



FIRE SAFETY TRAILER CURRICULUM

Tools for Delivering Fire Safety Education
Messages Using a Fire Safety Trailer



FEMA

U.S. Fire Administration



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FINAL THOUGHTS

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Adding a fire safety trailer can take your education program to a whole new level by providing students with hands-on learning opportunities that build upon what they learn in the classroom. This curriculum offers you an “out-of-the-box” way to use a fire safety trailer to teach students of all ages about fire safety.

What’s in This Curriculum?

The curriculum begins with a section that tells you how to raise the money to buy a fire safety trailer, if you don’t already have one. Next, you will find a brief section on how to work with community partners to get the word out about your fire safety education program and events where you will use the trailer. The next sections contain information that will help you get ready for your event, run your event, and then evaluate how successful it was. Specifically, the curriculum contains:

- Templates for scheduling trailer visits with schools and community groups.
- A step-by-step guide for using the trailer at schools.
- Lesson plans for age groups pre-K and K, 1st and 2nd grades, 3rd and 4th grades, 5th and 6th grades, middle school, high school, adults, and older adults. Each lesson plan provides age-appropriate fire safety messages and a detailed script.
- Materials to reinforce and extend fire safety messages.
- Tools to help you evaluate how well the program is working.
- Posters with identifiable hazards for use in the trailer and other small-group activities.
- A resource section with Internet links to additional materials and programs.



How to Use This Curriculum

This curriculum provides you with tools and resources to help you use a fire safety trailer effectively in your community. It is broken out into three phases: *Before Your Event*, *During Your Event*, and *After Your Event*. Each phase and the associated sections illustrated in the graphic are outlined in the following overview. This overview is designed to give you a snapshot of the information contained in this curriculum.

In addition, the CDC's Division of Unintentional Injury Prevention and the U.S. Fire Administration (USFA) have created a *Fire Safety Program Toolkit* to help people establish fire safety education programs in their communities. The *Fire Safety Program Toolkit* is a comprehensive guide to help you plan, fund, market, and execute a fire safety program from start to finish.

Before Your Fire Safety Trailer Event

1. How to Get Funding for a Trailer

The first section of the curriculum guides you through the process of raising the money to pay for a fire safety trailer. It covers the basics of grant writing, the steps you need to take to apply for a grant, and provides samples and templates to assist you with the planning process. At the end of this section, you should be well on your way to getting a fire safety trailer for your department!



2. Marketing and Collaborating with Sites

Once you have a fire safety trailer, the next step is to begin marketing your fire prevention program by working with local businesses, schools and community organizations. This section provides tips for getting the word out and additional resources that can be used to help recruit potential partners. It also refers you to the CDC and USFA’s *Fire Safety Program Toolkit* which has a detailed section on how to market your program.

3. Getting Ready for Your Event

After you have made connections within the community and you have started to schedule your fire safety trailer, you will need to prepare for your event. In this section, we cover the next steps for getting ready to use the fire safety trailer. Included are:

- templates to help you communicate with school event sites and
- a step-by-step guide to help you set up the trailer and effectively deliver your presentation to your specific audience.

The information in this section will assist you with preparing for your event to make sure you have everything you need to deliver a solid presentation.

During Your Fire Safety Trailer Event

4. Teaching Tools for Your Trailer

Teaching tools are included for you to use with audiences of all ages. The section begins with an overview of the teaching tools, age-appropriate sample lessons and detailed scripts that have been developed to help you deliver a complete lesson. Following the overview, each grade-specific lesson is broken up into sections based on the fire safety message and location in the trailer. Specifically, the breakdown includes:

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

5. Reinforcing Messages

This section includes support materials to help your students retain the lessons they have learned about fire safety. There are resources to accompany lessons found in Section 4, and additional materials that can be tailored to fit your needs. They include:



- flashcards,
- bookmarks,
- posters,
- worksheets, and
- classroom activities.

The materials are grouped into two sections: (1) reinforcing materials for lessons and (2) additional materials. Within each section, the materials are grouped into age ranges to make it easy to find and use them during your presentations.

