

# Minnesota Fire and Injury Prevention Group

## Age Appropriate Fire and Safety Messages

The information below is a breakdown, by age and grade level, of fire and safety information, suggested delivery techniques, age appropriate teaching resources, and in some cases agencies that have teaching tools available. At the end of each section there is cognitive developmental information and developmental characteristics for each of the age groups.

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#### Seventh and Eighth Grade

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#### Teen and Adult

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## Pre-K – K – Ages 3 - 5

### **Age 3 - Appropriate Messages:**

#### **Smoke and Fire Alarms**

- Know the sound of a smoke alarm and go outside if the alarm sounds.
- Crawl low in smoke
- If your clothing catches on fire stop, drop, and roll.
- Matches and lighters are for grown ups.
- Stay away from hot things.
- A fire fighter is a helper

#### **Delivery Techniques:**

- Demonstrate how to roll with felt flames on clothing
- Smoke alarm/bright red nose
- “Don’t touch” flash cards or worksheets
- Read a book
- Sing songs
- Use puppets
- Show fire gear
- Bike Helmet: show how to wear
- Show DVD/Video
- Use tools and toy box

#### **Age Appropriate Teaching Resources:**

- Sparky’s ABC’s video
- Flash Cards
- Picture worksheets
- Hand puppets
- Tool and toy box
- Smoke Alarm
- Felt Flames
- Sesame Street kit from FEMA
- Books: I Am Fire, Clifford the Fire House Dog, Elmo’s World I’m Going to Be Fire Fighter, Protecting Your Home
- Buckle Up Bucky Program
- Play Safe Be Safe Kit
- Home Safety Council Get Ready for Freddie Program
- Clean set of fire gear

#### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

### **Cognitive Developmental Ability**

#### **By the end of 3 years (36 months):**

- Makes mechanical toys work.
- Matches an object in her hand or room to a picture in a book.
- Plays make-believe with dolls, animals, and people.
- Sorts objects by shape and color.
- Completes puzzles with three or four pieces.
- Understands concept of “two”.

### **Developmental Characteristics**

- Imitates behavior of others.
- Emerges outside of home to peer group.
- Limited vocabulary.

## **Age 4 - Appropriate Messages:**

### **Child Passenger Safety**

- Buckle up in your car seat or booster seat every time you ride in a vehicle.

### **Falls Prevention**

- Pick up your toys
- Take turns on the playground

### **Bike Safety**

- Always wear a bike helmet
- Only ride where your parents say you can ride.

### **Delivery Techniques:**

- Demonstrate how to roll with felt flames on clothing
- Smoke alarm/bright red nose
- "Don't touch" flash cards or worksheets
- Read a book
- Sing songs
- Use puppets
- Show fire gear
- Bike Helmet: show how to wear
- Show DVD/Video
- Use tools and toy box

### **Age Appropriate Teaching Resources:**

- Sparky's ABC's video
- Flash Cards
- Picture worksheets
- Hand puppets
- Tool and toy box
- Smoke Alarm
- Felt Flames
- Sesame Street kit from FEMA
- Books: I Am Fire, Clifford the Fire House Dog, Elmo's World I'm Going to Be Fire Fighter, Protecting Your Home
- Buckle Up Bucky Program
- Play Safe Be Safe Kit
- Home Safety Council Get Ready for Freddie Program
- Clean set of fire gear

### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

## **Cognitive Developmental Ability**

### **By the end of 4 years (48 months):**

- Increasing eye-hand coordination, i.e. turning on faucet.
- May have fears about the dark, monsters.
- Asks many questions

## **Developmental Characteristics**

- Correctly names some colors.
- Understands the concept of counting and may know a few numbers.
- Tries to solve problems from a single point of view.
- Begins to have a clearer sense of time
- Follows three-part commands.
- Recalls parts of a story.
- Understands the concepts of "same" and "different".
- Engages in fantasy play.

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### **Age 5 - Appropriate Messages:**

#### **Water Safety**

- Having a grownup check the water before you go in.

#### **Poison Safety**

- Only take medicine from a grownup
- Ask a grownup before eating or drinking anything

#### **Delivery Techniques:**

- Demonstrate how to roll with felt flames on clothing
- Smoke alarm/bright red nose
- "Don't touch" flash cards or worksheets
- Read a book
- Sing songs
- Use puppets
- Show fire gear
- Bike Helmet: show how to wear
- Show DVD/Video
- Use tools and toy box

#### **Age Appropriate Teaching Resources:**

- Sparky's ABC's video
- Flash Cards
- Picture worksheets
- Hand puppets
- Tool and toy box
- Smoke Alarm
- Felt Flames
- Sesame Street kit from FEMA
- Books: I Am Fire, Clifford the Fire House Dog, Elmo's World I'm Going to Be Fire Fighter, Protecting Your Home
- Buckle Up Bucky Program
- Play Safe Be Safe Kit
- Home Safety Council Get Ready for Freddie Program
- Clean set of fire gear

#### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

#### **Cognitive Developmental Ability**

##### **By the end of 5 years (60 months):**

- Can count 10 or more objects.
- Correctly names at least four colors.
- Better understands the concept of time.
- Knows about things used every day in the home (money, food, appliances).
- Can follow short, easy directions.

