

# Fire Safety & Prevention

## Fire Prevention

<b>Grade Level:</b>	Third Grade	<b>Suggested Time:</b>	30-40 minutes	<b>Prepared/Updated:</b>	Sept. 2011
<b>National Standards:</b>	5. Students will demonstrate the ability to use decision making skills to enhance health.				
	7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
	8. Students will demonstrate the ability to advocate for personal, family, and community.				
<b>MN Benchmarks:</b>	5.1. The student will explain when to ask for assistance in making health related decisions and setting health goals.				
	7.1. The student will compare behaviors that are safe to those that are risky or harmful.				
	8.1. The student will identify community agencies that advocate for healthy individuals, families, and communities.				
<b>Needed Materials:</b>	Whiteboard or chart paper				
	Markers				

<b>Talking Points:</b>	5.1.	Identify personal choices that promote safe behaviors and reduce risks.
	7.1	
		Practice asking for assistance in a safety situation.
	5.1.	Identify a few responses to a safety scenario, talk about the pros and cons of the choices made.
	7.1.	Compare and contrast consequences of safe/healthy and risky/harmful behaviors.
		Identify situations that might require getting help from an adult.
8.1.	List helpers that keep the community healthy and safe.	
	Identify strategies for reporting dangerous situations involving self/others.	
<b>Other Talking Points Relevant to your Department or Community Needs:</b>		
<b>Introduction:</b>	<p>Introduce yourself. You can start by asking the children what they already know about preventing injuries and staying healthy to get a gauge on where you should start and what you need to cover.</p> <p>Below there are several topics that can/should be covered with students at this age range. They can be discussed in any order for varying lengths of time. Each could be covered in five minutes or 30 minutes depending on the needs of the students in front of you.</p> <p>An important thing to remember when you are presenting to children is that you need to give clear messages that build on what they already know. They will stay more actively involved if you praise and acknowledge them for what they already know and build on that.</p>	
<b>Main Lesson:</b>	7.1	<p><b>Compare and contrast consequences of safe/healthy and risky/harmful behaviors.</b></p> <p>You can use pictures of safe versus unsafe behaviors. These can be from magazines, drawings or actual pictures that have been taken. Make sure that pictures or drawings look up-to-date so that you don't lose credibility right away. You can set this up as a station where they sort the pictures, then pick one to talk to the large group about, why they called it 'safe' or 'unsafe.' You can also talk about what could be changed on the unsafe pictures to make them safe.</p>

	<p>5.1. <b>Identify a few responses to a safety scenario, talk about the pros and cons of the choices made.</b></p> <p>7.1 <b>Identify personal choices that promote safe behaviors and reduce risks.</b></p> <p>8.1 <b>Identify strategies for reporting dangerous situations involving self/others.</b> Use social stories to talk through scenarios in a ‘what would you do?’ format.</p> <p>5.1. <b>Practice asking for assistance in a safety situation.</b></p> <p>7.1 <b>Identify situations that might require getting help from an adult.</b></p> <p>8.1 <b>List helpers that keep the community healthy and safe.</b> This should be an open discussion format, but remember to control shouting out so that it doesn’t get out of hand.</p> <p>Brainstorm the different times that people need to get assistance from others. They don’t have to be fire or life safety related. You can start with an example of an event at school where they might need their teacher’s assistance. How would they go about getting the help? What information needs to be given? Is it an emergency?</p> <table border="1" data-bbox="435 701 1528 1136"> <thead> <tr> <th>Situation</th> <th>Who could help?</th> <th>What info. Do they need?</th> <th>Emergency?</th> </tr> </thead> <tbody> <tr> <td>Don’t understand the directions</td> <td>The teacher or a classmate</td> <td>The question that is confusing</td> <td>No</td> </tr> <tr> <td>Fell on the playground</td> <td>Playground aide, teacher, nurse</td> <td>Who is hurt, where and how badly they’re injured (foot, head, etc.), where they are,</td> <td>Possibly</td> </tr> <tr> <td>Fire</td> <td>Fire department, 9-1-1</td> <td>Address, How bad is the fire? Is everyone out?, etc.</td> <td>Yes</td> </tr> </tbody> </table> <p>Then talk about what to do when they don’t have the information needed. What do you do if you don’t know the address? How can you get that information?</p>	Situation	Who could help?	What info. Do they need?	Emergency?	Don’t understand the directions	The teacher or a classmate	The question that is confusing	No	Fell on the playground	Playground aide, teacher, nurse	Who is hurt, where and how badly they’re injured (foot, head, etc.), where they are,	Possibly	Fire	Fire department, 9-1-1	Address, How bad is the fire? Is everyone out?, etc.	Yes
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<b>Closure/Summary:</b>	If you didn’t have enough time to cover all of the things above and you feel that they are essential schedule a second visit later in the school year. The kids will enjoy seeing you again. You also could pass this information on to the teachers. They are constantly reinforcing the lessons that you have taught them and providing them with your notes would give them a good guideline for sending a consistent message.																
<b>Extension:</b>	<p>5.1 <b>Encourage them to make a class book</b> (discuss this with the teacher first) or draw pictures on ways to keep themselves fire safe.</p> <p>7.1</p> <p>5.1 <b>Make a poster showing safety practices.</b></p> <p>7.1 The Minnesota Fire Chief magazine has a poster contest each year. Contact editor Jena Noah (<a href="mailto:msfcaeditor@Frontier.com">msfcaeditor@Frontier.com</a>) for more details.</p> <p>5.1 <b>Create fire safety ads/bumper stickers.</b></p> <p>7.1 Use these ads throughout the community as part of your fire safety message. Make colored copies to display in area businesses, display winners at the county library, etc. (Make sure that you have permission to use those that are selected.)</p>																

