

# Getting to Know the Firefighter & Fire Safety Facts

## Anxiety Control/Fire Safety & Prevention

<b>Grade Level:</b>	<b>Primary (K, 1, &amp; 2)</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 information and products and services to enhance health. (K, 1)				
	7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (K, 1, 2)				
	8. Students will demonstrate the ability to advocate for personal, family, and community health. (K, 1,2)				
<b>MN Benchmarks: (Kindergarten)</b>	3.1. The student will demonstrate the ability to locate school and community health helpers.				
	7.1. The student will identify responsible health behaviors.				
	8.1. The student will identify safe behaviors in the home, school, and community.				
<b>MN Benchmarks: (First Grade)</b>	3.1. The student will locate resources from home, school, and community that provide valid health information.				
	7.1. The student will demonstrate ways to avoid and reduce threatening situations				
	8.1. The student will describe a variety of methods to convey accurate health information and ideas.				
<b>MN Benchmarks: (Second Grade)</b>	7.1. The student will develop injury prevention and self-management strategies for personal health.				
	8.1. The student will express information and opinions about health information and ideas.				
<b>Needed Materials:</b>	Turn out gear				
	Common tools carried by firefighters				
	Uniform – if you're discussing the elements of your uniform				

<b>Talking Points:</b>	3.1	Identify an emergency and recognize when to get help.
		Practice how to ask for help if you, a friend, or a family member were in trouble.
		Explain why, how, and when you need to call 911.
		Identify helpers that keep you safe outside the family.
	7.1	Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire.
		Identify an emergency and recognize when to get help.
		Discuss common fire safety messages: unattended candles and fires, the danger with matches and lighters, possible burn injuries and other problems associated with the oven or stove, escape plans, stop/drop/roll slowly, smoke alarms, crawling low under smoke, etc.
		Identify potential fire safety hazards in the home.
	8.1	Identify safety rules for home/school.
		Discuss fire safety routines
<b>Other Talking Points Relevant to your Department or Community Needs:</b>		

