out of the home. Assign someone to assist them in the fire drill and in the event of an emergency. Assign a backup person too, in case the primary person is not home during the emergency.

- If you need help developing an escape plan, call your fire department's non-emergency number, they should be able to help you. Remember: PLAN AHEAD AND STAY ALIVE!

Stop, Drop and Roll if fire gets on your clothes



TELL students that they will now learn (or review) how to “Stop, Drop and Roll if fire gets on their clothes.” EMPHASIZE that this is done if fire gets on your clothes. Stop, Drop and Roll involves the following steps:

- Stop immediately where you are.
- Drop your body to the ground and cover your face with your hands.
- Roll back and forth over and over until the fire is gone.
- ASK for one volunteer to explain and demonstrate “Stop, Drop and Roll if your clothes catch on fire.” Next, have each student demonstrate Stop, Drop and Roll.
- SUPERVISE this activity closely to avoid injuries.
- REMIND students that they have all been learning about things to do to keep people safe. TELL them that knowing how to Stop, Drop and Roll is a good way to stay safe if fire gets on their clothes, but that running can spread the fire on their clothing.

Science of fire



To better understand fire, you need to understand the “science” of fire. Fire has been used and feared by mankind since the beginning of time. The recipe—Heat, Fuel and Oxygen—is one of the few things in nature that never changes. While fire can be a friend to us, for example, by heating our homes in winter, it can be a deadly enemy, destroying what we hold dear.

- Fuel, heat, oxygen, and a chemical chain reaction are all needed in the right combination to produce fire. These four things in combination are called the fire tetrahedron. Take away any one of these components—the chemical chain reaction, fuel, heat, or oxygen—and the fire goes out. Firefighters have studied the chemistry of fire and know if they remove just one of these components, a fire cannot burn. The goal of a firefighter is to do just that—remove one of the main ingredients in the recipe of fire.
- The most common property to be removed is heat. Heat is commonly

eliminated by using water. Water is used because it absorbs heat extremely well and is cost efficient. Fuel in the form of trees or brush is removed when firefighters dig a trench around a forest fire. Fire retardant (that bright, orange-red, substance dropped from planes that we see on the news during fire season) coats fuels and blocks them from oxygen. Finally, the last property is the chemical chain reaction. This can be considered the reaction of the reducing agent (fuel) with the oxidizing agent (oxygen). An example of an extinguishment method by hindering the chemical chain reaction is the use of Halon fire extinguishers. If we think of fighting fire as a means of breaking the fire tetrahedron, then it is easier to understand why firefighters do what they do.

- As a fire is burning, the harmful smoke that it generates can be extremely dangerous and even deadly. Statistics show that in the U.S. most fire victims die from smoke inhalation, not the flames of the fire. The danger of smoke is the toxic gases generated from the materials being burned, the ventilation in the room, and the length of exposure a person has to the smoke. Additionally, individuals who have decreased lung function or other health issues can have reactions even faster than an otherwise healthy individual. It is important to understand that when exposed to fire smoke, the level of carbon dioxide in your body increases and the amount of oxygen in your body decreases. This can cause you to become dizzy, confused and make it difficult to breathe, which all can hamper your efforts to escape the fire. The take-home message here is to get out of a burning building and away from the smoke as quickly as possible because no one knows how long your body can function before it succumbs to the toxic smoke.

Hazards of Household Chemicals



Dangerous chemicals are not just found in factories and labs. Every home has dangerous chemicals. These include pesticides, fertilizer, old car batteries, anti-freeze, oil and gasoline, paints and solvents and ordinary household cleaning supplies that are usually kept under the sink in the kitchen or bathroom. A leak or spill can create a dangerous health hazard. Spilled or leaked chemicals can also mix together and create toxic fumes, or even start a fire. Firefighters and emergency responders have to take special precautions and wear protective equipment (respirators and eye protection) when dealing with chemical fumes in confined spaces. It's the same in your house or garage.

- Talk to your parents and ask them to help you look for dangerous

chemicals in your house and garage. Make sure that they are stored safely, up and away, out of the reach of young children and pets. Your parents should keep them in their original container, make sure that the containers have child resistant caps and are not leaking. These should never be allowed to mix because some can create deadly gases or fires.

Activities

You can also add activities to the tour, including the following:

- Lecture, question and answer.
- Game show with fire safety messages (i.e., Jeopardy, Wheel of Fortune, etc.).
- If your fire department has a smoke alarm installation program or free/low cost alarms, distribute the information to those who indicate they do not have working smoke alarms.
- Show a video (see Section 7—Existing Resources for recommendations of online videos).
- Develop a lesson on the basics of fire, forensics, and fire investigation.
- Use stories and video clips of real-life fire victims to give a personal perspective to the high school audience. Local stories featuring adolescents in the same age bracket can have an impact.

Summary: Fire Safety Trailer

FF1

ASK if anyone has any questions about what was covered or other fire safety issues. Provide clarification or reinforcement of messages as needed. When finished, thank the students for touring the fire safety trailer and ask them to meet up with FF3 when they exit the trailer.

- REVIEW messages for the High School Grades.

FF3

HAND OUT extenders:

- Take Home Inspection Checklist
- Fire Safety Babysitter Handout
- Smoke Alarm Checklist
- Bookmarks

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TEACHING TOOLS

When presenting to **adults**, you may have a wide range of participants so it is important to know your audience. Try to make it personal for each participant and use real life examples of what can happen. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Use storytelling - encourage sharing experiences & introduce some of your own.	Allow participants to interrupt your lesson with their behavior.
Make your talk interactive and ask them questions.	Assume adults have prior knowledge.
Assess your group to find out what they know.	
Encourage questions and discussion to make sure they understand "why" they should practice these behaviors.	Talk down to adults.

Learning Objective

Adult visitors to the trailer will learn fire safety behaviors that can reduce their risks of having a fire or suffering a fire-related injury or fatality.

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Put a grease fire out by sliding the lid over the pan.
- Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures.
- Keep pot handles turned in.
- Wear short sleeves or tight fitting sleeves when cooking.
- Kid free zone: 3 feet away from stove/oven at all times.
- Use microwave ovens safely.
- Cool a burn with cool water (for at least 3 to 5 minutes).

Living Room



- Smoke alarm batteries should be tested monthly, and batteries replaced at least once a year.
- Identify and fix hazards in the home—frayed cords, overloaded outlets, space heaters near things that can burn, cords under rugs.

Bedroom



- Know two ways out of every room, have escape ladders for bedrooms on upper levels.
- Working smoke alarms should be present on every level of home, including the basement, and outside sleeping areas and in each bedroom.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Have a home fire escape plan and practice it with your family at least twice a year.
- Temperature of your home's water should not be above 120 degrees.
- Sleep with bedroom door closed (optional—decision to teach this topic should be made at the local level, as there is no standard messaging in place).
- Hazards of household chemicals.
- Have a specific plan for how to evacuate older family members and what you will do about pets. EMPHASIZE that you should never go back into a burning house to get pets.

Resources Needed for Lesson

Extenders:

- Smoke Alarm Guide
- Babysitter Handout
- Bookmarks
- Take Home Inspection Checklist

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

Don't carry, eat or drink hot items when holding children.

Test hot foods and liquids before serving them to children.



Welcome everybody. Today, we are going to talk about some things you can do to protect yourself and those you care about from fires and burns. The general areas we will cover are fire prevention, burn and injury prevention, and fire escape planning. Some of the things we will talk about are cooking safety, smoke alarms, space heaters, and electrical safety.

- Can you tell me what precautions you can take to be safer and protect yourself from fire and burns while cooking?
- Allow visitors to respond, and then go over key points below.

Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures



Cooking fires are a leading cause of property loss and cause many injuries each year. One of the main reasons for this is that people leave the stove while they are cooking, or do not pay attention to what they are doing. Stay in the kitchen when you are frying, grilling, or broiling food. Avoid talking on the phone or texting. If you have to leave the kitchen, even for a short period of time, turn off the stove and all cooking appliances, like the toaster oven.

- Put a grease fire out by sliding the lid over the pan
- If you have a grease fire in a pot or pan, turn off the burner and use a large lid or cookie sheet to smother the fire. Don't plop the lid on from above; instead, carefully slide the lid onto the pan from one side. *[FF1 demonstrates how to correctly slide the lid on to the pot to extinguish the flame.]* Make sure to wear an oven mitt or use a potholder to protect your hand when you do this. NEVER pour water on an oil or grease fire.

Turn pot handles in. Wear short sleeves or close fitting sleeves when cooking

FF1 When using pots and pans, turn handles inward, toward the center of the stove, so it's less likely that anyone will pull or accidentally knock them over. [FF1: demonstrates technique] The contents of a hot pan or a falling piece of hot cookware can easily result in painful burns, so turn handles inward, away from danger. You should also keep hot foods and liquids away from the edges of tables and counters where they can be easily knocked over.

- Wear short sleeves or close fitting sleeves when cooking. Loose clothing is far more likely to catch fire if it comes in contact with a gas flame or hot burner. Instead, wear short sleeves or sleeves that fit snugly around your arms. If your clothing does catch fire, don't panic—stop where you are, lower yourself to the ground, and cover your face and roll to put out the fire. If you can, cool the burn area with cool water immediately for 3-5 minutes or longer. Call for help if the burn is larger than the size of your fist or looks bad.

Kid free zone: 3 feet away from stove/oven

FF1 Establish and enforce a no-kids-zone in the kitchen that includes the stove and sink areas. Keep children out of these areas where they could get hurt.

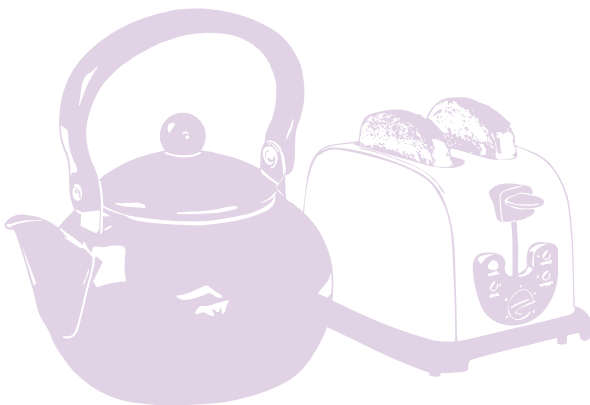
Use microwave ovens safely

FF1 All parents, grandparents, and others who take care of babies and little children need to know that foods and liquids are heated unevenly in a microwave. Because of this uneven heating, hot spots can develop in the food and scald a baby's mouth. If you do microwave baby food and formula and food for young children, be sure to stir the food, shake the bottles, and test for lukewarm temperature.