After Your Fire Safety Trailer Event

6. Evaluate Your Program

After you host your trailer event, you will want to know how well the presentation was received by your audience. In this section, you will learn about developing evaluation tools to see if your program had an impact on your audience. Specifically, the evaluation section will cover:

- How to determine the effectiveness of your program.
- How to obtain feedback to improve future programs.
- How to collect data to justify future funding.

This section of the curriculum will provide you with:

- a basic understanding of the different types of evaluation,
- tools to collect information on your program,
- instructions on how to analyze the information collected, and
- how to use audience feedback to improve future programs.

7. Additional Resources

This section includes a matrix of additional on-line resources for fire safety, program development, and sample materials. The matrix is an easy-to-read table that provides the name of the resource, a description, an Internet link to the information, and a list of the types of information that can be found on the website.

HOW TO GET FUNDING FOR A TRAILER



Now that you have made the decision to use a fire safety trailer for your prevention programs, you will need to secure funding if you do not have a budget for such purchases. This section of the curriculum will provide you with information and tools to help you prepare applications and apply for grants. These applications are typically submitted to federal agencies and other grant-making organizations that provide financial assistance for the purchase of items relating to public education, such as fire safety trailers. Included in the following pages are:

- guidelines for preparing and submitting a Fire Prevention and Safety (FP&S) grant application,
- grant writing tips,
- steps for completing a grant application, and
- sample checklists and templates.

Fire Prevention and Safety (FP&S) Grant

A major source of funding for fire safety programs is the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA) Assistance to Firefighters Grant (AFG) Program. FP&S grants are the AFG Program grants of most interest to fire safety educators. These grants support activities in two categories:

- (1) activities designed to reach high-risk target groups and reduce deaths and injuries caused by fire and fire-related hazards (the “Fire Prevention and Safety Activity”); and
- (2) research and development activities aimed at improving firefighter safety (the “Firefighter Safety Research and Development Activity”).

General categories of activities or projects funded by FP&S grants include:

- public education campaigns,
- arson prevention,
- prevention-related training,
- fire prevention activities, and
- risk assessments.



Eligible projects in the public education campaign area include national and local programs that promote a decrease in injuries due to fire or other safety hazards.

Educational tools, such as model homes, safety trailers, or curriculum delivery tools are eligible for FP&S funding; these tools are required to be part of a comprehensive and detailed public safety education campaign. Grants under FP&S are awarded on a competitive basis.

Grant writing is a skill and it is often necessary to take the time to refine and resubmit a grant application several times before it gets funded. Comments from the people who review your grant application can be extremely useful for strengthening it for the next round of evaluation or for submission to a different granting agency.



Grant Writing Tips

Each funding source has its own procedures for submitting a grant application. Here are some general guidelines to help you to prepare an application to any potential funding source:

- Most grants have specific deadlines for submission. It is important to **identify funding opportunities early** enough to prepare a winning application and meet all submission deadlines.
- **Grants have specific evaluation criteria** and content requirements that must be addressed in an application.
 - Prepare a checklist to ensure that you have met all the content requirements.
 - Evaluation criteria often represent minimum requirements your application must meet to be considered for an award. In your application, show that your need, plan, or qualifications exceed the minimum requirements and you may achieve a higher score. The higher your score, the greater your chances for an award.
- **Pay attention to how reviewers will score different parts** of the application, and give higher priority (proposal length, etc.) to areas that are more heavily weighted.
- Learn about the mission of the agency or foundation you are applying to and **communicate how your program supports that mission** in your grant application.



- **Use clear and simple language.** People who review grant applications usually have a large stack to go through, and they will favor applications that:
 - capture their attention,
 - explain the approach clearly and completely, and
 - are brief and to the point.
- Grant applications usually include sections that describe key elements of the program you are requesting support for, such as the following:
 - **Significance:** A documented community need for the program;
 - **Approach:** How you will get your messages across and the techniques you will use;
 - **Innovation:** New concepts or approaches included in your program and how the program will be improved by the requested funding;
 - **Qualifications:** Experience and training of program staff members who will make sure that the program is well run and effective; and
 - **Environment:** Facilities and equipment that will be available to the program, where it will be held, and your partners in bringing it to the community.
- When writing your budget, **justify and document all costs**, keep the budget reasonable and within the range of a typical award from the granting agency.
 - Be sure to request an amount that is sufficient to cover salaries and equipment needed to run the program you are proposing.
 - Keep a detailed file of how you developed your costs so that you will be able to answer any budget questions the granting agency may have.
- **Grant applications that include partners are often stronger.**
 - Include letters of support and participation from partners.
 - Also include letters of commitment from any consultants and vendors you are including in your application.
- Grant applications that include **measurable outcomes of success and demonstrate favorable evaluation of your existing programs** are more likely to be funded.