#### **Developmental Characteristics**

- Mastered the basic language of their culture.
- Learns through modeling.
- Uses play, art and media as communication tools.

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## **First Graders – Ages 6 - 7**

### **Age Appropriate Messages:**

#### **9-1-1**

- Dial 9-1-1 in the case of emergency

#### **Escape Drills in the Home**

- Help your parents test smoke alarms monthly and replace batteries once a year.
- Know the sound of a smoke alarm.
- Make a fire escape plan that identifies two ways out of every room in the house.
- Practice the fire escape plan.
- When smoke alarms sound, get out and stay out.
- Don't hide get outside when there is a fire.
- Crawl low in smoke.
- If your clothing catches on fire stop, drop, and roll.
- Sleep with bedroom doors closed.
- If smoke alarm sounds, test door before opening it.

#### **Cooking Safety**

- Only use a microwave with a grown up's permission.
- Be careful when removing any items from a microwave.

#### **Child Passenger Safety**

- Use a booster seat if you're under 4'9" and 80 pounds.
- Buckle up every time you ride in a vehicle.
- Ride in the back seat.

#### **Matches, Lighters, and Candles**

- Matches and lighters are for grownups.
- If your friends want to start a fire, walk away, change the subject, or tell adult.
- Only adults can light candles.
- Remind grown ups to blow candles out when leaving the room.

#### **Falls Prevention**

- Pick up your toys.
- Never leave belongings on steps.
- Take turns on playground equipment.

#### **Bike Safety**

- Wear bike helmets and bright colored clothing every time you ride a bike.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride with a buddy.
- Only ride where your parents have given you permission to ride. Always let your parents know where you'll be riding.
- Ride on the right hand side of the road and to use hand signals for turns and stops.
- Look both ways before crossing the street.
- Always stop at the end driveway or sidewalk and carefully look both ways for cars before entering the street.

#### **Delivery Techniques:**

- Read books
- Use puppets
- Sing songs
- Show DVD/Video
- Have children practice crawling low
- Show bike helmet with a proper fit, have stop sign and discuss what to do when coming to stop sign, traffic lights

**Age Appropriate Teaching Resources:**

- “Be Cool About Fire Safety” video
- Rainbow Valley Fire Department DVD
- Smoke alarm
- Hand puppets
- Felt Flames
- Tunnel to crawl low
- Book; Impatient Pamela Dials 9-1-1, No Dragons For Tea, Stop, Drop and Roll, Clifford the Fire House Dog, I’m Going to Be Fire Fighter, Officer Buckle and Gloria, Franklin’s Bike Helmet
- Buckle Up Bucky Program

**Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

**Cognitive Developmental Ability**

- Are vigorous, full of energy, and generally restless, e.g., foot tapping, wiggling, being unable to sit still.
- Can count up to one hundred counting games are popular.
- Use pictures to build understanding can observe and categorize same and different things.
- Are often clumsy due to poor coordination. They experience growth spurts.
- May have trouble concentrating; may fool around, whisper, or bother other children.
- Need opportunities for a variety of physical activities.
- Wants all of everything and finds it difficult to make choices. Child is center of own world and tends to be boastful.
- Begin to have organized, continuous memories; most children learn to read and write, although some don't until after age 7.
- Must be a winner and will change rule to fit own needs; may have no group loyalty. Avoid games that designate a winner.
- Often finds it difficult to accept criticism, blame, or punishment they are very concerned with personal behavior, particularly as it affects family and friends; sometimes blames others for own wrongdoing.

**Developmental Characteristics**

- Egocentric.
- Rapidly expanding vocabulary.
- Memorization and matching sounds.
- May dislike being singled out.

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## **Second Graders – Ages 7 - 8**

### **Age Appropriate Messages:**

#### **9-1-1**

- Dial 9-1-1 in the case of emergency
- Never dial 9-1-1 as a prank

### **Escape Drills in the Home**

- Help your parents test smoke alarms monthly and replace batteries once a year.
- Know the sound of a smoke alarm.
- Make a fire escape plan that identifies two ways out of every room in the house.
- Practice the fire escape plan.
- When smoke alarms sound, get out and stay out.
- Don't hide get outside when there is a fire.
- Crawl low in smoke.
- If your clothing catches on fire stop, drop, and roll.
- Sleep with bedroom doors closed.
- If smoke alarm sounds, test door before opening it.
- If the door is hot, wave something outside of your window and holler "Help"

### **Cooking Safety**

- Only use a microwave with a grown up's permission.
- Be careful when removing any items from a microwave.