Cool a burn with cool water (for at least 3 to 5 minutes)

FF1 If you or someone at home is burned, cool the burn immediately with cool water for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Avoid using ice-cold water and ice cubes; this could cause further damage to burned skin. Never apply ointment, grease, or butter to the burned area. These materials will confine the heat of the burn to the skin and the skin cannot cool.

- *Does anyone have any questions about these topics before we move on to the living room?*
- Answer any questions and go over again any of the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.



Living Room Script

Smoke alarms should be tested monthly, and batteries replaced at least once a year

FF1

We're now going to talk about smoke alarms. Let's have a show of hands.

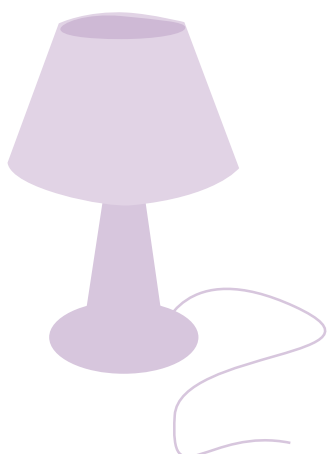
- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and inside and outside each sleeping area.
- How many of you test your smoke alarms once each month?
- How many of you have carbon monoxide detectors or combined smoke/carbon monoxide detector alarms in your home?
- Having properly installed and maintained smoke alarms considerably lowers your chances of dying in a fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of the home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time to escape.
- You should test your smoke alarms once each month and change the batteries at least once a year. Smoke alarms do not last forever. Replace smoke alarms every 10 years.
- If anyone in your household has hearing loss, consider installing a smoke alarm that uses a flashing light, vibration and/or sound to alert them to a fire. The majority of fatal fires occur when people are sleeping, and, because smoke can put people into a deeper sleep, it is important to have the necessary early warning of a fire to ensure that they wake up.
- (Optional) Demonstrate testing of a smoke alarm.
 - *Does anyone have any questions about smoke alarms?*

Identify and fix hazards in the home—frayed cords, overloaded outlets, space heaters near things that can burn, cords under rugs

FF1

DON'T overload your electrical outlets. Plug only one appliance into each electrical receptacle. Many older homes have few electrical outlets, or outlets at inconvenient places. This situation can create home fire hazards by encouraging the use of extension cords and overloaded outlets. An outlet becomes overloaded when the appliances connected to them are drawing more electrical current than the outlet can handle. When this happens, wiring can get hot and radiate enough heat to walls, paneling, etc. to cause a fire.

- Examine electrical cords on appliances regularly for signs of wear. If cords are frayed or cracked, have them replaced by a qualified electrical technician immediately. Extension cords can also fray, crack and wear out, and when they do, they become fire and electrical shock hazards. If any of your extension cords have these problems, throw them out! NEVER RUN EXTENSION CORDS UNDER RUGS OR CARPETS. When extension cords are under a carpet, walking over the rug may wear away the cord's insulation, expose the wires, and possibly set fire to the rug.
- If you use a portable space heater, keep it at least three feet from walls, furniture, curtains, or anything that might catch on fire. Remember: IF IT HEATS, 3 FEET! Also remember to turn the heater off if you leave the room or go to sleep.



Bedroom Script

Know two ways out of every room (includes having escape ladders for bedrooms on upper levels)

FF1 Always remember that every room at home should have two exits. The first exit is usually a door and the second is usually a window.

- If there are bedrooms on upper levels of the home, it is important to have escape ladders in those bedrooms. An escape ladder would be needed if the only way out of a bedroom is through a window. Home escape ladders are available at home improvement stores.
- If you have older adults or people with mobility problems in the home, consider locating their bedrooms on the first floor, rather than upstairs, especially if they can't climb down an escape ladder. If they're in a wheelchair, make sure that there's enough room for them to get through the doorways they will need to use to escape.
- Consider installing a pet door so that animals can escape by themselves if necessary

Working smoke alarms should be present on every level of home, including the basement, and outside sleeping areas and in each bedroom. It is best to have interconnected alarms. This means when one sounds, they will all sound

FF1 We talked about smoke alarms when we were in the living room, but it's good to talk about them again in the bedroom. Many people believe that if they ever had a fire, they would be awakened by the smell of smoke in time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns. Smoke alarms should be present in each bedroom and outside of sleeping areas. Also, you should have working smoke alarms on every level of the home, including the basement.

- It would be safest to have all of the smoke alarms in your home interconnected, so if one alarm sounds they all sound.

Additional Messages and Activities

Use activities in the kitchen, living room, and bedroom/bathroom as written to provide adults with a basic fire safety education lesson. If you have more time to spend with them, you can provide additional information by adding one or more of these messages to your lesson. You can also make the lesson more effective by demonstrating the desired behavior (for example, saying “Put a grease fire out by sliding the lid over the pan” and demonstrating how this is done) and then have two or three adults repeat what you’ve demonstrated. Even better, if you have time, would be to have all of the adults repeat what you’ve demonstrated.

Have a home escape plan and practice it with your entire family at least twice a year



If you have a fire in your house, will you know what to do? If you develop and practice a home escape plan, you can increase your chances of escaping from a fire without injury. Practicing your escape before a fire strikes will prepare you and your family to get out faster. Remember to have two ways to get out of each room. And remember to practice your plan at least twice a year.

- During your planning, think about any young children, older adults, or family members who have difficulty moving or may need help getting out of the home. Assign someone to assist them in the fire drill and in the event of an emergency. Children and older adults often sleep through alarms—plan for this. Assign a backup person too, in case the primary person is not home during the emergency. If needed, make sure all exits are accessible for walkers or wheelchairs. Also consider locating their bedrooms on the first floor, rather than upstairs, especially if they can’t climb down an escape ladder. Consider installing a pet door so that animals can escape by themselves if necessary
- In developing your escape plan, check to make sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too difficult to open quickly. Doors and windows should be able to be unlocked quickly and easily so they can’t trap you inside. You won’t have time to struggle with a stuck window or move heavy furniture to clear your escape path in a real emergency, so get rid of these obstacles BEFORE you have a fire. Also, if you have security bars on your doors and windows, make sure they have emergency release devices inside so that they can be opened quickly in an emergency.

- As part of your escape plan, establish a meeting place outside where you and all other members of your family can wait for the fire department.
- If you need help developing an escape plan, call your fire department's non-emergency number, they should be able to help you.

The temperature of your home's water should not be above 120 degrees

FF1 To prevent hot water burns in your kitchen or bathroom, set your water heater's thermostat to 120 degrees Fahrenheit or lower. Maintaining a constant thermostat setting can help control the water temperature throughout your home—preventing it from getting too high.

Sleep with bedroom door closed

This is optional—your decision to teach this topic should be made at the local level, because there is no national or standard message in place regarding this topic.

Smoking Risk

FF1 People who smoke should attempt to quit. The US Department of Health and Human Services, National Institutes of Health, and National Cancer Institute provide a free helpline (1-800-Quit Now) for smokers who want to quit and need help doing so. Those who continue to smoke should do so outside the house. However, people who smoke indoors may reduce their risk of injury from home fires by following several recommendations:

- Use deep, sturdy ashtrays that are set on something secure and hard to ignite, such as an end table.
- Douse cigarette and cigar butts in water, or extinguish them with sand, before dumping them in the trash.
- Do not allow smoking in a home where oxygen is used.
- Never smoke in bed or leave burning cigarettes unattended.
- Do not smoke if sleepy, drinking, or using medicine or other drugs.
- Use fire-safe cigarettes, where available.

Hazards of Household Chemicals

FF1 Dangerous chemicals are not just found in factories and labs. Every home has dangerous chemicals. These include pesticides, fertilizer, old car

batteries, anti-freeze, oil and gasoline, paints and solvents and ordinary household cleaning supplies that are usually kept under the sink in the kitchen or bathroom. A leak or spill can create a dangerous health hazard. Spilled or leaked chemicals can also mix together and create toxic fumes, or even start a fire. Firefighters and emergency responders have to take special precautions and wear protective equipment (respirators and eye protection) when dealing with chemical fumes in confined spaces. It's the same in your house or garage.

- Take time to look for chemical hazards in your house and garage. Make sure that they are stored safely, up and away, out of the reach of young children and pets. You should keep them in their original container, make sure that the containers have child resistant caps and are not leaking. These should never be allowed to mix because some can create deadly gases or fires.

Summary: Fire Safety Trailer

FF1

ASK if anyone has any questions about what was covered or other fire safety issues. Provide clarification or reinforcement of messages as needed. When finished, thank the participants for touring the fire safety trailer and ask them to meet up with FF3 when they exit the trailer.

- REVIEW the messages for Adults

FF3

HAND OUT extenders:

- Smoke Alarm Guide
- Fire Safety Babysitter Handout
- Bookmarks
- Take Home Inspection Checklist

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TEACHING TOOLS

When presenting to **older adults**, you may find some individuals who have strong opinions about certain topics. Encourage discussion and try to demonstrate how the topics in these lessons could affect them personally if they are not prepared. Keep in mind the following teaching tips for this age group:



Lesson Length: 20 minutes

DO...	DO NOT...
Use storytelling - encourage sharing experiences & introduce some of your own.	Assume adults have prior knowledge.
Assess your group to find out what they know.	
Make your talk interactive and ask them questions. Positively acknowledge good answers and successful participation.	Talk down to adults.
Encourage questions and discussion to make sure they understand "why" they should practice these behaviors.	

Learning Objective

Older adult visitors to the trailer will learn fire safety behaviors that can reduce their risks of having a fire or suffering a fire-related injury or fatality.

Learning Areas

- Fire prevention
- Burn/injury prevention
- Fire escape planning

Key Fire Safety Messages for Use in the Trailer

Kitchen



- Put a grease fire out by sliding the lid over the pan.
- Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures.
- Keep pot handles turned in.
- Wear short or tight fitting sleeves when you are cooking.
- Kid and pet free zone: 3 feet away from stove/oven at all times so that you don't trip over them.
- Use microwave ovens safely.
- Cool a burn with cool water (for at least 3 to 5 minutes)

Living Room



- Smoke alarm batteries should be tested monthly, and batteries replaced at least once a year.
- Avoid trip and fire hazards in home—frayed cords, overloaded outlets, space heaters near things that can burn, cords under rugs.