# Fire Safety & Prevention

## Fire Prevention

<b>Grade Level:</b>	Fourth Grade	<b>Suggested Time:</b>	30-40 minutes	<b>Prepared/Updated:</b>	Sept. 2011
<b>National Standards:</b>	1. Students will comprehend concepts related to health promotion and disease prevention. 8. Students will demonstrate the ability to advocate for personal, family, and community.				
<b>MN Benchmarks:</b>	1.1. The student will describe the basic structure and functions of the human body systems. (partial – focus on injury prevention) 1.3. The student will compare the effects of positive and negative behavior on personal health (partial – focus on injury prevention) 8.1. The student will identify community agencies that advocate for healthy individuals, families, and communities.				
<b>Needed Materials:</b>	Whiteboard or chart paper Markers				

<b>Talking Points:</b>	1.1.	Discuss/Brainstorm ways to protect yourself from unsafe/unhealthy situations.
	1.3.	Identify safety practices.
	8.1.	Discuss the steps in a fire safety plan that would need to be implemented in a crisis situation.
		Discuss fire safety messages and routines.
<b>Other Talking Points Relevant to your Department or Community Needs:</b>		
<b>Introduction:</b>	<p>Introduce yourself. You can start by asking the children what they already know about preventing injuries and staying healthy to get a gauge on where you should start and what you need to cover.</p> <p>Below there are several topics that can/should be covered with students at this age range. They can be discussed in any order for varying lengths of time. Each could be covered in five minutes or 30 minutes depending on the needs of the students in front of you.</p> <p>An important thing to remember when you are presenting to children is that you need to give clear messages that build on what they already know. They will stay more actively involved if you praise and acknowledge them for what they already know and build on that.</p>	
<b>Main Lesson:</b>	1.1.	<p><b>Discuss/Brainstorm ways to protect yourself from unsafe/unhealthy situations.</b></p> <p>After a list is made students can get into groups and role play situations that were listed.</p>
	1.3.	<b>Identify safety practices.</b>
	8.1.	<p><b>Discuss fire safety messages and routines.</b></p> <p>Brainstorm a list of what being fire safe means. They come with several years of fire prevention “training.” Use it to your advantage. Task them with creating a poster or advertisement/bumper sticker showing one or more of those safety practices.</p>
	8.1.	<p><b>Discuss the steps in a fire safety plan that would need to be implemented in a crisis situation.</b> This can range from a fire, a bad storm, or even a natural disaster. Ask them to create individual plans to implement in those situations. If possible, return to hear the presentations for this project.</p> <p>Use <a href="http://www.ready.gov/america">www.ready.gov/america</a> for resources for emergency planning.</p>

<b>Closure/Summary:</b>	<p>If you didn't have enough time to cover all of the things above and you feel that they are essential schedule a second visit later in the school year. The kids will enjoy seeing you again. You also could pass this information on to the teachers. They are constantly reinforcing the lessons that you have taught them and providing them with your notes would give them a good guideline for sending a consistent message.</p>
<b>Extension:</b>	<p><b>1.3 Make a poster showing safety practices.</b>  The Minnesota Fire Chief magazine has a poster contest each year. Contact editor Jena Noah (<a href="mailto:msfcaeditor@Frontier.com">msfcaeditor@Frontier.com</a>) for more details.</p> <p><b>8.1 Create a personal safety plan to use in a crisis situation.</b>  FEMA has a website for emergency preparedness which has kits and plan suggestions (<a href="http://www.ready.gov/america">www.ready.gov/america</a>)</p> <p><b>8.1. Create fire safety ads/bumper stickers.</b>  Use these ads throughout the community as part of your fire safety message. Make colored copies to display in area businesses, display winners at the county library, etc. (Make sure that you have permission to use those that are selected.)</p>