Grant-making agencies and organizations need to show that grant money is well spent.





Getting Organized to Write Your Grant Application

Obtaining funding from grant sources is a very competitive process. Take the time to thoughtfully plan your proposal so your application stands out from the other submissions. A successful grant proposal is concisely packaged and follows all the submission criteria to obtain the highest possible rating for funding.

In order to achieve a high score, your package needs to have solid evidence showing a need for the grant. Data and statistics can provide a strong argument for the program you wish to have funded. Additionally, they provide baseline statistics you can use later to demonstrate that the program has positively affected your community. Examples of information you can start collecting several months

“The first step in successful funding is developing a plan.”

—Fire Safety Educator

before application submission include:

- Demographic and Community Information
 - a breakdown of community members by age, sex, race, ethnic background, and socioeconomic status;
 - local economic information (unemployment rate, etc.);
 - number of schools, community centers, retirement facilities, etc.;
 - projected community growth; and
 - number of people in your program’s target population.
- Fire Statistics
 - number of fire calls;
 - number of fire-related injuries and deaths;
 - financial estimates of damage fire has caused to the community; and
 - local statistics versus national statistics to show a need for the program.
- DUNS Number
 - All Federal grant applicants must have a Dun & Bradstreet Data Universal Numbering System (DUNS) number.
 - The DUNS number helps the Federal Government identify organizations that receive Federal funding and ensures consistent



name and address data for electronic grant applications. There is no charge to get a DUNS number.

- To apply for a DUNS number, call 1-866-705-5711 (U.S. and U.S. Virgin Islands) or 1-800-234-3867 (Alaska and Puerto Rico), or visit the Dun & Bradstreet website at fedgov.dnb.com/webform/displayHomePage.do
- Potential partners and their information as well as letters of endorsement and participation.
- How your project will be staffed—prepare resumes of key individuals for inclusion with your application.

Preparing Your Fire Prevention and Safety Grant Application

Application kits for AFG Fire Prevention and Safety (FP&S) grants are posted on the FEMA website at www.fema.gov/firegrants. You should visit this site often and monitor it for updated grant information and yearly guidance, release of grant application kits, and opening of grant application periods. Once the application kit is released, you should:

- Review the online tutorial available at www.fema.gov/firegrants.
- Read the *FP&S Grant Guidance and Application Kit* and note all application requirements and deadlines.
- Make a checklist of all items you need to include in your application and update the checklist as you complete items or identify additional materials to include.
- Develop an application timeline by working backwards from the submission date. Include dates and deadlines for completing each of the items on your checklist.
- Assign work and communicate clearly and often with those working on the application to stay on track and resolve any issues early in the process.
- Check your progress continuously to make sure that deadlines are met and application preparation is on schedule.

Applications for FP&S activity grants must include a written narrative describing your proposed project along with supporting budget information. For your application to be successful, your narrative must relate your project to the evaluation criteria listed in the application kit. Based on information from past years, the narrative for an FP&S activity grant generally needs to include the following elements:



- **Vulnerability/Risk Statement**—A clear summary of the fire risk in your community that the project will address and details of the steps you took to determine the risk and identify the target audience.
- **Implementation Plan**—Defines project goals and objectives and provides details and specific steps that will be used to achieve the goals and objectives.
 - Includes examples of marketing efforts to promote the project and information about how the program will be delivered to the target audience.
 - Identifies any requests for resources (safety trailers, portable safety houses, puppets, robots, etc.).
 - Discusses specific goals, measurable results, and details on how often the resources will be used.
 - Indicates the various outreach efforts that will be conducted and/or the number of people you expect to reach through the proposed project.
- **Evaluation Plan**—Provides details on how the project will be evaluated and what measurable goals will be used. For example, for awareness and education projects, you should identify how you intend to determine if there has been an increase in knowledge about fire safety or how you will measure a change in safety behaviors of the target audience. See Section 6, Evaluate, for ideas on evaluating a fire safety education program.
- **Cost-Benefit Analysis**—Provides explanation of costs included in your budget and benefits expected to result from expenditures.
- **Sustainability**—Describes how the overall activity will be continued after the grant ends (12 months for FP&S). Sustainability can be shown by describing long-term benefits expected to be derived from the program, involvement of non-federal partners likely to continue to support the project, and your demonstrated long-term ability to continue the project.
- **Financial Need**—Details your need for financial assistance to carry out the project. This may include information on any unsuccessful attempts you have made to get funding elsewhere and examples of your budget.
- **Performance**—Describes your track record for timely project completion and performance on similar projects and demonstrates your experience and ability to carry out the proposed project.