<b>Introduction:</b>	<p>Below there are several topics that can 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.</p> <p>They will stay more actively involved if you praise and acknowledge them for what they already know and build on that.</p>
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<p><b>Main Lesson:</b></p>	<p><b>3.1 Identify an emergency and recognize when to get help.</b></p> <p><b>3.1 Practice how to ask for help if you, a friend, or a family member were in trouble.</b></p> <p><b>3.1 Explain why, how, and when you need to call 911.</b></p> <p>Talk about what an emergency is, when would you need to get help? How do you contact the fire department, police department, EMS? What information do you need to give the dispatcher? (name, address/location) Do you know your address? Teach them this trick: We all have names using letters, houses have names using numbers and letters. Your house's first name is numbers and it wears a name tag all the time. Tell them to look at their house when they go home to find out their house's first name? For example, my house's first name is 7586. And just like your last name is the same as the people in your family, your house's last name is the same as all the other houses on the street. If I lived on Elm Street, my house's whole name would be 7586 Elm Street. This technique has really helped some of the younger children learn their address faster and easier than if they were challenged to just memorize it.</p> <p><b>3.1 Identify helpers that keep you safe outside the family (specifically first responders)</b></p> <p><u>Uniform:</u> This touches a little bit on stranger safety, so some students may need more or less of this area. Go through the elements of a uniform. Tell the students that the patches on the shoulders always say what the person does, police, fire, security, EMS, etc. The name tag on front tells their name, they most of the time will have a badge, which will signify what they do like the patches. Explain the other things on your uniform if you like. Talk about the different uniforms that emergency workers use, duty shirts, etc. and how they easily identify a community helper.</p> <p><u>Turnout Gear:</u> An important thing to remember with young children is that they are easily traumatized by things that would normally cause someone else a manageable amount of anxiety. You need to ease them into situations that may cause them concern. Asking for permission and receiving a clear answer prior to putting a turn out coat or something like that on them is a necessity! However, it is the practice of many departments to avoid putting any piece of turnout gear, helmet, facemask, or anything else on a child, due to the carcinogens that may exist on them and/or the sheer weight. Please check your departments SOP/SOGs.</p> <p>Start by talking about the elements of the firefighter ensemble before putting any of them on. Explain the helmet, the things on it, how they protect firefighters, what it may say about the individual wearing it (rank, apparatus operator, etc.) Set it down, then pick up the jacket, talk about the jacket in as much detail as you deem necessary, however don't get too carried away. Saying that it's similar to a winter jacket, but protects me from fire may be enough at the four year old level. Continue setting down the individual pieces and moving on to the next all the way down to the boots, air packs, and tools.</p> <p>If you put your gear on, as you're talking, slowing start putting on your turnout gear. It would be best to do this sitting down or on your knees if possible so you aren't towering over the kids, which may create some anxiety as you're dressing. When you get to the point where you have to put your mask on you should stop and tell them that they have to be really good listeners because you are going to cover your mouth and will have to be yelling (or talking much louder) for everyone to hear. This may help focus them for this final part where they might get the giggles/whispers. Before you go on air (and possibly before you put the mask on) talk about how when you breath in the air comes from the bottle and when you breathe out it comes out of the mask, so it's louder. As you start taking off the gear ask the students what they thought. Ask why they think some kids might hide. Remind them that you are still the same person under all that stuff, you may look a little different, but you're there to help them and have to put all that stuff on to stay safe – just like they wear helmets and pads to protect themselves on a bike or skateboard.</p>
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	<p><b>7.1 Identify potential fire safety hazards in the home.</b></p> <p><b>8.1 Identify safety rules for home/school.</b> Remember that you are speaking to five to eight year olds. Don't get too technical about fire code! Talk about very common fire safety problems, unattended candles and fires, the danger with matches and lighters, possible burn injuries and other problems associated with the oven or stove, escape plans, stop/drop/roll slowly, smoke alarms, crawling low under smoke, etc.</p> <p><b>7.1 Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire.</b></p> <p><b>8.1 Discuss fire safety routines</b> (<i>fire drills, meeting place, get out-stay out, crawl low, stop/drop/roll, etc.</i>) Most students that have attended preschool have learned many basic fire safety facts. You can spend some time discussing and demonstrating some of the things they bring up. For example, if they say "stop, drop, and roll" dig a little deeper. When would you stop, drop, and roll? If there's a fire in the corner, should we stop, drop, and roll? Who can show me how to stop, drop, and roll? Have a student demonstrate the process down an aisle or other place where the children can all see. Correct hand/body posture if needed.</p> <p>Talk about where to go when the smoke alarm goes off. What happens when the door is hot and you can't get out? What should you do if you're "trapped" in your room? Stress not to hide in closets or under beds. Ask them if they know what a 360 is. Many of the kids that are into skate or snowboarding will know that it's a complete circle. Tell them that firefighters do 360s at every house they go to. Talk about how you do a 360 when you arrive and you look at windows, so putting something hanging out the window will look out of place, etc.</p>
<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>	Encourage them to make a class book (discuss this with the teacher first) or draw pictures on ways to keep themselves fire safe.  Leave a dress the firefighter activity card if you have access to one. Liberty Mutual Insurance has a Dress Firefighter Joe page with stickers.

# Fire Safety

## Fire Prevention

<b>Grade Level:</b>	Kindergarten	<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 to enhance health.				
	3. Students will demonstrate the ability to access valid information and products and services to enhance health.				
	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 health.				
<b>MN Benchmarks:</b>	1.1. The student will describe how individual behavior affects individual health. ( <b>partial</b> – focus on injury prevention)				
	3.1. The student will demonstrate the ability to locate school and community health helpers.				
	5.1 The student will identify skills in problem solving and decision making.				
	7.1. The student will identify responsible health behaviors.				
	8.1. The student will identify safe behaviors in the home, school, and community.				
<b>Needed Materials:</b>	Uniform – if you’re discussing the elements of your uniform				