Bedroom



- Working smoke alarms should be present on every level of home, including the basement, and outside sleeping areas and in each bedroom.

Additional Messages (to be taught in living room, bedroom, or outside trailer)

- Create an escape plan according to your abilities.
- Temperature of your home's water should not be above 120 degrees.
- Sleep with bedroom door closed (optional—decision to teach this topic should be made at the local level, as there is no standard messaging in place).
- Hazards of household chemicals.
- Smoking Risk.

Resources Needed for Lesson

Extenders:

- Microwave Safety
- Smoke Alarm Guide
- Fire Safety Checklist
- Bookmarks

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

Do not carry, eat or drink hot items when holding children.

Test hot foods and liquids before serving them to children.



What age groups are at highest risk of injury or death from fire?

- Allow visitors to answer. (Young children and older adults have the highest risks).
- Older adults are at a particularly high risk for injury and death from home fires. They are more vulnerable in a fire than the general population due to a combination of factors including mental and physical frailties, greater use of medications, and elevated likelihood of living in a poverty situation. Some older adults may need more time to escape from a fire area, and may need help from others to do so. Today, we are going to talk about some things you can do to protect yourself and those you care about from fires and burns, and to give yourself the extra time you may need to escape a fire. Some of the things we will talk about are cooking safety, smoke alarms, electrical safety, and space heaters.
- What steps can you take to reduce your risk of fire and fire-related injury in the kitchen?
- Allow visitors to respond, then go over key points below.

Keep an eye on what you fry. Never leave the kitchen when you are cooking at high temperatures



Cooking fires are a leading cause of property loss and cause many injuries each year. One of the main reasons for this is that people leave the stove while they are cooking, or do not pay attention to what they are doing. Stay in the kitchen when you are frying, grilling, or broiling food. Avoid talking on the phone or texting. If you have to leave the kitchen, even for a short period of time, turn off the stove and all cooking appliances, like the toaster oven.

Put a grease fire out by sliding the lid over the pan

FF1 If you have a grease fire in a pot or pan, turn off the burner and use a large lid or cookie sheet to smother the fire. Don't plop the lid on from above; instead, carefully slide the lid onto the pan from one side. [*FF1 demonstrates how to correctly slide the lid on to the pot to extinguish the flame.*] Make sure to wear an oven mitt or use a potholder to protect your hand when you do this. NEVER pour water on an oil or grease fire.

Turn pot handles in. Wear short sleeves or tight fitting sleeves when cooking

FF1 When using pots and pans, turn handles inward, toward the center of the stove, so it's less likely that anyone will pull or accidentally knock them over. [*FF1: demonstrates technique.*] The contents of a hot pan or a falling piece of hot cookware could easily result in painful burns, so turn handles inward, away from danger. You should also keep hot foods and liquids away from the edges of tables and counters where they can be easily knocked over.

- Wear short sleeves or tight fitting sleeves when cooking. If you are wearing loose sleeves, roll them back or fasten them with pins or elastic bands while cooking. If fire gets on your clothing, don't panic—stop where you are, gently lower yourself to the ground, and cover your face and roll to put out the fire. Cool the burn with cool water for 3-5 minutes and get help.

Kid and pet free zone: 3 feet away from stove/oven at all times

FF1 When your grandchildren or other young children are visiting, establish and enforce a kids-free zone in the kitchen that includes the stove and sink areas. Keep children out of these areas where they could get hurt. Train your pets not to circle around you or walk between your legs while you are cooking. Falling down in the home is one of the leading causes of injury for older adults.

Use microwave ovens safely

FF1 Foods and liquids are heated unevenly in the microwave. Microwaving baby food and formula is not recommended because uneven heating can create hot spots in the food and scald a baby's mouth. If you do microwave baby food and formula, or other foods for young children, be sure to stir

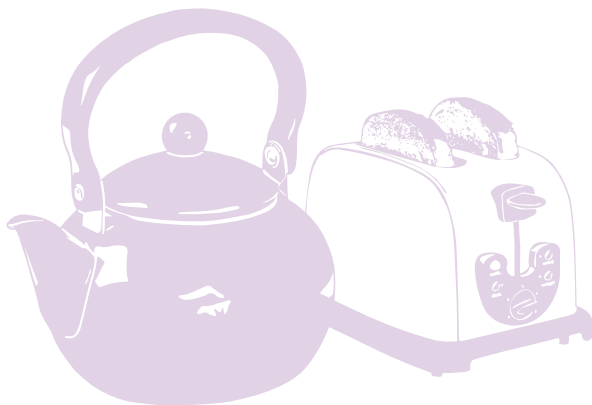
the food thoroughly, shake the bottles, and test for lukewarm temperature before giving them to children.

Cool a burn with cool water (for at least 3 to 5 minutes)

FF1

If you or someone at home is burned, cool the burn immediately with cool water. Use cool water on the burn for at least 3 to 5 minutes to prevent further injury. Afterwards, put a clean, dry cloth on the burn. Avoid using ice-cold water and ice cubes; this could cause further damage to burned skin. Never apply ointment, grease, or butter to the burned area. These materials will confine the heat of the burn to the skin and the skin cannot cool.

- *Does anyone have any questions about these topics before we move on to the living room?*
- Answer any questions and go over again any of the above messages if there seems to be anything that is unclear. If there are no questions, go to the living room.



Living Room Script

Smoke alarms should be tested monthly, and batteries replaced at least once a year

FF1

We're now going to talk about smoke alarms. Let's have a show of hands.

- If you have smoke alarms installed in your home, raise your hand.
- Raise your hand if you have smoke alarms on each level of your home and inside and outside each sleeping area.
- How many of you test your smoke alarms once each month?
- How many of you have carbon monoxide detectors or combined smoke/carbon monoxide detector alarms in your home?
- Having properly installed and maintained smoke alarms considerably lowers your chances of dying in a fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of the home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time to escape. It is always a good idea to have someone else test your smoke alarm while you are sleeping to ensure it will wake you in the event of a fire. If your smoke alarm doesn't wake you, consider getting an alarm with a special bed-shaking feature or strobe light.
- You should test your smoke alarms once each month and change the batteries at least once a year.
- If anyone in your household has hearing loss, consider installing a smoke alarm that uses a flashing light, vibration and/or sound to alert them to a fire. The majority of fatal fires occur when people are sleeping, and, because smoke can put people into a deeper sleep, it is important to have the necessary early warning of a fire to ensure that they wake up.
- (Optional) Demonstrate how to test a smoke alarm.
 - *Does anyone have any questions about smoke alarms?*

Avoid trip and fire hazards in home—frayed cords, overloaded outlets, space heaters near things that can burn, cords under rugs



Let's talk about things that can make you trip and fall. Did you know that falling down in the home is one of the leading causes of injury and death among older adults? If you have to walk around furniture to cross a room, ask someone to move the furniture so your path is clear. If you have throw rugs on the floor, remove them or use double-sided tape or a non-slip backing so they won't slip and cause you to fall. If there are papers, books, towels, shoes, magazines, boxes, blankets, or other objects on the floor, pick them up; always keep objects off the floor! If you have to walk over or around wires or cords (like lamp, telephone, or extension cords), coil or tape cords and wires next to the wall so you can't trip over them (or, if needed, have an electrician put in another outlet).

- **DON'T** overload your electrical outlets. Plug only one appliance into each electrical receptacle. Many older homes have few electrical outlets, or outlets at inconvenient places. This situation can create home fire hazards by encouraging the use of extension cords and overloaded outlets. An outlet becomes overloaded when the appliances connected to them are drawing more electrical current than the outlet can handle. When this happens, wiring can get hot and radiate enough heat to walls, paneling, etc. to cause a fire.
- Examine electrical cords on appliances regularly for signs of wear. If cords are frayed or cracked, have them replaced by a qualified electrical technician immediately. Extension cords can also fray, crack and wear out, and when they do, they become fire and electrical shock hazards. If any of your extension cords have these problems, throw them out! **NEVER RUN EXTENSION CORDS UNDER RUGS OR CARPETS.** When extension cords are under a carpet, walking over the rug may wear away the cord's insulation, expose the wires, and possibly set fire to the rug.
- If you use a portable space heater, keep it at least three feet from walls, furniture, curtains, or anything that might catch on fire. Remember: **IF IT HEATS, 3 FEET!** Also remember to turn it off when you leave the room or go to sleep.

Bedroom Script

Working smoke alarms should be present on every level of a home, including the basement, and outside sleeping areas and in each bedroom (interconnected if possible)

FF1 We talked about smoke alarms when we were in the living room, but it's good to talk about them again in the bedroom. Many people believe that if they ever had a fire, they would be awakened by the smell of smoke in time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns. Smoke alarms should be present in each bedroom and outside of sleeping areas. Also, you should have working smoke alarms on every level of the home, including the basement.

- It would be safest to have all of the smoke alarms in your home interconnected, so if one alarm sounds they all sound.
- If you use a portable space heater, keep it at least three feet from walls, furniture, curtains, or anything that might catch on fire. Remember: **IF IT HEATS, 3 FEET!**
- If you have limited mobility and don't think you can climb out the window and down a safety ladder, you may want to consider moving your bedroom to the ground floor of your home. If you are mobile enough to use one, purchasing a safety ladder for the second floor is a wise investment.



Additional Messages and Activities

Create an escape plan around your abilities



If fire breaks out in your house, will you know what to do? If you develop and practice a home escape plan, you can increase your chances of escaping from a fire without injury. Practicing your escape before a fire strikes will prepare you to get out faster. You should consider your capabilities when planning escape routes. Have two ways to get out of each room and if needed, make sure all exits are accessible for walkers or wheelchairs. EMPHASIZE: In some cases, something may prevent you from exiting your home or apartment building. Close all doors between you and the fire. Use towels or blankets to seal the door cracks and cover air vents to keep smoke from coming in. If possible, open your windows at the top and bottom so fresh air can get in. Call the fire department to report your exact location. Wave a flashlight or light-colored cloth at the window to let the fire department know where you are located.