- **Funding Priorities**—Describes how well your proposed project meets the agency’s funding priorities as stated in the *Grant Guidance and Application Kit*.

Preparing the Budget

Your budget is one of the most important parts of your grant application. It requires careful planning and should be started early in the planning process. In writing your grant budget, keep it as simple as the guidelines allow and do not include detail not required by the guidelines.

1. The numbers you include in your budget should be specific.
 - If you round at all, round to dollars, or tens at most. Grant reviewers expect you to do a lot of work planning all the details of the budget.
 - There is no place in the budget for miscellaneous items. Your planning should allow for unexpected costs. If you plan to buy equipment, such as a fire safety trailer, contact the manufacturer or supplier to get a written quote to back up the amount you include in your budget. The amount of thought you give to preparing the budget will improve the program and increase your chances of receiving the grant.
2. Keep detailed file of how you developed your costs so that you will be able to answer any budget questions the granting agency may have. Keep copies of all quotes, price lists, or other backup materials you have gathered to support your costs.
3. Your budget should include all costs associated with carrying out the grant. Most grant applications include a form that the agency wants you to use to present your budget request. If the funder provides a budget form, follow it exactly. If none is offered, the following general format may be used.
 - **Direct Costs.** While there are differences between and among agencies, most include the same major categories for direct costs:

Personnel—Staff costs, salary, hourly breakdown for each person proposed.

Fringe Benefits—Taxes and benefits that an employer must pay for an employee. Fringe benefits that are required by law include FICA (Social Security and Medicare), FUTA (Federal Unemployment Taxes/Insurance), SUTA or SUI (State Unemployment Taxes/Insurance), and Worker’s Compensation (on-the-job accident insurance). Other benefits may include medical insurance and paid leave (sick, vacation, holiday, etc). Fringe benefits are generally based on a percentage of gross salary.



Supplies and Materials—Supplies are expendable items that are non-durable in nature. Computer software, paper, pencils, etc. are examples of supplies and materials.

Contractual Services—Direct payments for the services of experts who are hired for a brief duration. If you propose to use consultants, include their names and hourly rates. If work is to be performed by a subcontractor, include the subcontractor’s authorized proposal and budget. In the cost proposal, document the reason for choosing a particular consultant or subcontractor.

Travel—The purpose of the trip, actual cost of accommodations, meals, and local transportation should be specified. Per diem rates for lodging and meals and incidental expenses for federally sponsored travel in the continental United States can be found on the U.S. General Services Administration website at www.gsa.gov/perdiem.

Equipment—Permanent equipment is defined as durable goods. The cost of purchasing a computer or fire safety trailer would be included in this category.

Other—This category is usually used for items that cannot easily be placed in any of the above categories such as telecommunications expenses, advertising, printing costs, etc. Any items included in this category should be described fully.

- **Indirect Costs.** Indirect costs are costs that are not directly a part of the grant proposal. Such costs include utilities, general and departmental administration, accounting, purchasing services, and physical plant. Indirect cost rates are often determined by the funding source. Some funders do not allow any indirect costs.

4. Budget Justification. Depending on the requirements of the grant, you may need to compose a separate budget explanation to justify your requests. Explain how you arrived at various figures in the budget and why particular items have been included. Be sure to read the requirements in the application kit and follow them carefully.