<b>Talking Points:</b>	1.1.	Discuss what happens when playing in safe and unsafe ways ( <i>matches, etc.</i> )
	3.1.	Identify safety rules for home, school, and community.
		Practice how to ask for help if you, a friend, or a family member were in trouble.
		Explain why, how, and when you need to call 911.
	7.1.	Identify helpers that keep you safe outside the family.
		Identify potential fire safety hazards in the home.
	8.1.	Identify an emergency and recognize when to get help.
		Discuss fire safety routines
1.1 3.1 7.1 8.1	Discuss common fire safety messages: unattended candles and fires, the danger with matches and lighters, possible burn injuries and other problems associated with the oven or stove, escape plans, stop/drop/roll slowly, smoke alarms, crawling low under smoke, etc.	
<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 fire safety and fire prevention to get a gauge on where you should start and what you need to cover. You should keep ‘new information’ (those things not mentioned) to a minimum. For this age group, you shouldn’t introduce more than 3-5 new concepts. You also need to discuss things they mention. Just because they say “stop, drop and roll” doesn’t mean they know it’s only when their clothes are on fire. They also may not have ever practiced the skill or seen it demonstrated properly.</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</p>	

	<p>clear messages that build on what they already know.</p> <p>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>1.1. <b>Discuss what happens when playing in safe and unsafe ways (<i>matches, etc.</i>)</b></p> <p>3.1. <b>Identify safety rules for home, school, and community:</b>  Talk to the kids about what we do when the fire alarm goes off in school. How do we all leave the school safely? Is it a good idea to hide when the alarms go off? What about if you're at home? What should you do? Where should you go? Explain the necessity for a family meeting place and give suggestions for locations. Suggest against things like: a mailbox across a busy street, a tree only a few feet from the house, their living rooms (this one does come up). Really make them think about a good, fire safe location. Talk about the up and down side to each choice and encourage them to come up with a safe choice that will work for them and their family. Stress that they need to let everyone in their house know the meeting place. What should we do if we're at the mall with Mom or Dad and the fire alarm goes off? Show how the different locations fundamentally have the same set of rules: Stay as calm as possible, don't hide, get outside to a safe location, meet up with family/class, etc.</p> <p>7.1. <b>Identify an emergency and recognize when to get help.</b></p> <p>3.1. <b>Practice how to ask for help if you, a friend, or a family member were in trouble.</b></p> <p>3.1. <b>Explain why, how, and when you need to call 911.</b>  Talk about what an emergency is, when would you need to get help? How do you contact the fire department, police department, EMS? What information do you need to give the dispatcher? (name, address/location) Do you know your address? If not, teach them this trick: We all have names using letters, houses have names using numbers and letters. Your house's first name is numbers and it wears a name tag all the time. Tell them to look at their house when they go home to find out their house's first name. For example, my house's first name is 2485. And just like your last name is the same as the people in your family, your house's last name is the same as all the other houses on the street. If I lived on Elm Street, my house's whole name would be 2485 Elm Street. This technique has really helped some of the younger children learn their address faster and easier than if they were challenged to just memorize it.</p> <p>3.1. <b>Identify helpers that keep you safe outside the family (specifically public safety personnel)</b>  This concept touches a little bit on stranger safety, so some students may need more or less of this area. Go through the elements of a uniform. Tell the students that the patches on the shoulders always say what the person does, police, fire, security, EMS, etc. The name tag on front tells their name, they most of the time will have a badge, which will signify what they do like the patches. Explain the other things on your uniform if you like. Talk about the different uniforms that emergency workers use, duty shirts, etc. and how they easily identify a community helper.</p> <p>7.1. <b>Identify potential fire safety hazards in the home.</b>  Remember that you are speaking to four and five year olds. Don't get too technical about fire code! Talk about very common fire safety problems, unattended candles and fires, the danger with matches and lighters, possible burn injuries and other problems associated with the oven or stove, etc.</p> <p>8.1. <b>Discuss fire safety routines</b>  <i>fire drills, meeting place, get out-stay out, crawl low, stop/drop/roll, etc</i>  Most students that have attended preschool have learned many basic fire safety facts. You can spend some time discussing and demonstrating some of the things they bring up. For</p>