- In developing your escape plan, check to make sure that no windows are painted or locked shut; that no furniture blocks any exit door; and that there are no deadbolt locks that are too difficult to open quickly. Doors and windows should be able to be unlocked quickly and easily so they can't trap you inside. You won't have time to struggle with a stuck window or move heavy furniture to clear your escape path in a real emergency, so get rid of these obstacles BEFORE you have a fire. Also, if you have security bars on your doors and windows, make sure they have emergency release devices inside so that they can be opened quickly in an emergency.
- As part of your escape plan, establish a meeting place outside where you and all other members of your family can wait for the fire department.
- If you need help developing an escape plan, call your fire department's non-emergency number, they should be able to help you. Remember: PLAN AHEAD AND STAY ALIVE!

The temperature of your home's water should not be above 120 degrees

FF1 To prevent hot water burns in your kitchen or bathroom, set your water heater's thermostat to 120 degrees Fahrenheit or lower. Maintaining a constant thermostat setting can help control the water temperature throughout your home—preventing it from getting too high.

Sleep with your bedroom door closed

This is optional—your decision to teach this topic should be made at the local level, because there is no national or standard message in place regarding this topic.

Smoking Risk

FF1 Smoking-related fires are the number-one cause of fire fatalities among older adults. Research shows that older adults are more vulnerable to fire-related injuries or death because skin tends to be thinner, reflexes are slower to escape a fire, and medications often make people more drowsy. People who smoke should attempt to quit. The US Department of Health and Human Services, National Institutes of Health, and National Cancer Institute provide a free helpline (1-800-Quit Now) for smokers who want to quit and need help doing so. Those who continue to smoke should do so outside the house. However, people who smoke indoors may reduce their risk of injury from home fires by following several recommendations:

- Use deep, sturdy ashtrays that are set on something secure and hard to ignite, such as an end table.
- Douse cigarette and cigar butts in water, or extinguish them with sand, before dumping them in the trash.
- Do not allow smoking in a home where oxygen is used.
- Never smoke in bed or leave burning cigarettes unattended.
- Do not smoke if sleepy, drinking, or using medicine or other drugs.
- Use fire-safe cigarettes, where available.

Hazards of Household Chemicals

FF1 Dangerous chemicals are not just found in factories and labs. Every home has dangerous chemicals. These include pesticides, fertilizer, old car batteries, anti-freeze, oil and gasoline, paints and solvents and ordinary household cleaning supplies that are usually kept under the sink in the

kitchen or bathroom. A leak or spill can create a dangerous health hazard. Spilled or leaked chemicals can also mix together and create toxic fumes, or even start a fire. Firefighters and emergency responders have to take special precautions and wear protective equipment (respirators and eye protection) when dealing with chemical fumes in confined spaces. It's the same in your house or garage.

- Take time to look for chemical hazards in your house and garage. Make sure that they are stored safely, up and away, out of the reach of young children and pets. You should keep them in their original container, make sure that the containers have child resistant caps and are not leaking. These should never be allowed to mix because some can create deadly gases or fires.

Activities

You can also add other activities to the tour, including the following:

- Lecture, question and answer.
- Demonstrate testing of smoke alarm.
- If your fire department has a smoke alarm installation program or free/low cost alarms, distribute the information to those who indicate they do not have working smoke alarms.
- Show *Remembering When* if television and video player are available (see Section 7—Resources for recommendations of additional online videos).
- Discuss fall prevention (see **Fall Prevention Checklist**)
- Demonstrate how to get a wheelchair down a flight of stairs.

Fall Prevention Checklist:

1. Exercise regularly to improve balance and coordination leg strength.
2. Have your pharmacist or healthcare provider check all your medicines. Some medicines can make you sleepy or dizzy.
3. Have your vision checked at least once a year by an eye doctor and update your eyeglass prescription.
4. Keep paths free and clear. Remove tripping hazards such as throw rugs, cords and other objects from the floor.
5. Keep items you frequently use on easy to reach cabinet shelves.
6. Use a stepstool with a handle.
7. Install grab bars and non-skid mats inside and outside the tub or shower area and next to the toilet for added safety.
8. Use nightlights in the bathroom and in the hallway from the bedroom to the bathroom.
9. Get up slowly after you sit or lie down.
10. Wear shoes both inside and outside the house. Avoid going barefoot or wearing slippers.
11. Improve the lighting in your home. Florescent bulbs are bright and cost less to use.
12. Keep lighting in a room uniform. Add lighting to dark areas. Hang lightweight curtains or shades to reduce glare.
13. Keep steps and stairways clear of objects and well lit. Be sure that carpet or treads are firmly in place. Put handrails on both sides of stairs.
14. Paint a contrasting color on the top edge of all steps so you can see the stairs better. For example, use light color paint on dark wood.
15. Train your pets not to circle you or walk between your legs.

Summary: Fire Safety Trailer

FF1

ASK if anyone has any questions about what was covered or other fire safety issues. Provide clarification or reinforcement of messages as needed. When finished, thank the participants for touring the fire safety trailer and ask them to meet up with FF3 when they exit the trailer.

- REVIEW the messages for Older Adults

FF3

HAND OUT extenders:

- Microwave Safety
- Smoke Alarm Guide
- Fire Safety Checklist
- Bookmarks



Once students and visitors have finished the fire safety trailer tour and educational presentation, it is important to equip them with reinforcing materials (extenders) that can be reviewed to help them put into practice the fire safety behaviors they have learned. This section includes tips for implementing fire prevention strategies at home and in the classroom. The use of age-appropriate extenders can help participants to learn, retain, and put into action the lessons they have seen presented in the fire safety trailer.

Tips to Reinforce Fire Safety Messages

Tips for Teachers:

Ask students if they know what fire hazards are and if they can name things in the home that might be considered a fire hazard. For example:

In the kitchen:

- towel too close to the stove top,
- child cooking alone,
- pot handle turned in the wrong direction—it should be turned to the center of the stove to prevent burns, or
- smoke alarm battery missing in hallway.

In the living room:

- overloaded electrical outlet,
- candle too close to upholstered materials and left unattended,
- T.V. left on and unattended,
- mesh screen missing from in front of the fireplace,
- newspapers left too close to the fireplace where a spark could ignite them, or
- smoke alarm battery missing.

In the bedroom:

- clothing draped over lamp where it could start to burn,
- an object placed on a space heater where it could start to burn,



- space heater left on when no one is in the room,
- clothing left too close to the space heater where it could catch fire, or
- smoke alarm battery missing.

Explain that these are dangerous things that could be in anyone's home. Ask students if they know why it is important to identify and correct fire hazards in the home. Students will probably conclude it is important in order to prevent a fire in the home and to prevent their families from being hurt in a fire. Stress that some hazards may not seem dangerous, such as overloaded extension cords, but that they could cause a fire when they least expect it. Tell them that fire hazards are especially dangerous at night, when no one is awake to notice that a fire has started.

Tips for Parents:

A. Home Fire Escape Drill for Parents

Using the escape map or plan (see map/plan on page 5-55), ask your child to lead you out of their bedroom and then your home, practicing both ways out of each. To simulate escaping from a fire-like environment, have your child practice escaping from his/her bedroom with their eyes closed. As you practice the plan, reinforce the following safety tips along the way:

- Crawl low to avoid heat and smoke.
- Feel doors with the back of your hand before opening them. Do not open the door if it feels hot—use your second exit—get out fast.
- Meet outside and then call 9-1-1 for help.
- Stay outside no matter what—don't go back for anything.

B. Home Fire Safety Drill for Parents

Accompany your child from room to room in your home, looking for possible safety hazards. When the child identifies one, talk about why it could be a hazard, and what can be done to correct it. Emphasize with your children that if they see fire hazards, they should tell you – children should not try to correct them themselves. Electricity and fire can be dangerous things, and children should ask adults to manipulate electrical cords, electrical equipment, etc.



Lesson Materials

The following tables provide resources that will be required for delivery of the lesson plans, as well as resources that can be used to reinforce the lesson presented. The following information is found in each table:

- thumbnail of resource
- name of resource
- description
- page number

Lesson Resources

Thumbnail Image	Name	Description	Page Number
	Posters	Kitchen, bedroom, and living room illustrations on posters designed to help educate on fire hazards	5–11
	Hot and Cold Objects cards	Flashcards for use with teaching hot and cold objects lessons	5–17
	Burn Treatment Cards	Flashcards for use with teaching what to do in case of a burn	5–23
	Smoke Alarm Cards	Flashcards for use with teaching about smoke alarms	5–25

Thumbnail Image	Name	Description	Page Number
	Matches and Lighter Cards	Flashcards for use with teaching about not touching matches or lighters	5–27
	Tell a Grown up Sequence Cards	Flashcards for use with teaching about what to do if you see matches or lighters	5–29
	Crawl Low Under Smoke	Flashcards for use with teaching about what to do if you see or smell smoke	5–31
	Stop, Drop and Roll Cards	Flashcards for use with teaching about what to do if your clothes catch fire	5–33

Lesson Extenders

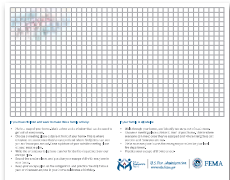
General Audience

Thumbnail Image	Name	Description	Page Number
	Fire Safety Pocket Guide	Fire Safety Trailer Key Messages Pocket Guide for educators. Key fire safety messages for each room of the trailer that can be taught	5–35



Thumbnail Image	Name	Description	Page Number
	Fire Safety Babysitter Handout	Babysitter handout with safety tips for caregivers	5–39
	Sample Pictogram	Sample Pictogram showing what to do if your fire alarm goes off for low literacy	5–43
	Bookmarks	Series of bookmarks with fire safety education tips	5–45

Children

Thumbnail Image	Name	Description	Page Number
	Fire Escape Map	Escape Map/Plan for children/adolescents	5–55
	Member Badges	Fire Safety Team Member Badge for children	5–57
	Discovery Through Play	Sample games to play during the tour or in the classroom	5–59

Thumbnail Image	Name	Description	Page Number
	9-1-1 Poster for Children	9-1-1 Poster for children	5–61
	Journal Ideas for Elementary Students	Journal Ideas: writing a letter to a parent on fire safety	5–63
	Calendar	Monthly calendar that includes fire safety education messages	5–65
	Greeting Card	Sample Greeting card with education messages	5–79
	My Phone/My Address worksheet	My Phone/My Address worksheet	5–83
	Fire Safety Picture Frames Craft	Template for doing a fire safety picture frames craft	5–85