### **Child Passenger Safety**

- Use a booster seat if you're under 4'9" and 80 pounds.
- Buckle up every time you ride in a vehicle.
- Ride in the back seat.

### **Matches, Lighters, and Candles**

- Matches and lighters are for grownups..
- If your friends want to start a fire, walk away, change the subject, or tell adult.
- Only adults can light candles.
- Remind grown ups to blow candles out when leaving the room.

### **Falls Prevention**

- Double tie shoelaces to prevent untied shoes
- Pick up your toys.
- Never leave belongings on steps.
- Take turns on playground equipment.

### **Bike Safety**

- Wear bike helmets and bright colored clothing every time you ride a bike.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride with a buddy.
- Only ride where your parents have given you permission to ride. Always let your parents know where you'll be riding.
- Always let your parents know where you'll be riding.
- Ride on the right hand side of the road and to use hand signals for turns and stops.
- Look both ways before crossing the street.
- Cross the street in the crosswalk, look both ways for cars before crossing.
- Always stop at the end driveway or sidewalk and carefully look both ways for cars before entering the street.

### **Firearm Safety**

- If you seen a gun; stop, leave the area, and tell a grown up.

- Tell an adult if a friend plays with a gun.

### **Water Safety**

- Ask a grownup before going into the water
- Always wear a life jacket on a boat

### **Delivery Techniques:**

- Demonstrate how to stop, drop, and roll
- Demonstrate how to check smoke alarms
- Show proper fitting of bike helmet.
- Show proper fitting of PERSONAL FLOATATION DEVICE.
- Practice how to crawl low
- Read books
- Watch DVD/Videos

### **Age Appropriate Teaching Resources:**

- “Be Cool About Fire Safety” video
- Rainbow Valley Fire Department DVD
- “Where There’s Smoke There’s Fire” video
- Eddie Eagle Program
- Fire Safety House
- Books: No Dragons for Tea, Stop, Drop and Roll, Franklin’s Bicycle Helmet, Arthur’s Escape Drill
- Booster Seat
- Bike helmet
- PERSONAL FLOATATION DEVICE
- 9-1-1 simulator or non working phone
- Felt Flames
- Smoke Alarm
- Toy tunnel or “fake” smoke to practice crawling low
- Home Safety Council Get Ready for Freddie Program

### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

### **Cognitive Developmental Ability**

- Have longer attention spans, more reflective thinking; and often newly solid friendships as well.
- Have mastered rug time, lineup, recess and lunch.
- Think in black and white.
- Begin to shift from sounding words out to reading long stories.
- Begin to do a lot of writing and be introduced to editing skills like correct spelling and punctuation.
- Develop math skills by working with place value, adding, subtracting, measurement, money, and time
- Expand map skills to reach out into geography and to explore historical timelines. They will recognize the continents; and be introduced to common sciences on water, marine life, weather, and geology.
- Are able to do research and write intricate reports.

### **Developmental Characteristics**

- Egocentric.
- Behavior more calm.
- Know-it-all.

## **Third Graders – Ages 8 - 9**

### **Age Appropriate Messages:**

#### **9-1-1**

- Dial 9-1-1 in the case of emergency
- Never dial 9-1-1 as a prank

### **Escape Drills in the Home**

- Help your parents test smoke alarms monthly and replace batteries once a year.
- Know the sound of a smoke alarm.
- Make a fire escape plan that identifies two ways out of every room in the house.
- Practice the fire escape plan during the day and at night when it is dark.
- When smoke alarms sound, get out and stay out.
- Never hide when smoke detector sounds. Crawl low in smoke.
- If your clothing catches on fire stop, drop, and roll.
- Sleep with bedroom doors closed.
- If smoke detectors sounds, test door to see if it is hot before opening it.
- If trapped in your bedroom, wave or hang a bright colored shirt outside of your window.

### **Cooking Safety**

- Only use a microwave with a grown up's permission.
- Be careful when removing any items from a microwave.

### **Child Passenger Safety**

- Use a booster seat if you're under 4'9" and 80 pounds.
- Buckle up every time you ride in a vehicle.

### **Matches, Lighters, and Candles**

- Never play with matches, lighters, or fire
- Matches and lighters are for grownups.
- If your friends want to start a fire, walk away, change the subject, or tell adult.
- Only adults can light candles.
- Remind grown ups to blow candles out when leaving the room.