	<p>example, if they say “stop, drop, and roll” dig a little deeper. When would you stop, drop, and roll? If there’s a fire in the corner, should we stop, drop, and roll? Who can show me how to stop, drop, and roll? Have a student demonstrate the process down an aisle or another place where the children can all see. Correct hand/body posture if needed. Ask the teacher if they can all practice this skill in the gym, on the playground or in the classroom. It would be good to be there to correct the students that aren’t doing it correctly. Remind them to cover their face (and why we cover our faces), roll back and forth, not round and round, and to do it slowly, so that they’re not adding more oxygen to the fire.</p> <p>Talk about where to go when the smoke alarm goes off. What happens when the door is hot and you can’t get out? What should you do if you’re “trapped” in your room? Stress not to hide in closets or under beds. Ask them if they know what a 360 is. Many of the kids that are into skate or snowboarding will know that it’s a complete circle. Tell them that firefighters do 360s at every house they go to. Talk about how you do a 360 when you arrive and you look at windows, so putting something hanging out the window will look out of place, etc.</p> <p>Talk about what to do if they can leave their room, but the hallway is smoky. They should get low and crawl. Discuss how smoke and heat rise and the better air is near the floor. Let them know that firefighters also crawl when they are working in a fire environment. You should also talk about what to do if there isn’t smoke. Let them know that they don’t need to crawl because it might slow down their escape.</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>Ask students to draw a picture of their family at their meeting place.</p> <p>Encourage them to make a class book (discuss this with the teacher first) or draw pictures on ways to keep themselves fire safe.</p>

# Dangers of Fire

## Fire Prevention

<b>Grade Level:</b>	<b>First 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 information and products and services to enhance health.				
	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 health.				
<b>MN Benchmarks:</b>	3.1. The student will locate resources from home, school, and community that provide valid health information.				
	4.1 The student will describe characteristics needed to be a responsible friend and family member.				
	7.1. The student will demonstrate ways to avoid and reduce threatening situations.				
	8.1. The student will describe a variety of methods to convey accurate health information and ideas.				
<b>Needed Materials:</b>	Uniform shirt – to go over patches, name tag, etc.				
	Smoke alarm and CO alarm				

<b>Talking Points:</b>	3.1.	Identify community safety helpers and decide which helper to contact for which information.
		Identify safety procedures for the home, school, and community.
	4.1.	Describe ways to help one's family.
	7.1.	Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire.
		Discuss fire safety routines ( <i>fire drills, meeting place, get out-stay out, crawl low, stop/drop/roll, etc.</i> )
	8.1.	Discuss what would happen in different situations if children do or don't follow safety rules or guidelines for fire safety/prevention.
		Practice refusal skills for saying no to someone who encourages unsafe or unhealthy choices (playing with fire).
		Describe the consequences of telling/not telling.
		Practice reading, writing, and saying name, address, and phone number.
	8.1.	Practice communication skills for getting help from trusted and safe adults.
<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 fire safety and fire prevention to get a gauge on where you should start and what you need to cover. You should keep 'new information' (those things not mentioned) to a minimum. For this age group, you should introduce no more than 4-6 new concepts. You also need to discuss things they mention. Just because they say "stop, drop and roll" doesn't mean they know it's only when their clothes are on fire. They also may not have ever practiced the skill or seen it demonstrated properly.</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</p>	