# Fire Safety & Prevention

## Fire Prevention

<b>Grade Level:</b>	<b>Fifth Grade</b>	<b>Suggested Time:</b>	30-40 minutes	<b>Prepared/Updated:</b>	Sept. 2011
<b>National Standards:</b>	1. Students will comprehend concepts related to health promotion and disease prevention.				
	3. Students will demonstrate the ability to access valid health information and products and services.				
	4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.				
	7. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.				
	8. Students will demonstrate the ability to advocate for personal, family, and community.				
<b>MN Benchmarks:</b>	1.1. The student will describe the basic structure and functions of the human body systems. ( <b>partial</b> – focus on injury prevention)				
	3.2. The student will demonstrate the ability to locate health products and services.				
	4.2. The student will describe communication skills to build and maintain healthy relationships.				
	7.1. The student will demonstrate ways to avoid and reduce threatening situations.				
	8.1. The student will identify barriers to effective communication about health issues.				
<b>Needed Materials:</b>	Hazard checklist				
	CO alarm, smoke alarm, fire extinguisher				
	Whiteboard or chart paper and markers				

<b>Talking Points:</b>	1.1.	Identify actions/situations that are risky or harmful to self or others in order to prevention potential injuries (burns, etc.)
	3.2.	Identify the roles of public safety groups and how to access each for help.
		Compare major and minor emergencies and evaluate suitable resources.
	4.2.	Practice how to appropriately get adult attention and ask for help in various situations.
		Demonstrate refusal skills in unsafe situations. (fire setter - peer pressure)
	7.1.	Brainstorm ways to say no when faced with a threatening situations (fire setter-peer pressure)
Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.		
8.1.	Describe how to obtain help in high risk situations that pose an immediate threat to oneself, family, or friends.	
<b>Other Talking Points Relevant to your Department or Community Needs:</b>		
<b>Introduction:</b>	<p>Introduce yourself. You can start by asking the children what they already know about preventing injuries and staying healthy to get a gauge on where you should start and what you need to cover.</p> <p>Below there are several topics that can/should be covered with students at this age range. They can be discussed in any order for varying lengths of time. Each could be covered in five minutes or 30 minutes depending on the needs of the students in front of you.</p> <p>An important thing to remember when you are presenting to children is that you need to give clear messages that build on what they already know. They will stay more actively involved if you praise and acknowledge them for what they already know and build on that.</p>	

<p><b>Main Lesson:</b></p>	<p><b>1.1. Identify actions/situations that are risky or harmful to self or others in order to prevention potential injuries (<i>burns, etc.</i>)</b></p> <p><b>7.1. Discuss and practice ways to avoid unhealthy situations/environments or behaviors and identify when to get help.</b>  Someone biking w/o their helmet, someone playing with matches/lighter, a friend who fell on the playground/skatepark and hurt themselves, playing with gasoline or other flammable liquids, etc. You can bring these up in conversation or create a list on the board and discuss.</p> <p><b>3.2. Compare major and minor emergencies and evaluate suitable resources.</b>  Discuss the list that was talked about above. Ideally you could create a T-Chart with minor emergency on one side and major emergency on the other. Some of the items brainstormed could go in either column, but that's the benefit of the discussion.</p> <table border="1" data-bbox="435 632 1528 814"> <thead> <tr> <th data-bbox="435 632 980 674">Minor Emergencies</th> <th data-bbox="980 632 1528 674">Major Emergencies</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 674 980 814"></td> <td data-bbox="980 674 1528 814"></td> </tr> </tbody> </table> <p><b>8.1. Describe how to obtain help in high risk situations that pose an immediate threat to oneself, family, or friends.</b>  Fire Hazards – Ask the students for examples of common hazards in the following areas.  - Kitchen: burns from hot water, stoves, small appliance hazards, pot handles turned in, children should not play in the kitchen, no loose clothing while cooking  - Living Areas: housekeeping, cigarettes in cushion, space heaters  - Basement / Garage: hot water heater, furnace, washer/dryer, hazard of pilot lights, gasoline, dangerous tools, other small appliances</p> <p><b>3.2. Identify the roles of public safety groups and how to access each for help.</b></p> <p><b>4.2. Practice how to appropriately get adult attention and ask for help in various situations.</b>  911 – This is the emergency phone number for medical, fire, police and should be called if there is an emergency. Give some examples: Someone is not responding, having a heart attack, is not breathing; call if there is a fire, or if there is a police emergency. Children should know their addresses and telephone numbers. Dial "0" if the student forgets 9-1-1. If there is a fire, do not call 911 from inside the building that is burning, get outside. Give some examples of why 911 is for emergencies only and that making prank 911 calls might prevent you from helping someone who really needs it.</p> <p><b>4.2. Demonstrate refusal skills in unsafe situations. (<i>fire setter - peer pressure</i>)</b></p> <p><b>7.1. Brainstorm ways to say no when faced with a threatening situations (<i>fire setter-peer pressure</i>)</b>  Ask the students about how they would handle a situation where they are asked to do something harmful relating to fire safety. (setting a fire, playing with matches/candles, etc.) Ask them who they would talk to, how would they initiate that conversation, what if you have to put your friendship on the line in order to get help?</p>	Minor Emergencies	Major Emergencies		
Minor Emergencies	Major Emergencies				
<p><b>Closure/Summary:</b></p>	<p>If you didn't have enough time to cover all of the things above and you feel that they are essential schedule a second visit later in the school year. The kids will enjoy seeing you again. You also could pass this information on to the teachers. They are constantly reinforcing the lessons that you have taught them and providing them with your notes would give them a good guideline for</p>				