### **Falls Prevention**

- Double tie shoelaces to prevent untied shoes
- Pick up your toys and belongings.
- Never leave belongings on steps.
- Take turns on playground equipment.

### **Bike Safety**

- Wear bike helmets and bright colored clothing every time you ride a bike.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride with a buddy.
- Only ride where your parents have given you permission to ride. Always let your parents know where you'll be riding.
- Always let your parents know where you'll be riding.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride on the right hand side of the road and to use hand signals for turns and stops
- Cross the street in the crosswalk, scan for traffic before crossing and obey all traffic signals.
- Never dart into the street from a sidewalk or driveway. Always stop at the end driveway or sidewalk and carefully scan for traffic before entering the street.

### **Firearm Safety**

- If you seen a gun; stop, leave the area, and tell a grown up.
- Tell an adult if a friend plays with a gun.

## Water Safety

- Ask a grownup before going into the water
- Check the water before entering
- Always wear a life jacket on a boat

## Delivery Techniques:

- Read a book
- Watch DVD or video
- Demonstrate proper fitting of bike helmet
- Show proper technique to calling 9-1-1, give students scenarios to determine if it is an appropriate time to call.
- Show proper Personal Floatation Device fit

## Age Appropriate Teaching Resources:

- "Be Cool About Fire Safety" video
- Rainbow Valley Fire Department DVD
- "Where There's Smoke There's Fire" video
- "Fires Fury" video
- "Marked by Fire" video
- Books; Impatient Pamela Dials 9-1-1, No Dragons for Tea
- "Jello in A Jar" video
- "Code Red Rover" DVD
- 9-1-1 simulator or non working phone
- Smoke alarm
- Fire Safety House

## Agencies that have teaching tools:

- Most metro depts.
- Have a list of members with phone and email

## Cognitive Developmental Ability

- Move from "learning to read" to "reading to learn," and from "learning to write" to "writing to communicate."
- "Chapter books" start to replace "picture books".
- Expand writing skills to "write to communicate" and grasp written sequence
- Will master the addition and subtraction of numbers between 0 and 12.
- Will move on to use multiplication, early fractions, and even some decimals.
- Use "reading to learn" to open up the world of science. Students will consult references, use scientific methods, test hypotheses, and calculate scientific observations. They will be able to write up their conclusions.

## Developmental Characteristics

- Egocentric.
- Less interest in play media.
- General "confusion" age.
- High activity.
- Distance between child and adult

## **Fourth, Fifth, & Sixth Graders – Ages 9 - 12**

### **Age Appropriate Messages:**

#### **9-1-1**

- Dial 9-1-1 in the case of emergency
- Never dial 9-1-1 as a prank

### **Cooking Safety**

- Be careful when removing any items from a microwave.
- Stir microwaved foods and beverages well before eating them.
- Use stove or a cook top only with an adult's supervision.
- Never leave small children alone in the bathroom or kitchen.
- Cool a burn with cold running water.
- Call 9-1-1 for serious burns.

### **Child Passenger Safety**

- Buckle up in the back seat every time you ride in a vehicle.

### **Matches, Lighters, and Candles**

- If your friends want to start a fire, walk away, change the subject, or tell adult.
- Remind grown ups to blow candles out when leaving the room.

### **Falls Prevention**

- Double tie shoelaces to prevent untied shoes
- Pick up your toys and belongings.
- Take turns on playground equipment.

### **Bike Safety**

- Wear bike helmets and bright colored clothing every time you ride a bike.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride on the right hand side of the road and to use hand signals for turns and stops.
- Cross the street in the crosswalk, scan for traffic before crossing and obey all traffic signals.
- Never dart into the street from a sidewalk or driveway. Always stop at the end driveway or sidewalk and carefully scan for traffic before entering the street.
- Ride with a friend.
- Let your parents know where you will be riding.

### **Firearm Safety**

- If you seen a gun; stop, leave the area, and tell a grown up.
- Tell an adult if a friend plays with a gun.

### **Water Safety**

- Always swim with a buddy
- Check the water before entering
- Wear a life jacket at all times on a boat

### **Poison Prevention**

- Take only medicine from a trusted adult.

### **Delivery Techniques:**

- Demonstrate proper bike helmet and fit.
- Demonstrate how unrestrained passengers can be ejected from moving vehicle by using toy car with passengers secured with rubber bands and non secured passengers.
- Demonstrate how some candy looks like medicine
- Show pictures of guns and ask students to identify if they are real or play guns.