	<p>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.</p> <p>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>3.1. Identify community safety helpers and decide which helper to contact for which information.</b></p> <p><b>8.1. Practice communication skills for getting help from trusted and safe adults.</b></p> <p><b>8.1. Describe the consequences of telling/not telling.</b></p> <p>This is covered a little bit in the K lessons, so some students may need more or less of this area. Go through the elements of a uniform. Tell the students that the patches on the shoulders always say what the person does, police, fire, security, EMS, etc. The name tag on front tells their name, they most of the time will have a badge, which will signify what they do like the patches. Explain the other things on your uniform if you like. Talk about the different uniforms that emergency workers use, duty shirts, etc. and how they easily identify a community helper.</p> <p>Give different situations and talk about the different kinds of helpers that may be needed in each situation. <i>(Only a few are mentioned below, mix it up with 911 emergencies and things that aren't necessarily 911 worthy to show a difference between help and emergency help.)</i></p> <ul style="list-style-type: none"> <li>• You are riding your bike with a friend and you see someone is hurt. <i>(go get an adult/call 911 depending on if it's a scratch or a severe injury)</i></li> <li>• You are on the playground and someone pushes you. <i>(Go talk to the aide on the playground or your teacher)</i></li> <li>• You are in the mall and you can't find your parents. <i>(Go to the registers and ask the people working there for help, mall security/police if they're there)</i></li> </ul> <p><b>3.1. Identify safety procedures for the home, school, and community.</b></p> <p><b>7.1. Discuss what would happen in different situations if children do or don't follow safety rules or guidelines for fire safety/prevention.</b></p> <p>Talk to the kids about what we do when the fire alarm goes off in school. How do we all leave the school safely? Is it a good idea to run crazy or hide when the alarms go off? What about if you're at home? What should you do? Where should you go? Explain the necessity for a family meeting place and give good suggestions for locations. Suggest against things like: a mailbox across a busy street, a tree only a few feet from the house. Really make them think about a good, fire safe location.</p> <p>Talk about other places they may be when an emergency situation might arise. What should we do if we're at the mall with Mom or Dad and the fire alarm goes off? Show how the different locations fundamentally have the same set of rules: Stay as calm as possible, don't hide, get outside to a safe location, meet up with family/class, etc.</p> <p><b>4.1. Describe ways to help one's family.</b></p> <p><b>8.1. Practice reading, writing, and saying name, address, and phone number.</b></p> <p><b>8.1. Practice communication skills for getting help from trusted and safe adults.</b></p> <p>Talk about what an emergency is, when would you need to get help? How do you contact the fire department, police department, EMS? What information do you need to give the dispatcher? (name, address/location) Do you know your address? Teach them this trick: We all have names using letters, houses have names using numbers and letters. Your house's first name is numbers and it wears a name tag all the time. Tell them to look at their house when they go home to find out their house's first name? For example, my</p>

	<p>house's first name is 7586. And just like your last name is the same as the people in your family, your house's last name is the same as all the other houses on the street. If I lived on Elm Street, my house's whole name would be 7586 Elm Street. This technique has really helped some of the younger children learn their address faster and easier than if they were challenged to just memorize it.</p> <p><b>7.1. Identify the dangers of fire, ways to prevent fires, and what to do in case of a fire.</b>  <b>Discuss fire safety routines</b> (<i>fire drills, meeting place, get out-stay out, crawl low, stop/drop/roll, etc.</i>)  Most students have learned many basic fire safety facts. You can spend some time discussing and demonstrating some of the things they bring up. For example, if they say "stop, drop, and roll" dig a little deeper. When would you stop, drop, and roll? If there's a fire in the corner, should we stop, drop, and roll?</p> <p>Remember that you are speaking to six to seven year olds. Don't get too technical about fire code! Talk about very common fire safety problems, unattended candles and fires, the danger with matches and lighters, possible burn injuries and other problems associated with the oven or stove, have working smoke detectors, having CO detectors near the bedrooms, escape plans, stop/drop/roll slowly, crawling low under smoke, checking the door for heat, not hiding in the closet or under the bed, etc.</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.</p> <p>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>Have them draw a picture of their family at their meeting place.</p> <p>Encourage them to make a class book (discuss this with the teacher first) or draw pictures on ways to keep themselves fire safe.</p>

# Fire Safety & Prevention

## Fire Prevention

<b>Grade Level:</b>	<b>Second 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 to enhance health.				
	3. Students will demonstrate the ability to access valid information and products and services to enhance health.				
	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.				
<b>MN Benchmarks:</b>	1.2. The student will explain how childhood injuries and illness can be prevented. ( <b>Partial</b> – focus is on injury prevention)				
	3.1. The student will explain how media influences the selection of health information.				
	4.1. The student will describe refusal skills to enhance health.				
	7.1. The student will compare behaviors that are safe to those that are risky or harmful.				
	8.1. The student will express information and opinions about health information and ideas.				
<b>Needed Materials:</b>	Chart Paper and markers				
	Post-it notes (optional)				

<b>Talking Points:</b>	1.2.	Brainstorm various safety techniques.
	4.1.	Practice saying no to risk taking behaviors or situations that threaten safety.
	7.1.	Teach peers the consequences of safe/healthful and risky/harmful behaviors.
	8.1.	Practice communication skills for getting help.
<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>	<b>1.2.</b>	<p><b>Brainstorm various safety techniques.</b></p> <p>Brainstorm a list of safe behaviors and/or harmful behaviors and their consequences. You could have the students write on a post it note what safety means to them or what they think of when they hear safety. They bring their post its up to the front. You can group, sort and discuss their ideas. This would be a good place to sort out any misconceptions.</p>