Thumbnail Image	Name	Description	Page Number
	Word Matching	Picture/word matching worksheet	5–89
	Fun with Words	Fun with Words—adjectives for firefighting vocabulary	5–91
	Activity Booklet	Sesame Street FEMA Fire Safety Station www.usfa.fema.gov	Online

Adolescents

Thumbnail Image	Name	Description	Page Number
	Writing Activity	Journal Ideas for Classroom Students	5–93
	Role Playing Activity	Fire and Burn Scenarios to reinforce lessons learned	5–95
	Poster Contest	Sample Poster Design Contest	5–99



Thumbnail Image	Name	Description	Page Number
	Smoke Alarm Checklist	Smoke Alarm Safety Checklist for adolescents www.nfpa.org	Online
	Take Home Guide	Take Home Inspection Checklist www.sparky.org/PDF/SparkyChecklist.pdf	Online
	Website link to online fire safety education games	Hamilton Township Fire Dept. www.grovevillefire.com/kids_corner/kids_corner.php	Online

Adults

Thumbnail Image	Name	Description	Page Number
	Microwave safety handout	Using your microwave oven safely	5-101
	Campus Fire Safety	Get Out and Stay Alive – Fire safety for college campus www.usfa.fema.gov	Online



	Smoke Alarm Guide	Smoke Alarm Guide for adults www.nfpa.org/assets/files//PDF/Research/SmokeAlarmsSafetyTips.pdf	Online
	Door Hanger	Door hanger with fire safety tips – FEMA www.usfa.fema.gov	Online

Older Adults

Thumbnail Image	Name	Description	Page Number
	Fire Safety Checklist for Older Adults	A checklist of items older adults can use to ensure their home is safe. www.usfa.fema.gov	Online
	Fire Safe Seniors Toolkit	Toolkit available for download. Contains materials specifically for older adults. www.usfa.fema.gov	Online

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Posters



Fire Safety Poster Talking Points

Bedroom Poster Talking Points

- Get Out and Stay Out!
- Home Escape Plan
- Feel the Door for Heat
- Stay Low and Go

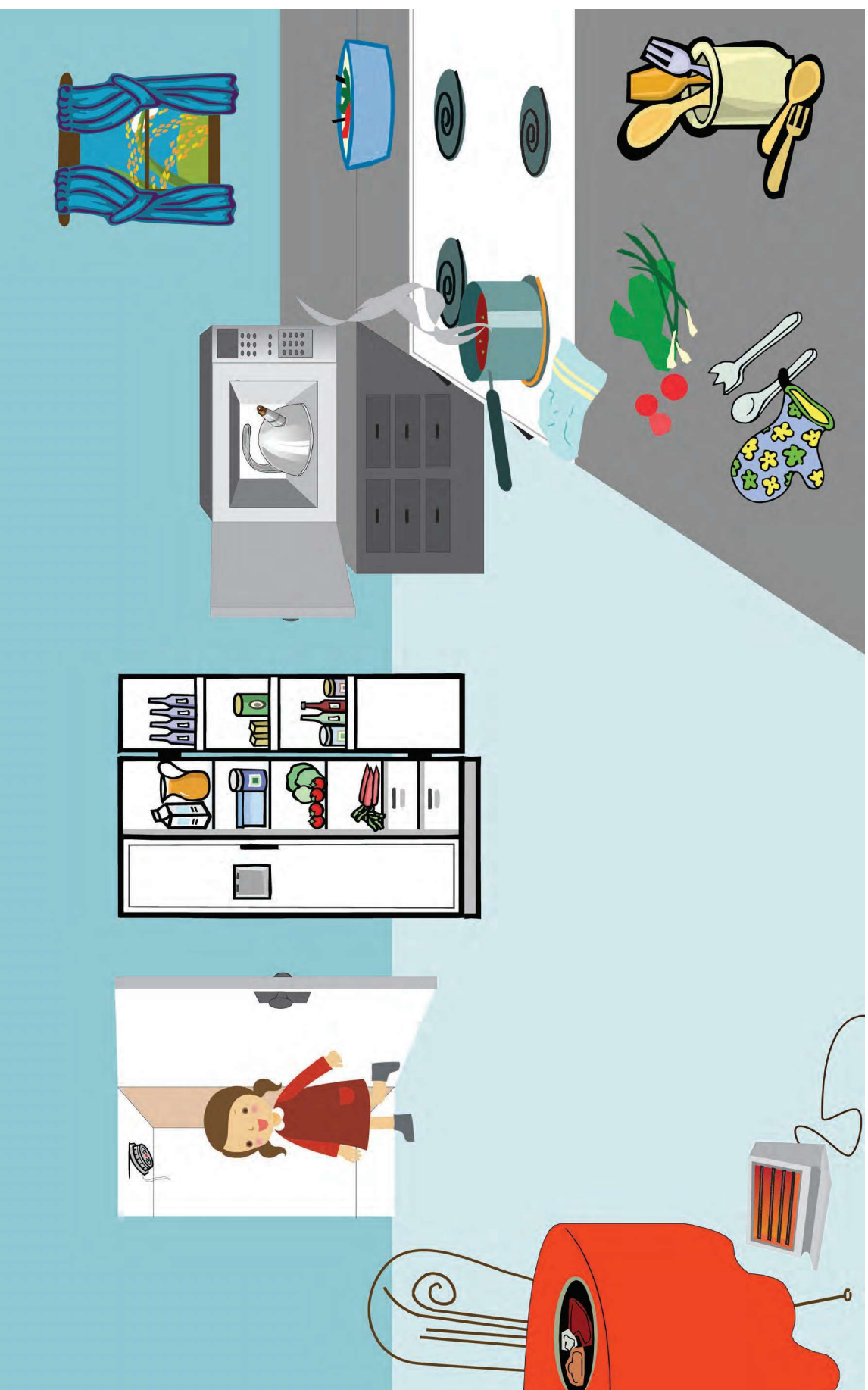
Kitchen Poster Talking Points

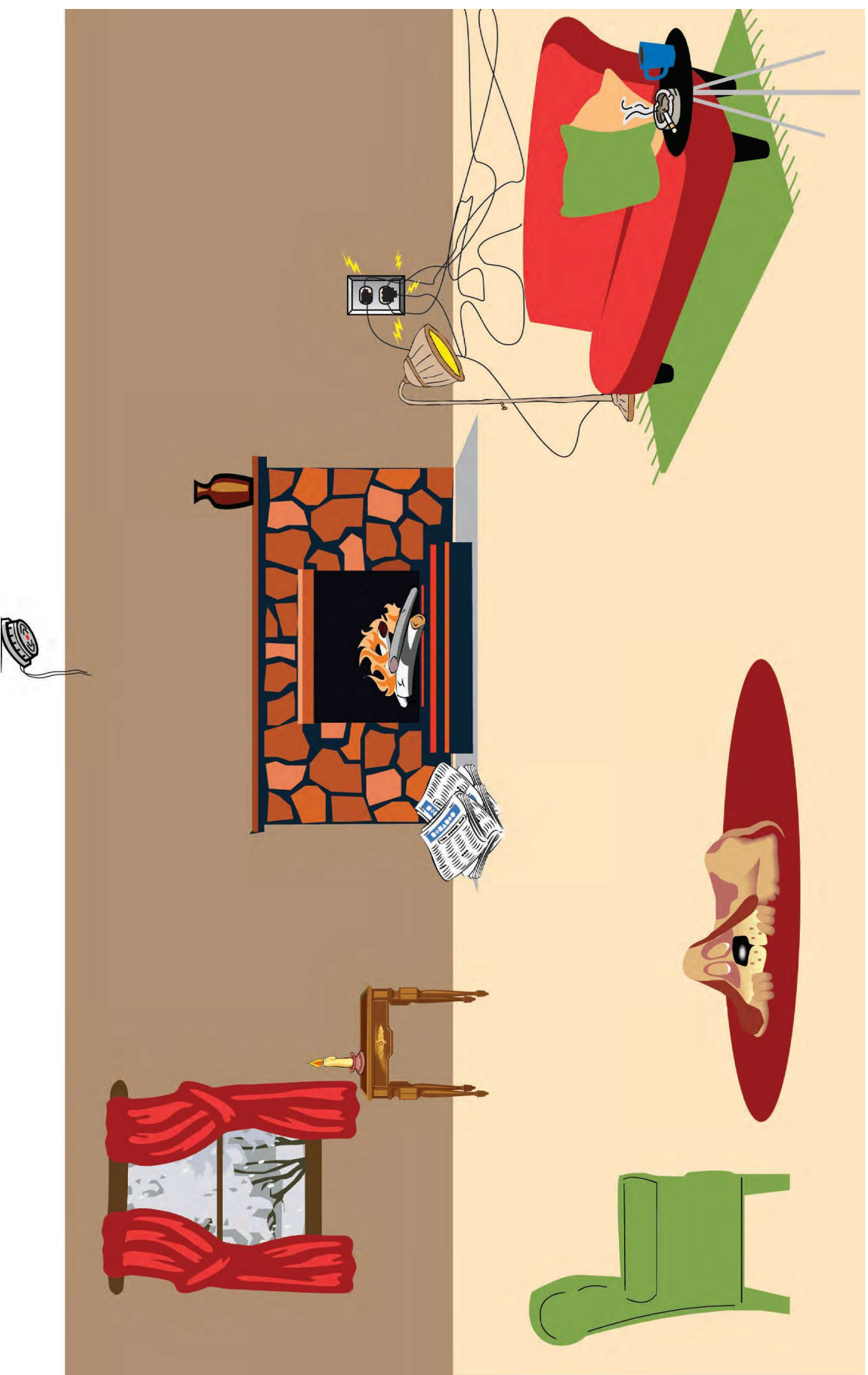
- Don't Leave Cooking Food Unattended
- Wear short sleeves or tight fitting sleeves when cooking
- Keep the Cooking Area Clear of Items That Could Catch Fire
- Be Prepared: Know What to Do if a Fire Starts
- Establish a Kid-Free Zone
- Turn Pot Handles in
- Microwave Safety