### **Age Appropriate Teaching Resources:**

- “Where’s There’s Smoke There’s Science” video
- “Fire’s Fury” video
- “Fire Power” video
- “Marked by Fire” video
- Bike helmet
- Pictures of guns
- 9-1-1 simulator or non working phone
- Fire Safety House
- Home Safety Council Get Ready for Freddie Program
- Empty pill bottle filled with medicine looking candy

### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

### **Cognitive Developmental Ability**

#### **Fourth Graders**

- Begin independent work homework has started and students will take on big weight and include long, home-based projects.
- Have moved past from “learning to read” into a stage teacher’s call “reading to learn”.
- Continue to work on mechanics like vocabulary.
- Write in cursive and can express complex ideas.
- Can write essays using several kinds of sentence structures. They can express a relatively coherent thought, and use major punctuation correctly.
- Are introduced to electrical circuits and will be able to calculate and average data on charges.

### **Developmental Characteristics**

- Positive approach to life
- Identifies with TV.
- Heading toward adolescence.
- Sociable.
- Peer pressure beginning to emerge

### **Cognitive Developmental Ability**

#### **Fifth & Sixth Graders**

- Experience big gains in academics, growth spurts, and hormone surges. Kids will advance at different rates.
- Feel experienced, powerful, and confident. Academic foundations are established.
- Read more complex material in full length chapter books and from social studies and science textbooks.
- Can develop outlines, rough drafts, and final drafts.
- Produce book reports and story writing; but also expect new attention to creating full paragraphs and short essays that use evidence to make a point, provide detailed comparisons and contrast, or explain research in science or social studies.

### **Developmental Characteristics**

#### **Fifth & Sixth Graders**

- Positive approach to life
- Identifies with TV.
- Heading toward adolescence.
- Sociable.
- Peer pressure beginning to emerge
- Have mastered math “facts”—addition, subtraction, multiplication, and division—of numbers from 1-12. Students understand how “mathematical operations” work, along with the role of place value, fractions, decimals, and beginning geometry.
- Have advanced independent research skills which they started in third and fourth grades.

## Seventh 7 Eighth Graders – Ages 12 - 14

### **Age Appropriate Messages:**

#### **9-1-1**

- Dial 9-1-1 in the case of emergency

### **Cooking Safety**

- Use caution when handling food or beverages that have been in the microwave.
- Stir microwaved foods and beverages well before eating them.
- Use stove or a cook top only with an adult's permission.
- Never leave small children alone in the bathroom or kitchen.
- Cool a burn with cold running water.
- Call 9-1-1 for serious burns.

### **Child Passenger Safety**

- Buckle up in the back seat every time you ride in a vehicle.
- The back is where it is at.

### **Matches, Lighters, and Candles**

- If your friends want to start a fire, walk away, change the subject, or tell adult.
- Remind grown ups to blow candles out when leaving the room.

### **Falls Prevention**

- Pick up your gear, toys and etc.
- Tie your shoes
- Never leave belongings on steps

### **Bike Safety**

- Wear bike helmets and bright colored clothing every time you ride a bike.
- Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Ride on the right hand side of the road and to use hand signals for turns and stops.
- Cross the street in the crosswalk, scan for traffic before crossing and obey all traffic signals.
- Never dart into the street from a sidewalk or driveway. Always stop at the end driveway or sidewalk and carefully scan for traffic before entering the street.
- Let your parents know where you will be riding.

### **Firearm Safety**

- If you seen a gun; stop, leave the area, and tell a grown up.
- Tell an adult if a friend plays with a gun.

### **Water Safety**

- Always swim with a buddy
- Check the water before entering
- Wear a life jacket at all times on a boat

### **Delivery Techniques**

- Show pictures of guns – ask students to determine if they are real or play guns
- Demonstrate proper bike helmet fit
- Demonstrate proper Personal Floatation Device fit

### **Age Appropriate Teaching Resources: Video's Books**

- "Fires Fury" video
- "Fire Power" Video
- Bike Helmet
- Personal Floatation Device

## Agencies That Have Teaching Tools

- Check with Prevention Group Member

## Cognitive Developmental Ability

### Seventh & Eighth Graders

**The average twelve year old is entering the stage in between childish and mature behavior. He/She:**

- Is spirited and enthusiastic
- Can "stay put" longer and exercise self-control.
- Develops a growing sense of intuition and insight into self and others.
- Becomes less moody and may become good-natured around adults.
- Becomes increasingly self-reliant and self-centered.
- Is curious but not ready for long-term planning.
- Has strong desire to be like peers.

**This age your child is learning how to be independent as she undergoes many changes. You can help by encouraging as she:**

- Learns to cope with changes
- Makes the transition to adolescence.
- Works on interpersonal skills.
- Adjusts to peer group and pressure.
- Develops her personal interests and abilities.
- Gains a greater sense of responsibility for her behavior and decisions.