	sending a consistent message.	
<b>Extension:</b>	<b>7.1</b>	<b>Make a poster showing safety practices.</b> The Minnesota Fire Chief magazine has a poster contest each year. Contact editor Jena Noah ( <a href="mailto:msfcaeditor@Frontier.com">msfcaeditor@Frontier.com</a> ) for more details.
	<b>1.1</b>	<b>Create fire safety ads/bumper stickers.</b>
	<b>3.2</b>	Use these ads throughout the community as part of your fire safety message. Make colored
	<b>7.1</b>	copies to display in area businesses, display winners at the county library, etc. (Make sure that you have permission to use those that are selected.)

# Fire Safety & Injury Prevention

## Fire Prevention & First Aid

<b>Grade Level:</b>	<b>Sixth Grade</b>	<b>Suggested Time:</b>	30-40 minutes	<b>Prepared/Updated:</b>	Sept. 2011
<b>National Standards:</b>	3. Students will demonstrate the ability to access valid health information and products and services.				
	5. Students will demonstrate the ability to decision making skills to enhance services.				
<b>MN Benchmarks:</b>	3.2. The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.				
	5.1. The student will demonstrate the ability to apply a decision making process to health issues and problems on the individual.				
<b>Needed Materials:</b>	Large chart paper and markers				

<b>Talking Points:</b>	3.2.	Develop a local map of community and school health information resources.
	5.1.	Evaluate emergency situations using critical thinking skills to make appropriate first aid decisions.
<b>Other Talking Points Relevant to your Department or Community Needs:</b>		
<b>Introduction:</b>	<p>Introduce yourself. You can start by asking the children what they already know about preventing injuries and staying healthy to get a gauge on where you should start and what you need to cover.</p> <p>Below there are several topics that can/should be covered with students at this age range. They can be discussed in any order for varying lengths of time. Each could be covered in five minutes or 30 minutes depending on the needs of the students in front of you.</p> <p>An important thing to remember when you are presenting to children is that you need to give clear messages that build on what they already know. They will stay more actively involved if you praise and acknowledge them for what they already know and build on that.</p>	
<b>Main Lesson:</b>	3.2.	<p><b>Develop a local map of community and school health information resources.</b></p> <p>This will vary depending on the resources that are available to your community. Create a list of in the school resources, local healthcare offices (including dental emergencies) and their hours, nearest hospitals, ambulance services, poison control, ...</p> <p>This could be set up as a class project. Brainstorm a list of possible types of resources and have the class collect the information and compile the list. (If you choose to do this, make sure that they don't call 9-1-1 to get the information.)</p>
	5.1.	<p><b>Evaluate emergency situations using critical thinking skills to make appropriate first aid decisions.</b></p> <p>Brainstorm a list of situations that the students have commonly been involved in: fall injuries from biking, skateboarding, skiing, falling from playground equipment, etc., burn injuries from cooking (heat or steam), and any other that they might add. Discuss whether they are able to mediate the problem themselves or whether they need treatment from an adult or even a doctor or hospital. Talk about where they went for help for each of those types of injuries. Troubleshoot what to do when help is not immediately available.</p>