Submitting your Fire Prevention and Safety application

You are encouraged to submit your FP&S application using the electronic system available on the www.fema.gov/firegrants website. While paper applications are possible, they are discouraged. The electronic system provides the advantages of:

- built-in assistance with application completion,
- an automatic check that assures that an application has been accurately completed before it is submitted,



- email confirmation of submission, and
- more timely processing of your application.

To submit your application electronically, you must authorize a representative of your organization to log on and create a user name and password. This can be done by going to www.fema.gov/firegrants and clicking on the *E-Grant Application Access* tab on the menu bar. If you already have a user name and password from a previous AFG, Staffing for Adequate Fire and Emergency Response (SAFER), or FP&S application, you should use that to log on.

It is best to prepare your materials off-line using a word processor and then cut and paste your information electronically into the appropriate places in the application.

Other Sources of Grant Funding

Other sources of funding include major charitable foundations, state and local government agencies, major corporations, and local businesses. Foundation funding can be hard to locate and get. Most philanthropic and business foundations focus on a limited range of specific issues and may have specific requirements in their grant application process.

- The Foundation Center*, a nonprofit organization that connects grant seekers and grant makers, has a website that can help you find funding from foundations (foundationcenter.org). They maintain a searchable database of foundations that can help you locate those interested in supporting fire safety programs, but it requires a monthly or annual fee for access (fconline.foundationcenter.org).
- Another commercial resource is GrantSelect*, a database that provides information on funding opportunities (www.grantselect.com).

** Check your local library to see if they subscribe to either of these services*

If you want to seek foundation funding at the national level, you will probably need a skilled volunteer or a professional fundraiser to help you identify suitable foundations and guide your organization through the application process. However, many foundations have a specific range of programs that they will fund. Don't overlook the importance of networking with your community partners and those running similar programs in your state or local area to find foundation sources that might not even be included in foundation databases. Local businesses or chain stores may provide modest funding for programs related to their business.

- Insurance companies may want to associate their name with a fire safety program.



- Home centers that sell fire extinguishers and smoke alarms may be motivated to provide “in kind” donations to support a program that provides fire protective equipment to low-income households or the elderly.
- Major corporations with facilities in your area are also a potential source of funding. Many are committed to being “good neighbors” and provide support for worthy community causes.

The amount of monetary support you can obtain in this way may be small, but building relations with businesses in the community can also help in promoting your program and recruiting volunteers to keep it growing.

Beyond the Basics

This section has some great planning tools that can assist you in organizing and writing your grant application. The following document is a grant planning guide that can serve as your overall planning tool. Additionally, at the end of this section, in the Resources table, there is a **Grant Application Preparation Checklist**, **Budget Preparation Tips Worksheet**, and a **Logic Model Template** for your use.

Grant Planning Guide

This guide will serve as a planning tool to organize all the required information needed to submit your grant proposal. The items listed are general requirements for grants, so remember to research the specific requirements of the grant for which you are applying.		
COVER LETTER: Basic information identifying your proposal	Owner	Completion Date
Grant name		
Grant period		
Proposal name		
Organization name		
PROPOSAL SUMMARY: Clearly and concisely summarizes your project and request for funding	Owner	Completion Date
Background of your organization		
General objectives relating to grant agency’s funding priorities		



Summary of past achievements and projects, if applicable		
Overview of project: to include the problem, mission & objectives, community capacity, methods, evaluation plan and sustainability plan (length usually 1 page)		
Reasons for grant request and amount		
Specific objectives		
ORGANIZATION OVERVIEW: Describe your organization and its ability to carry out proposed project		
	Owner	Completion Date
Description of your organization's mission, accomplishments, and programs		
Description of community members, staff and management team		
Past achievements		
NEEDS ASSESSMENT: Using statistics, facts and figures to make your case for funding		
	Owner	Completion Date
Goal of your organization		
Statistics and research supporting your claim for need		
Endorsement by community agencies		
Document the scope and impact		
PROGRAM GOALS & OBJECTIVES: Measurable outcomes for each goal and objective		
	Owner	Completion Date
Goals should be related to how the program will address the target population		
Timeline for meeting desired short and long term goals		
Specific and measurable goals that can be quantified		
METHODOLOGY: How you are going to reach your goals with activities		
	Owner	Completion Date
Target audience—how and when		
How to overcome potential barriers		
Activities relating to each problem/objective		
Timeline for each activity		