## Developmental Characteristics

### Seventh & Eighth Graders

- A strong desire to be like peers
- Likes activities involving boys and girls.
- Seeks being alone.
- Fluctuates between childish and mature behavior.
- Kids are beginning to think seriously about a career.

## **Teen and Adult**

### **Age Appropriate Messages:**

#### **Escape Drills in the Home**

- Make a fire escape plan that identifies two ways out of every room in the house. Practice it at night, in the dark.
- Pick a meeting place outside the home where the family will gather in the case of an emergency. During an emergency, once checked in at the meeting place, send one person to call 9-1-1 from a neighbor's home.
- Purchase an escape ladder for second and third story bedrooms. Designate someone to be responsible to help small children or individuals with special needs or disabilities.
- Teach children the sound of a smoke alarm and practice what they should do when one sounds. Reinforce that they should never hide from smoke or fire.
- Crawl low in smoke.
- If your clothing catches on fire stop, drop, and roll.
- Get out of a building and stay out.

#### **House Numbers**

- House numbers must be at least 4" in size and of a contrasting color to the house or garage
- Make sure numbers are not concealed by landscaping and are easily visible from the street.

#### **Smoke Alarms**

- Smoke alarms should be on every level of the home, each bedroom, and outside of bedroom area's
- Establish a no smoking rule for all bedrooms.
- Dual powered detection systems, ac/dc, are recommended in all homes.
- Test smoke alarms monthly. Depress button on smoke alarm to test alarm. Change the batteries in alarms once a year. Vacuum detectors frequently to remove dust particles.
- If detectors sound an intermittent chirp, the batteries of the detector may be low.
- The average life span of an alarm is 8-10 years. To dispose of a alarm, take the battery out and throw it away

#### **Fire Extinguishers**

- Keep a 5-lb "ABC" fire extinguisher readily accessible. Know how to use it. PASS – Pull Aim Squeeze Sweep

#### **Carbon Monoxide (Co)**

- Install a co detector on every level of your home, per manufactures guidelines. Co detectors with digital readouts and ac/dc power sources are preferred.
- Test detectors monthly and change batteries once a year.
- Do not place detectors near furnaces, water heaters, fireplaces, dryers, or in garages.
- Have fuel burning appliances, furnaces, water heaters, and chimneys inspected annually. Co detectors are not a substitute for maintaining appliances.

#### **Matches and Lighters**

- Keep matches and lighters secured out of children's reach. If kids can find their hidden gifts, they can find your lighters and matches.
- Teach children to never play with matches or lighters. If they should find matches or lighters they should tell an adult and have the adult pick them up.

#### **Candle Safety**

- Never leave a lit candle unattended. All candles should be secured on a flame-retardant base.
- Keep candlewicks trimmed to ¼ inch in length.
- Keep candles away from all combustibles –decorations, curtains, paper products, furniture.
- Consider using flameless candles.
- Use candles away from pets and children.

### **Heating and fireplace safety**

- Have your home fireplace, chimney, and furnace inspected by a professional once a year.
- Always use a fire screen.
- Only burn materials appropriate for a fireplace. Never burn trash or paper in a fireplace.
- Clean or replace furnace filters monthly when your furnace or central air conditioner is in use.
- Do not store paint, boxes, recyclables, or other combustibles in furnace room.

### **Cooking Safety**

- Always attend to cooking
- Cooking while under the influence of alcohol or drugs is dangerous.
- Always use pot holders and keep pot handles turned toward the back of the stove.
- Smother a grease fire with a lid. Turn off stove or burners

### **Burns**

- To prevent scalds, set water heater no higher than 120 f. Use the low or medium setting if you do not have a degree setting on your water heater.
- Use caution when handling food or beverages that have been in the microwave.
- Stir microwaved foods and beverages well before eating them.
- Never leave small children alone in the bathroom or kitchen.
- Cool a burn with cold running water.
- Call 9-1-1 for serious burns.

### **Safety Tips for Grilling or Cooking Outdoors**

- Establish a grill safe zone 10 feet around the grill. Do not allow children to play in this area.
- Grills should never be used on wooden patios or under overhangs of garages, homes or decks. Grill on concrete whenever possible. Do not set up a grill near dry leaves or brush.
- Keep lighter fluid, matches, paper plates, garbage, tents, sleeping bags or combustibles away from the grill.
- Keep charcoal briquettes stored in a metal container with a secured lid. Match-light briquettes can self ignite under the right conditions.
- Never use gasoline to start grill or use lighter fluid to stoke a fire.
- If a fire starts on the grill, put the cover on the grill and turn off the heat source if possible (electric or propane grills). Smother a grease fire. Do not use water.
- Have propane tanks filled by a professional. Never overfill a propane tank.

### **Motor Vehicle Safety**

- Use the appropriate child safety seat, booster seat or seat belt, when children are passengers in your car.
- Reinforce the importance of school bus safety rules.