Living Room Poster Talking Points

- Calling 9-1-1 – Get out and call from a neighbor's phone
- Smoke Alarms
- Smoking
- Candle Safety
- Heating Safety
- Electrical Safety



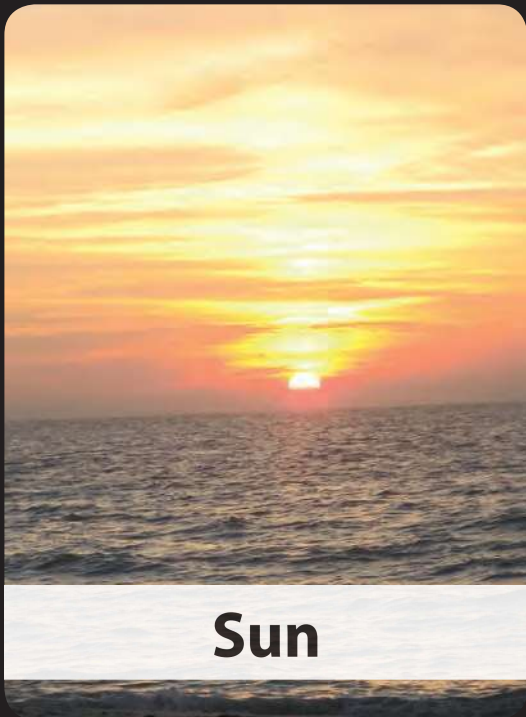




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Hot and Cold Objects Cards





Sun



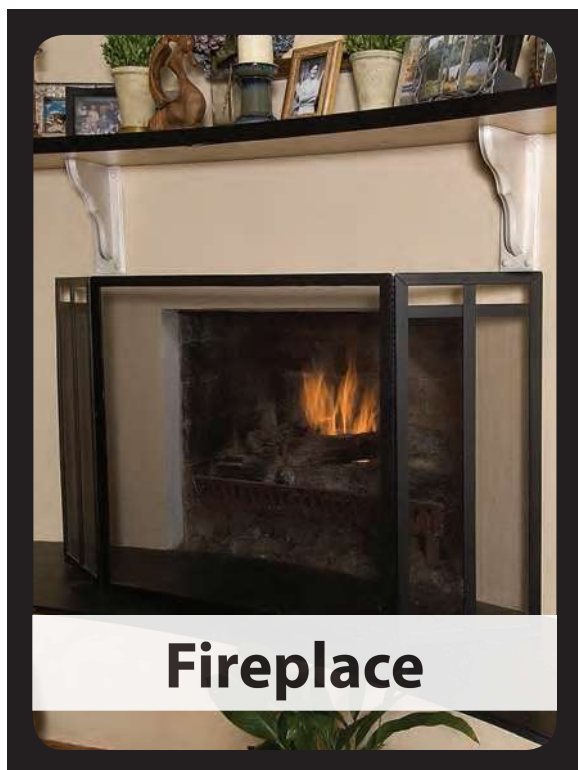
Fire



Iron



Flat Iron



Fireplace



Grill



Soup



Cigarette



Oven



Burner



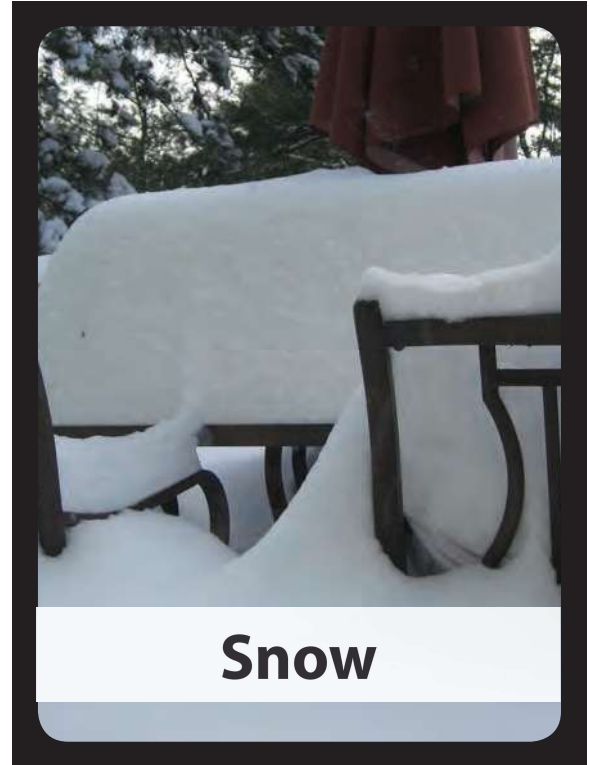
Coffee



Ice Water



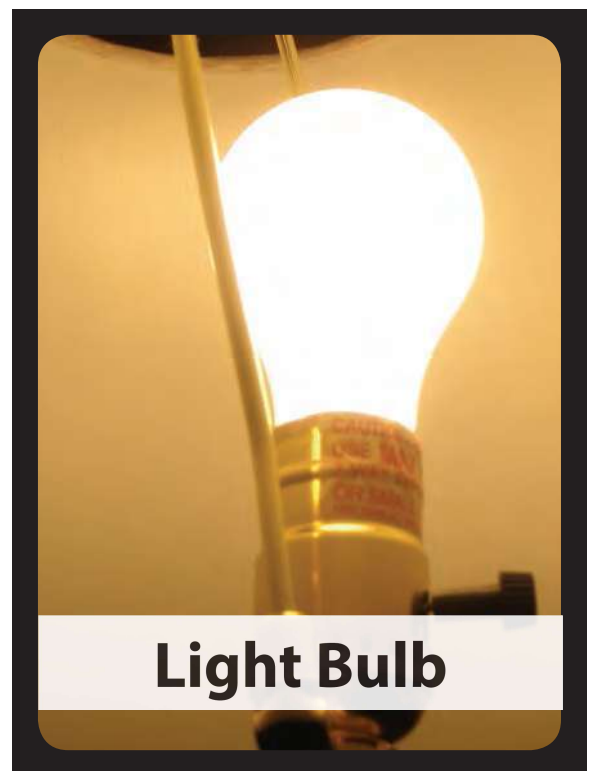
Refrigerator



Snow



Candle



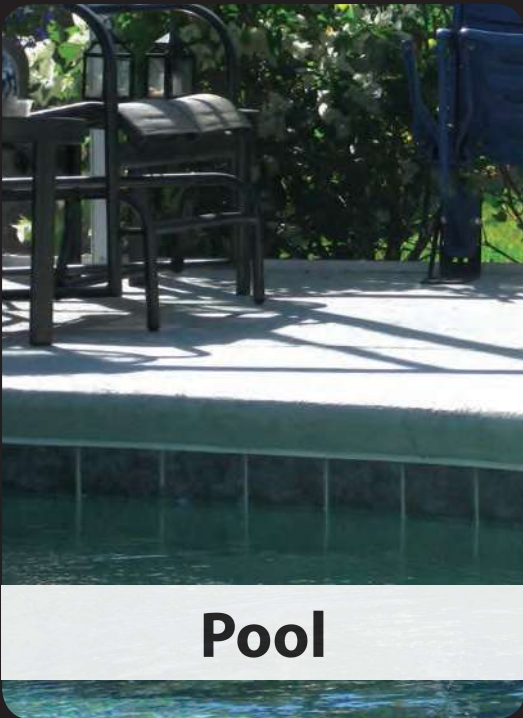
Light Bulb



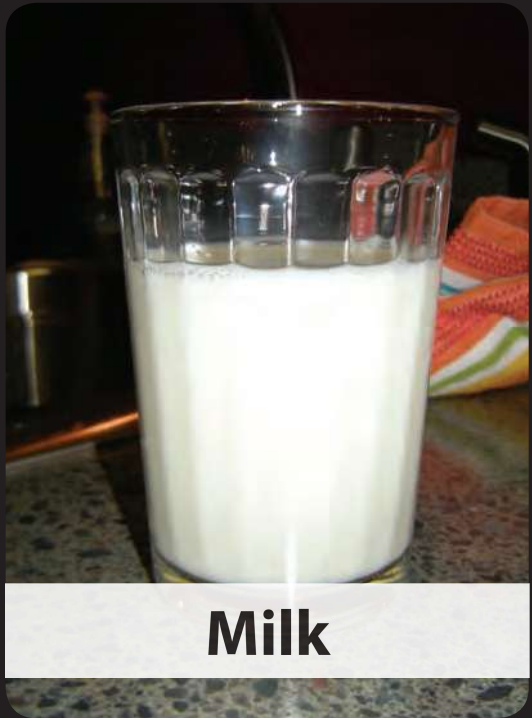
Ice Cream



Icicle



Pool



Milk

Burn Treatment Cards

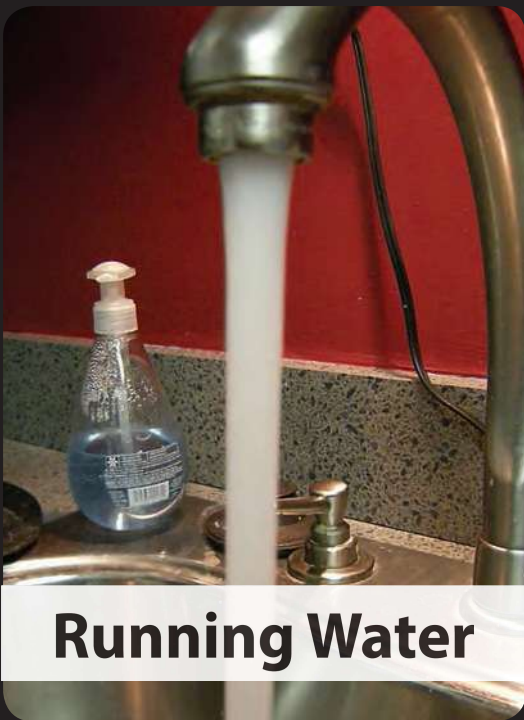




Bandage



Medicine



Running Water



Washcloth

Smoke Alarm Cards





Smoke Alarm



**Carbon Monoxide
Detector**

Matches and Lighter Cards





Book of Matches



Box of Matches



Lit Match



Lighter

Tell a Grown Up Sequence Cards





Child sees lighter but does not touch



Child tells grown-up about lighter



Grown-up picks up lighter



Grown-up puts lighter out of reach

Crawl Low Under Smoke Cards

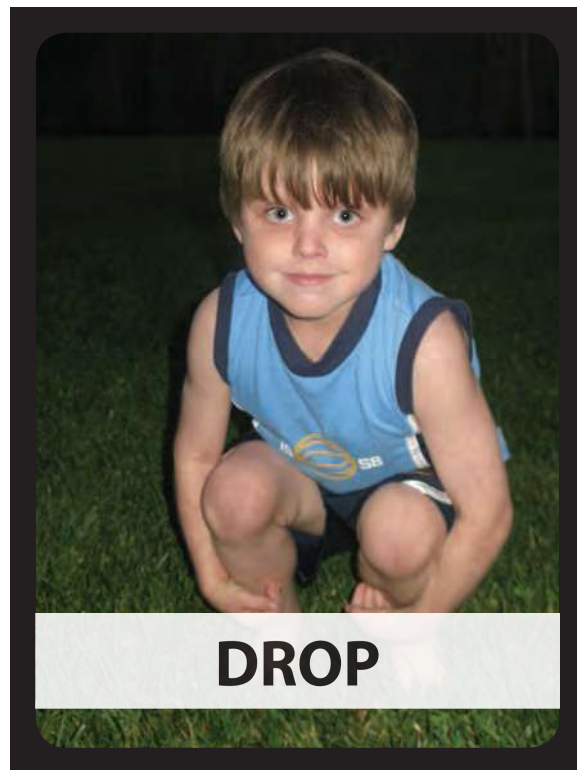




Crawl low under smoke

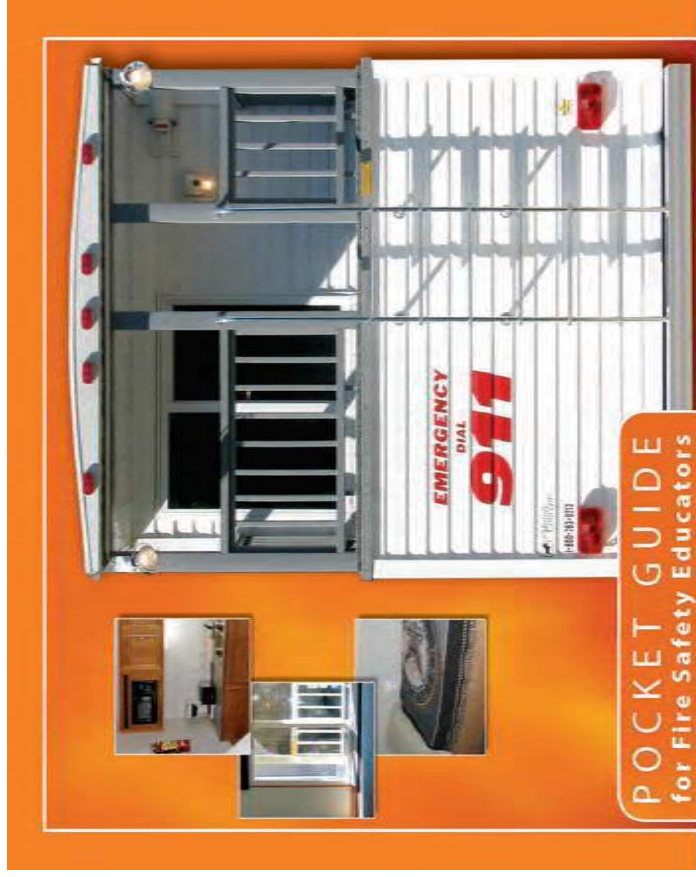
Stop, Drop and Roll Cards





Fire Safety Pocket Guide





POCKET GUIDE
for Fire Safety Educators

FIRE SAFETY TRAILER

KEY MESSAGES



- ↑ Stay away from hot things that **HURT**
- ↑ Cool a burn with **COOL WATER** for at least 3-5 minutes
- ↑ Stay **THREE** feet away from oven/stove
- ↑ Firefighters are your friends
- ↑ Touch the door with the **BACK** of your hand before opening
- ↑ Know **TWO** ways out of every room
- ↑ Use microwave **SAFELY**
- ↑ Only cook with an **ADULT'S** supervision
- ↑ Keep pot handles turned **IN**
- ↑ **NEVER** leave cooking unattended
- ↑ Put a grease fire out by **SLIDING** a lid or **COOKIE SHEET** over the pan
- ↑ Temperature of water at home should not be above **120 DEGREES**



LIVING ROOM

- ➔ Know what a smoke alarm **LOOKS** like and **SOUNDS** like
- ➔ **NEVER** touch or play with matches or lighters
- ➔ Tell a **GROWN-UP** if you find matches or a lighter
- ➔ Talk to your **PARENTS** about testing and changing the batteries in your smoke alarm
- ➔ **STOP, DROP** and **ROLL** if fire gets on your clothes
- ➔ If you notice fire or tripping hazards in your home, tell an **ADULT**
- ➔ Working smoke alarms should be **PRESENT** on **EVERY** level of the home, and outside sleeping areas, in every bedroom, and in the basement



BEDROOM

- ➔ Develop a **FIRE ESCAPE PLAN** with your family and practice it at home
- ➔ Practice a **FIRE DRILL** twice a year using your escape map
- ➔ **CRAWL** low **UNDER** smoke