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EVALUATION PLAN: How success of the program will be measured	Owner	Completion Date
Description of how data will be gathered and analyzed		
Measures of success		
Instruments or questionnaires to be used		
Details on how evaluation will be used for program improvement		
Details of evaluation criteria: Indicators, behaviors, knowledge, etc.		
BUDGET: Clearly outline cost of the project with descriptive text explaining the budget	Owner	Completion Date
Follow general accounting principles		
Make sure your budget is realistic and reflects your work plan		
Detail all costs relating to the project		
Provide narrative detailing costs and provide clarification where needed		
SUSTAINABILITY PLAN: Ability to fund the project after the initial grant funding is exhausted	Owner	Completion Date
Outline business plan to sustain the level of funding required		
List funding action plan to include other sources		
Outline future budget planning to anticipate future funding requirements		
Include letters of intent from additional funding sources if applicable		
APPENDICES: Supporting documentation	Owner	Completion Date
Support letters or endorsements		
Supporting documentation requested in grant application		
Resumes/biographies of team members if applicable		

Once you have obtained your funding, either through department resources, community businesses or through grant funding, you can begin to market your program to the community. Even the best program, with more than enough



funding, cannot help your community if you don't take the time to spread the word and promote the program to your target audience. In the next section, you will learn the basics about social marketing and also have access to sample tools and templates you can modify for use with your program.

More Information:

- USFA has developed the manual *Funding Alternatives for Fire and Emergency Services*. The manual includes financing alternatives for all types of fire and EMS departments.
www.usfa.fema.gov
- Employer Identification Number (EIN)—also known as a Federal Tax Identification Number (TIN)
 - The Internal Revenue Service (IRS) uses the number to identify taxpayers who are required to file various business tax returns.
 - Apply for an EIN online at www.irs.gov. It may take up to 2-5 weeks before your EIN becomes active.
- Central Contractor Registration (CCR)
 - CCR registration is required to receive a grant award. Applicants who do not complete the CCR registration, or do not complete the required annual verification of their CCR data, will not receive an award.
 - Make sure to register your agency's DUNS number in the CCR. Your DUNS number and EIN will be required to complete the CCR registration
 - For CCR information, please visit: www.bpn.gov/ccr.



Resources

Print and Online Resources		
Page #	Name of Resource	Purpose of Resource
1–15	Grant Application Preparation Checklist	This checklist will help organize your planning efforts for writing your grant.
1–19	Budget Preparation Tips Worksheet	The tip worksheet walks you through the various questions to consider when writing your budget to ensure it is complete.
1–23	Logic Model Template	This template helps target your activities, tasks and outcomes for program evaluation. It is helpful for grant funders to see the overall picture in a table format like this one.
Online	FEMA Assistance to Firefighter Grant Program	Provides an online tutorial for the process needed to submit a grant application. www.fema.gov/firegrants
Online	The Idea Bank	This link provides real grant proposals that have come from grant writers who are sharing their work as a way of assisting others. http://theideabank.com/onlinecourse/samplegrant.php

Grant Application Preparation Checklist



Grant Application Preparation Checklist

1. Request for Applications (RFA)/Documents
 - Obtain complete copy of RFA
 - Distribute RFA to appropriate staff
 - Prepare questions for submission to the grant-making agency
 - Receive and review responses to questions
 - Collect, distribute and review pertinent background documents
 - Submit letter of intent, if required
 - Make note of deadlines for submission
2. Preparing for the Proposal
 - Hold strategy meetings, if necessary
 - Determine number and type of staff needed
 - Identify equipment and/or supply needs
 - Obtain specifications and costs of any equipment (e.g., fire safety trailer)
 - Gather background data/statistics (community needs assessment)
 - Prepare rough draft of budget
 - Identify proposal writer
 - Make sure organization meets mandatory criteria
3. Application
 - Prepare draft outline of application narrative
 - Establish document format (font, major/minor headings, etc.)
 - Use bold or italics to emphasize key points
 - Since you are probably limited on the number of pages, establish the number of pages to be included in each section
 - Develop a schedule with due dates for draft sections
 - Develop your review, feedback, and editing process for different stages of application preparation
 - Review application for clarity and consistency. The application should read as if it were written by one writer
 - Make sure everyone uses compatible software packages and versions
 - Make sure everyone's email can send to and receive from other team member's emails
4. Gathering Appendices
 - Collect resumes of all individuals participating in the project (if required)
 - Obtain any additional information from participants, if necessary