		If possible set up stations to do first aid training. Team up with the Red Cross and get information for teaching basic first aid.
<b>Closure/Summary:</b>		If you didn't have enough time to cover all of the things above and you feel that they are essential schedule a second visit later in the school year. The kids will enjoy seeing you again. You also could pass this information on to the teachers. They are constantly reinforcing the lessons that you have taught them and providing them with your notes would give them a good guideline for sending a consistent message.
<b>Extension:</b>	<p><b>5.1</b> <b>Make a poster showing safety practices.</b> The Minnesota Fire Chief magazine has a poster contest each year. Contact editor Jena Noah (<a href="mailto:msfcaeditor@Frontier.com">msfcaeditor@Frontier.com</a>) for more details.</p> <p><b>3.2</b> <b>Create a local map of community and school health information resources.</b> This project could be tied to social studies map reading/creating skills as well as other subjects. Discuss this with the teacher ahead of time. Set up a rubric for useful information and other requirements.</p> <p><b>3.2</b> <b>Create fire safety book/booklet.</b></p> <p><b>5.1</b> A-Z of Fire Safety, What To Do in an Emergency, Fire Safety Facts, Basic First Aid, etc. They can pair up with a lower grade level and share their books.</p>	

# Fire Safety & Prevention Extension Topics

## Fire Prevention

<b>Grade Level:</b>	Intermediate	<b>Updated:</b>	Sept. 2011
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<b>Talking Points:</b>	Major Causes of fire in homes
	Exit Drills in the Home (EDITH)
	Smoke Alarm Installation & Maintenance
	Tool vs. Toy
	Juvenile Firesetting
	Babysitting Fire Safety
	Home Hazards
Transportation Safety (bicycling, vehicles)	

### **Discuss the major causes of fire in homes**

- Most are preventable (define “prevent” – it is keeping something bad from happening)
- Human error can lead to fire.
- Causes:
  - 2010 Structure Fire Causes: 49% cooking, 10% open flame (candles, campfires, etc.), 9% heating, 8% arson
  - 2010 Civilian Fire Death Causes: 7 due to careless smoking, 3 combustibles too close to open flame

### **Exit Drills In The Home (EDITH) – Explain the components of EDITH**

- Importance of smoke detectors
- Drawing a floor plan
- Identifying and planning a second exit
- Staying below the smoke
- Checking doors for heat
- Arranging an outside meeting spot and make sure all family members know it (visitors, babysitters, etc.)
- Get out – Stay out!
- Involving the entire family
- Practicing the plan
- Including all homes, apartments, duplexes, etc.

### **Smoke alarm installation and maintenance (Use provided smoke detector as a demo.)**

- Place on ceiling or wall within 4 to 6 inches of ceiling
- Place inside each bedroom
- Place on every level
- Low battery warning, chirping sound
- Test batteries once a month
- Replace batteries twice a year
- Replace alarm after 10 years
- Install and maintain smoke alarms, CO alarms, and fire extinguishers.

### **Fire is a tool we use to heat our homes and cook our food. It’s not a toy.**

- Fire is dangerous – it can kill.
- Smoke is toxic and is what most people die from (vs the ‘fire’)

- All fires, even small ones, can spread quickly.
- Even adults must follow special safety rules for fire.
- All matches and lighters should be out of reach of all children (even children as young as 2 have been known to start (and die) in fires playing with matches.
- Never leave stove or candle fires unattended.

### **Juvenile Firesetting**

- Matches and lighters are tools, not toys.
- There are a lot of long-term consequences for playing with fire
- Fire grows rapidly and can get out of control quickly

### **Babysitting Fire Safety**

- Know emergency numbers.
- Know the address of the place you're babysitting at.
- If you are cooking, pay attention and keep the kids 3 feet back.
- If everyone isn't together, ensure everyone knows where the meeting place is.
- If there are candles in the house, put them out.

### **Check your home for hazards**

- Use a home safety checklist to go through common hazards in the home.

### **Transportation Safety**

Bike Safety – Know the rules of the road and wear a bike helmet.

Motor Vehicle Safety – Kids ride in the back seat and should be in a car seat, booster seat, or seat belt – depending on size:

*Rear-facing seat:* For infants only or convertible seats for newborns to at least 1 year old and 20 pounds.

*Forward-facing seat (with harness):* Convertible or combination seat for children 1 – 4 years old.

*Booster Seat:* For children 4 – 8 years old.

*Adult safety belt:* Over 8 years old and 57" (4'9") tall.

Pedestrian Safety – Know the rules of crosswalks, cross with an adult, look both ways.