- ➔ Go to your **FAMILY MEETING** place
- ➔ When to **CALL 911** and know your address and phone number
- ➔ **GET** out and **STAY** out



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Fire Safety Babysitter Handout



Fire Safety for the BABYSITTER

As the babysitter, you are responsible for the children in your care. Planning and prevention are the keys to fire safety. Protect yourself and the children you're watching against fire by taking simple precautions. Here are some important points you need to know if there's a fire emergency in the home where you babysit.

Tip #1

Before the parents leave:

Write down the following important information and have it handy in case of an emergency:

Address and phone number of the house _____

Fire, Police, Ambulance & Emergency Services: 9-1-1 or _____

Phone number where the parents can be reached _____

Neighbor(s) Name and Phone number _____

Tip #2

Be prepared for a fire emergency:

If there is a fire while you are in charge, you need to know what to do. Ask the adults who hired you to go over the family escape plan so you know all the details. It will also be a helpful reminder for the family to plan ahead for emergencies. With the parents and kids, make sure you:

- ✓ Identify **ALL** escape routes.
- ✓ Learn **WHERE** all the windows and doors are and if you can open them.
- ✓ Know at least **TWO** ways out of each room.
- ✓ **PLAN** how you and the children will escape safely.
- ✓ Know where the **OUTSIDE MEETING PLACE** is.
- ✓ Ask for a **DEMONSTRATION** of the smoke alarm.

Tip #3

If there's a fire:

Stay calm. Your first job is to get yourself and the children outside as quickly and safely as possible and go to the family meeting place.

- ✓ Once outside, **STAY OUT**. Never go back inside.
- ✓ Call the fire department (**9-1-1**) from a cell phone or a neighbor's house. Give the exact address of the fire and stay on the phone until they tell you to hang up.
- ✓ Then you can call the **ADULTS** and let them know about the emergency.
- ✓ If you can't get out, close the door and cover vents and cracks around doors with cloth to keep smoke out. Call 9-1-1 and tell the operator where you are in the house. Once help arrives, signal for help at the window.

Reminders:

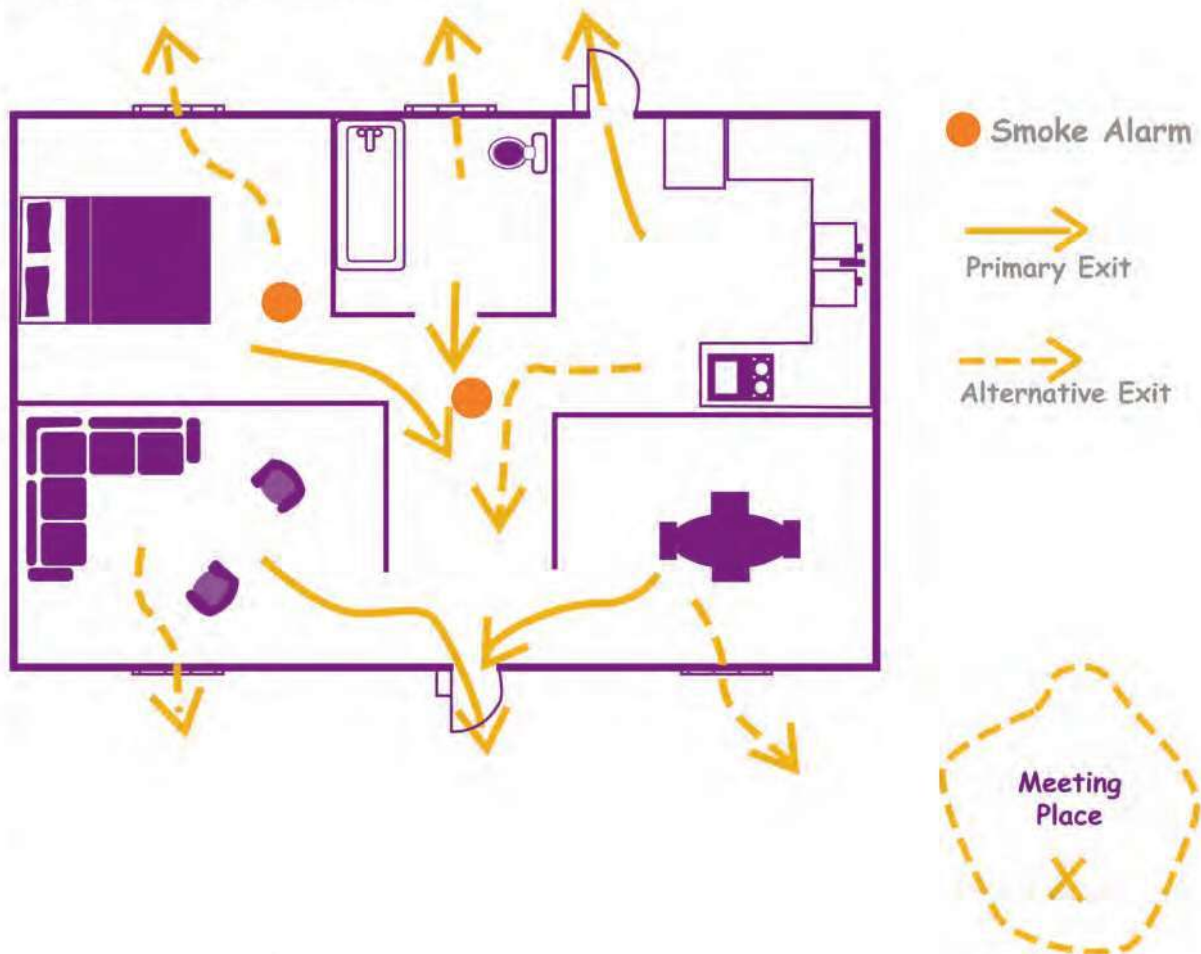
- ✓ Get down and **CRAWL LOW** under smoke.
- ✓ Feel the door with the **BACK OF YOUR HAND**; open it slowly if it's not hot.
- ✓ Always **USE THE STAIRS**—never elevators in a fire.
- ✓ If smoke or fire is blocking you from getting to the children, **LEAVE THE HOUSE** and call the fire department from a cell phone or neighbor's house and tell them where the children are trapped.
- ✓ If fire gets on your clothes, **STOP, DROP, AND ROLL** until the flames are out.