### **Fire and Burn Prevention**

- Test smoke detectors every month, replace batteries once a year.
- Make and practice a home escape plan.
- Keep lighters, matches, lighter fluid, etc. Secured in a place that is inaccessible to children.
- Teach children to never play with fire. If they find matches or lighters they should tell an adult.
- Never leave lit candles unattended.
- Turn pot handles to the back of the stove when cooking. Do not place hot liquids near the edges of tables or counters.
- Have children play away from the kitchen and the outdoor grill.

### **Choking, Suffocation and Strangulation Prevention**

- Teach children not to put inedible objects in their mouths.
- Be alert to choking, suffocation and strangulation dangers in kid's environment: balloons, necklaces, marbles, buttons, scarves, shoelaces, plastic bags, drapery cords, clothing with drawstrings, scarves etc.

### **Poisoning Prevention**

- Install and maintain a co detector in your home
- Keep cleaning supplies, medicine, paint, and aerosol cans out of the reach of young children.
- Remove poisonous plants from home and yard.

### **Falls Prevention**

- Purchase shoes with Velcro strap instead of shoelaces to prevent untied shoes.
- Use a non-slip bathmat.
- Do not allow children to jump or climb on furniture.
- Supervise children's play at playground.

### **Firearm Injury Prevention**

- Keep firearms locked up
- Separate ammunition from firearms; secure both.
- Use triggers locks.
- Teach children to never touch a firearm.
- Ask your children to tell you or another trusted adult if their friends, acquaintances play with guns

### **Bike and Pedestrian Safety**

- All cyclists should wear bike helmets and bright colored clothing. Bikes should be equipped with reflectors, horn, reflective tape or decals.
- Teach children to ride on the right hand side of the road and to use hand signals for turns and stops.
- Teach children to cross the street in the crosswalk, scan for traffic before crossing and obey all traffic signals.
- Teach children to never dart into the street from a sidewalk or driveway. Always stop at the end driveway or sidewalk and carefully scan for traffic before entering the street.
- When driving, stop at crosswalk markings to let pedestrians cross safely.

### **Water Safety**

- Carry a personal floatation device for everyone in the watercraft.
- Have children wear their flotation device while riding in the boat.
- Supervise children while swimming and have kids swim with a buddy.
- Do not allow kids to rely upon personal flotation devices to aid them in swimming in waters beyond their capability.
- Never leave a young child alone in the bathtub.

### **Home Fire Sprinkler System**

- Consider installing them in your home
- Only one head goes off at a time
- Fire protection 24x7x365

### **Delivery Techniques:**

- Demonstrate how to change smoke alarm batteries and proper placement of smoke alarms.
- Show DVD/Video
- Use burn pan/fire extinguishers to practice putting out fires.
- Demonstrate how to slide lid on pan if a fire starts.
- Demonstrate proper fit for bike helmet.
- Demonstrate proper fit for Personal Floatation Device.
- Demonstrate ejection with toy car and dolls secured and non-secured.

### **Age Appropriate Teaching Resources:**

- Smoke Alarm
- "Fire Power" video
- Fire extinguisher and burn pan.
- House numbers of proper size.
- Flameless candles
- Pan with lid
- CO alarm
- Personal Floatation Device
- Home Fire Sprinklers; A Solution to Americas Fire Problem

### **Agencies that have teaching tools:**

- Most metro depts.
- Have a list of members with phone and email

### **Cognitive Developmental Ability**

#### **Teen & Adult**

Adolescence is filled with intellectual and emotional changes in addition to the major biological and physical changes. It is a time of discovery of self and one's relationship to the world around him or her.

#### **Major Questions Facing Adolescents**

Abstract thinking ability takes place during adolescence. In early adolescence thinking is still concrete. By the end of this period, individuals are able to fully comprehend abstract concepts. They think of good arguments for their positions. As they begin to think abstractly, adolescents are more likely to question things that were unquestionable before.

Challenging the status quo is a normal part of adolescence even though it may appear rebellious.

Need some freedom to explore their beliefs. Their questioning nature can make working with them a challenge.

Experimenting with risk behaviors is also a normal part of adolescence: alcohol and drug abuse, delinquency, and early unprotected sex.

#### **Need Parents/Teacher Monitoring**

- **Where** are you going?
- **With whom** are you going?
- **What** are you doing?
- **When** will you be home?

Need to be given logical reasons why they should not participate in the risk behavior.

Need to have consequences for behavior and consistency in discipline.