	<p><b>7.1. Teach peers the consequences of safe/healthful and risky/harmful behaviors.</b> Use the list brainstormed earlier to have the students create half page drawings (one half safe behavior/other harmful) or (one half harmful/other consequence). They could also create and perform a skit about safe/harmful behaviors.</p> <p><b>4.1. Practice saying no to risk taking behaviors or situations that threaten safety.</b> As you're discussing and sorting their ideas you can talk about different ways to say no to those types of behaviors. You can create a general list of refusal techniques that apply to most situations or you can list them next to their behavior ideas.</p> <p>Example: Fire Play – Explain that matches and lighters are tools for adults, not toys for kids. Consequences: matches and lighters can start bad fires, burn homes down, ruin possessions and cause serious burns that hurt and leave scars. Explain that children can be good fire department helpers by not playing with fire and telling an adult if they see matches or lighters. Talk about what to do if a friend finds a lighter or matches and wants to play with them, what would be some good ways to refuse.</p> <p><b>8.1. Practice communication skills for getting help.</b> After you've come up with some refusal phrases/skills pose some unsafe situations. Talk about how to refuse them and how to get help (and who from). Possible situation ideas: stranger trying to get you to go with them, someone wanting to start a fire, someone that wants to fight you or someone else, riding bikes or skateboarding in a dangerous place and w/o safety equipment, etc. Some of the situations you pose might not need them to seek additional help – talk through figuring out the difference.</p> <p>Calling 911 – This is the emergency phone number for medical, fire, and police. It 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. 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, and that calls can be traced and there may be follow up by the police department.</p>
<b>Closure/Summary:</b>	<p>If you choose to perform skits, give the kids some guideline on what needs to be addressed.</p> <p>Harmful/risky behavior:</p> <p>Refusing the harmful behavior:</p> <p>Safe behavior option:</p> <p>Seeking help (how and from who):</p>
<b>Extension:</b>	<p>All extension activities that you suggest to the class should be discussed with the teacher first. Sometimes there isn't extra time to continue in the class schedule that day. You may alienate teachers when you get the kids excited to keep working on something when they don't have time for extras.</p> <p>Encourage them to make a class book of safe behaviors</p> <p>Perform the skits for you at the end of your time or on another day</p> <p>Perform skits for other classes (maybe younger grades or other classrooms at their level)</p>

# Fire and Life Safety Topics

## Primary

**Calling 911** – This is the emergency phone number for medical, fire, and police. It 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. 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, and that calls can be traced and there may be follow up by the police department.

**Fire Play** – Explain that matches and lighters are tools for adults, not toys for kids. Explain that matches and lighters can start bad fires, burn homes down, ruin possessions and cause serious burns that hurt and leave scars. Explain that children can be good fire department helpers by not playing with fire and telling an adult if they see matches or lighters. Talk about what to do if a friend finds a lighter or matches and wants to play with them.

**Good Fires, Bad Fires** – Ensure that the students understand what fire is and how it helps us. Discuss how good fires can turn into bad fires. Examples: Cooking food can turn into a kitchen fire. Campfires can turn into a forest fire. Burning candles can turn into a home fire. Matches and lighters are tools for adults but can also cause serious burns if used by kids.

**Smoke Alarms** – Use the alarm provided to show to the students. Briefly explain that a smoke alarm only "smells" the smoke; it does not put the fire out. (use picture on the next page) If they hear a smoke alarm go off in their home, explain that they should stay low in smoke, get outside, and stay outside. 911 should be called from a neighbor's house or from a cell phone outside. Focus on testing smoke alarms and changing their batteries. You can talk about the smoke alarms birthday (see picture on next page). Alarms should be changed when the smoke alarms turns 10 years old.

**Stay Low in Smoke** – Discuss the physical effects of smoke and fire in a building: It gets very hot. It can melt things. Smoke and heat rises through the building. Smoke is poisonous (CO & CO<sub>2</sub>). Purpose of Crawling Low in Smoke: Hot air rises, Clean air and visibility are better near the floor, Standing will expose them to heat and smoke

**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/age: 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. Seat belt: Over 8 years old and 57" (4'9") tall.

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

# Just Like Us, Smoke Alarms Have Body Parts