Tip #4

Fire Prevention Tips:

- ✓ **NEVER** leave children unsupervised & check on sleeping children regularly.
- ✓ Keep matches and lighters **OUT OF THE REACH** of children.
- ✓ Do **NOT** light candles while babysitting. Know where flashlights are in case of a power outage.
- ✓ **DON'T SMOKE** on the job.
- ✓ Keep children **AWAY** from the stove, hot liquids, electric lamps, and space heaters.
- ✓ Keep space heaters **AWAY** from drapes, furniture, and bedding.
- ✓ Cook safely and **ONLY** if you have permission.
- ✓ Turn pot handles **IN** to avoid children knocking them over or pulling them down.
- ✓ **SMOTHER** a pan fire with a lid. Never use water or a fire extinguisher.
- ✓ Make sure you know what cooking materials **CAN** be used for the microwave. **NEVER** use metal or aluminum foil.

Sample Escape Map



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Pictogram



What to do if you hear a smoke alarm in your home.



Sleeping woman wakes to the smoke alarm sounding



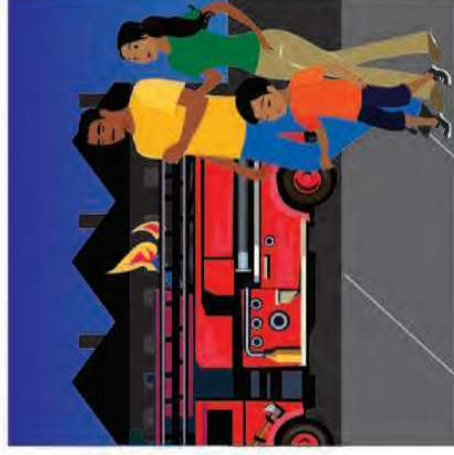
She and her family get down low and crawl under the smoke to the nearest exit



They get out of the house and go to their family meeting place



They use a cell phone to call 911 and report the fire



They watch as the firefighters fight the fire

Bookmarks





Firefighters are Friends!



- Firefighters are here to help protect you and your family. They help during house fires, accidents and other emergencies.
- Firefighters wear special clothes to keep them safe when they go into a house fire to help you.
- Never hide from a firefighter—they are coming to help you!

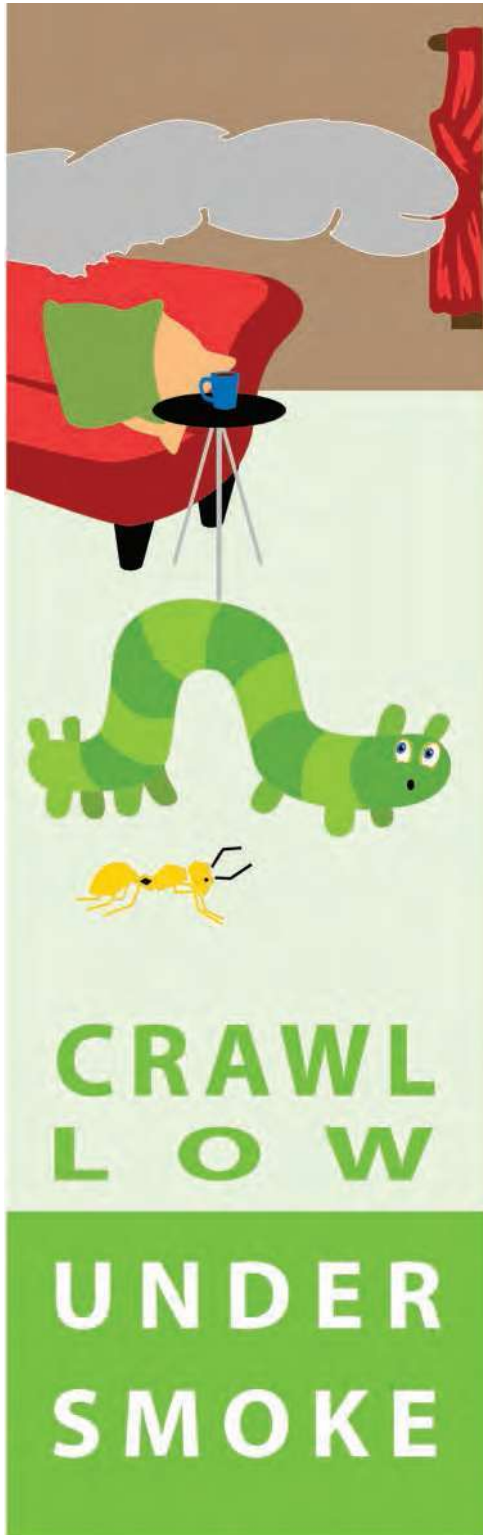




**GET OUT
&
STAY OUT!**

If you **SEE** or **SMELL** smoke

- Get out as quickly as you can and stay out.
- Go to your family meeting place outside.
- Never go back inside the house for any reason. If you are worried about a pet, tell a firefighter and the firefighter will go look for your pet.





**What should you do
if someone in your
home is burned?**



- Use cool water to treat the burn immediately for 3 to 5 minutes.
- Then cover the burn with a clean, dry cloth.
- Avoid ice and extremely cold water.
- Never apply grease, butter or ointments because they keep the skin from cooling.

Do **YOU** know
what to do
if there is a
FIRE
in your home?



A fire escape plan can get everyone out of your home safely in the event of a fire.



- Know two ways out of every room
- Doors and windows should be able to be opened and unlocked quickly
- Decide on a family meeting place a safe distance away from the house
- Practice your escape plan to make sure everyone can get out safely



Where do
I NEED
smoke alarms?

Working smoke
alarms help **SAVE**
LIVES during fires.



Remember the following
tips about smoke alarms:

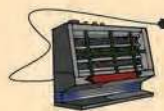
- Install smoke alarms on every level of your home, outside sleeping areas and inside each bedroom, and in the basement
- Change batteries at least once a year
- Test smoke alarms monthly to be sure they are working properly

Give space heaters



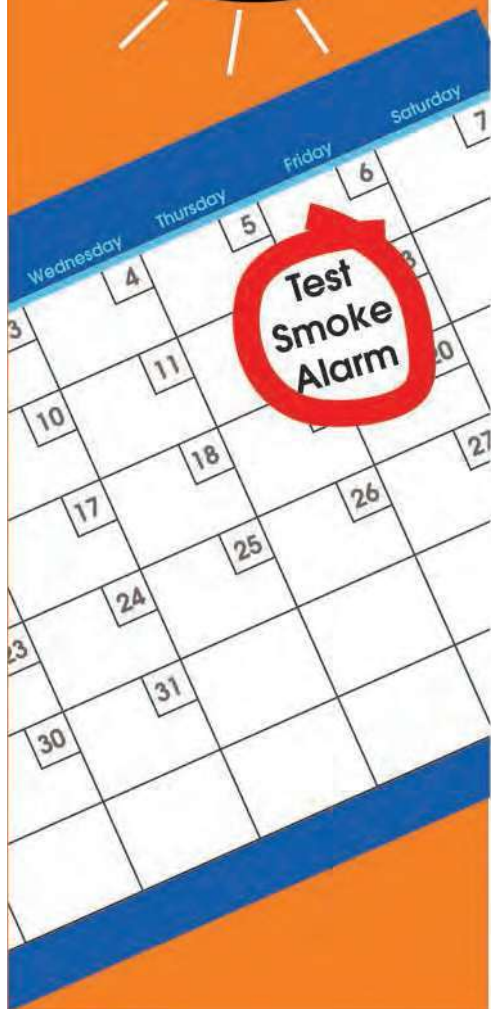
their
SPACE

If you use a **SPACE HEATER**, follow the tips below to keep your risk of fire low



- Keep heaters at least **3 FEET AWAY** from anything that can burn.
- **UNPLUG HEATERS** when they are unattended or when you go to bed.
- Do not use extension cords. **PLUG** your heater **DIRECTLY INTO** the **OUTLET**.

**Have YOU
checked your
smoke alarm
lately?**



**SMOKE ALARMS
SAVE LIVES.** Follow
the tips below to
stay fire safe



- Make sure smoke alarms are installed on **EVERY** level of your home, outside all sleeping areas, inside each bedroom, and in the basement.
- **TEST** your smoke alarm once a month.
- Make sure everyone in your home can **HEAR** the smoke alarm.

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Fire Escape Map



HOME
FIRE
DRILL

If you have children and want to make this a family activity:

- Make a map of your home. Mark a door and a window that can be used to get out of every room.
- Choose a meeting place outside in front of your home. This is where everyone can meet once they've escaped and where firefighters can see you and know you are out. Draw a picture of your outside meeting place on your escape plan.
- Write the emergency telephone number for the fire department on your escape plan.
- Sound the smoke alarm, and practice your escape drill with everyone in your home.
- Keep your escape plan on the refrigerator, and practice the drill twice a year or whenever anyone in your home celebrates a birthday.

If your family is all adults:

- Walk through your home, and identify two ways out of each room.
- Choose a meeting place outside in front of your home. This is where everyone can meet once they've escaped and where firefighters can see you and know you are out.
- Make sure everyone knows the emergency number for your local fire department.
- Practice your escape drill twice a year.



U.S. Fire Administration
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