#### **Four basic abstract questions that adolescents begin to ask themselves:**

- Who am I (pertaining to his or her sexuality and social roles)?
- Am I normal (do I fit in with a certain crowd)?
- Am I competent (am I good at something that is valued by peers and parents)?
- Am I lovable and loving (can someone besides mom and dad love me)?
- Assist adolescents with their challenges and problems but do not solve them.
- Ask questions, instead of telling. Use "could" questions like, "What are some things you could do?"
- Guide, but do not direct.
- Present only real choices. For example, offer ideas about what other people have tried.

## Educational Resources

Title	Author - Publisher	ISBN # / Website / Phone	Type
A Day at the Fire Station	Richard Scarry		Book
A Day with Firefighters	Jan Kottke		
Be Cool About Fire Safety	Allstate Insurance		DVD
Authors Fire Drill	Marc Brown - Random House	0-375-80924-4	Book
Big Frank's Fire Truck	Leslie McGuire		
Brecker Bunny Learns to be Careful!	Hilary D. R. Bilbrey		
Clifford the Fire House Dog	Norman Bridwell – Scholastic	48419-2	Book
Code Red Rover	Home Safety Council	www.homesafetycouncil.org	DVD
Dinosaurs, Beware	Marc Brown and Stephen Krensky		
Elmo Visits the Firehouse (DVD)	Sesame Street		
Even Firefighters Hug Their Moms	Christine Kole MacLean		
Fire Safety	Pati Myers Gross		
Explore Elmo's World Firefighters		0375833722	Book
Fire Station Number 4: The Daily Life of Firefighters	Mary Fortney		
Fire Truck	Ivan Ulz		
Fires Fury			Video
Firefighters A to Z (2)	Chris Demarest		
Fireman Small (2)	Wong Herbert Yee		
Fireman Small to the Rescue	Wong Herbert Yee		
Franklins Bicycle Helmet	Paulette Bourgeois – Scholastic	0439083672	Book
Fire Power	NFPA	www.nfpa.org	Video
Here Come Our Firefighters	Chris Demarest		
Hidden Hazards in Your Home	William Shatner		
Home Fire Drills	Lucia Raatma		
Home Safety	Pati Myers Gross		
Home Fire Sprinklers: A Solution to America's Fire Problem		www.ircfiresprinkler.org	DVD
I Am Fire	Jean Marzollo – Scholastic	059084778-3	Book
I Want To Be a Firefighter	A Firefly Book		
I'm Going To Be A Fire Fighter	Edith Kunhardt		
Impatient Pamela Dials 9-1-1	Mary Koski		
Jello in A Jar	Safe Kids	#2250 <a href="http://www.safekids.com">www.safekids.com</a>	Video
Keeping Your Community Safe and Warm	NFPA		
Marked by Fire	Insurance Federation of MN		Video
Meet People in Your Neighborhood! Firefighters!	Naomi Kleinberg and Kara McMahon (Sesame Street Elmo's World)		
Never Talk to Strangers	Irma Joyce		
No Dragons for Tea	Jean Pendziwol and Martine Gourbault – Kids Can Press	1550745697	Book
Officer Buckle and Gloria	Peggy Rathmann	039922616-8	Book
Poinsettia and the Firefighters	Felicia Bond		
Protecting Your Home: A book About Firefighters	Ann Owen – Picture Window Books	1-4048-0088-3	Book
Sesame Street Fire Safety Station	Children's Television Workshop		
Rainbow Valley Fire	Rainbow Valley		DVD
Sparky's A, B, C's	National Fire Prevention Association		Video

Stop, Drop, and Roll	Margery Cuyler Simon & Schuster	0-689-84355-0	Book
Tito, the Firefighter (Tito, el Bombero)	Tim Hoppey		
The Great Escape	The Co-Operators		DVD
To Hell and Back	People's Burn Foundation of Indiana		DVD
Visit and Know Fire Safety Station	Children's Television Workshop		
Where There's Smoke, There's Science	NFPA		Video
<b>Props</b>			
Felt Flames			
Tool/Toy Box			
Don't Touch			Picture Flash Cards
<b>Other Resources</b>			
Play Safe, Be Safe Kit	Ph: 585-385-3370	<a href="http://www.playsafebesafe.com">www.playsafebesafe.com</a>	
Buckle Up With Becky	Ph: 701-241-1341	<a href="http://www.buckleupbecky.com">www.buckleupbecky.com</a>	
Eddie Eagle Program	Ph: 800-231-*0752	<a href="http://www.nrahq.org/safety/eddie">www.nrahq.org/safety/eddie</a>	
9-1-1 Simulator:	Retina Systems Ph: 203-881-1311	<a href="http://www.911interactivesimulator.com">www.911interactivesimulator.com</a>	
Home Safety Council Materials	Home Safety Council	<a href="http://www.homesafetycouncil.org">www.homesafetycouncil.org</a>	

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