- Obtain letters of support from partners
 - Gather any special pages, charts, etc.
5. Finishing Touches
- Spell check all sections
 - Make sure grant proposal is properly laid out and looks professional
 - Prepare table of contents (if needed)
 - Prepare cover letter (if needed)
 - Have “outsider” read proposal
 - Select cover design (if needed)
6. Packaging (for paper applications)
- Make required numbers of copies of proposal
 - Check pages in each copy for legibility
 - Make sure no pages are missing
 - Determine how proposal will be packaged
 - Ensure sufficient quantities of all packaging items are available

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Budget Preparation Tips Worksheet



Budget Preparation Tips Worksheet

The budget translates your proposed work plan into dollars. As you develop your budget, consider the following.

1. How much effort and expertise is required to accomplish your specific objectives?
 - How many people will be needed and for how many hours?
 - Will your staffing needs change over the life of the grant?

In your budget justification, note each individual's effort dedicated to the grant (in units requested in grant application instructions), and describe their roles and responsibilities.

2. Do you need to travel to conduct the project, disseminate research progress and results, or meet with colleagues and sponsors?
 - Domestic or international travel.

In the budget justification, describe the travel (destination, duration, purpose of the trip, and number of persons supported by the travel allotment). Include items such as air fare, ground transportation, lodging, meals, and incidental expenses in determining your costs. Some sponsors may limit per diem to federal government rates which can be found on the GSA website at www.gsa.gov. Foreign travel typically must be approved by program directors and has to be well justified.

3. Do you need equipment for the project (such as a fire safety trailer)?
 - Itemize each essential item

In the budget justification, describe the need for the equipment and the consequences of not acquiring it. Some sponsors may want to see one or more quotes unless you must purchase from specific vendor.

4. The supplies/consumables required to complete your project.
 - Office supplies must be essential for your project and well justified as they are typically paid for out of organizational overhead funds.
5. What other kinds of expenses might be incurred on your project?
 - Subcontracts—If subcontractors are proposed to perform work on the grant, you must include a budget and letter of intent to enter into an agreement in the event of an award from each subcontractor.
 - Consultants
 - Equipment service agreements
 - Specialty software; software license fees
 - Publication/copying costs

- Communication expenses if essential for the project
- Advertising for promoting your program
- Mailing expenses specific and essential to the project
- Conference registration fees
- Other project-related fees

In the budget justification, describe the major categories of expenses and provide an estimated cost for each. Convey that you've thought of all appropriate expenditures and you have a realistic appreciation for the costs of your project. If you propose to use subcontractors, state why they were selected and what expertise or skill they bring to the project. If consultants are proposed, describe the services these individuals will provide.

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Logic Model Template



Logic Model Template

Complete each block with the appropriate, program-specific text

PROBLEM

- The problem is defined in relation to the AFG FP&S funding priorities and must fall into one of the following areas:
 1. General Education/Awareness;
 2. Code Enforcement/Awareness
 3. Fire & Arson Investigation
 4. National/State/Regional Programs and Studies

SUBPROBLEM(S)

- This is the specific problem that the program/initiative will address.

ACTIVITIES

- A general listing of the program efforts (events and actions) conducted to achieve its objective(s).
 - What will the program do? For example, does your program offer direct prevention or education services to students or community members, conduct needs assessments, or provide training or technical assistance?

OUTPUT MEASURES

- These are measures of the program/initiatives process or implementation. The data demonstrate the implementation of the program/initiative's activities.
 - What outcome did the program produce? Measures commonly include the number of community members served, number of service hours completed, and number of hours of training provided.

OUTCOME MEASURES

Short Term

- These are quantitative measures of the initial results of the program. They are typically measured at the end of the program.
 - This typically includes changes in behaviors, practices, decision-making. They may also include changes in social conditions (e.g., local fire calls).
 - How, and how much, have participants (or participating entities) changed by the end of the program/initiative?

Long Term

- These are quantitative measures of the longer results of the program. They are measured 6 to 12 months post program.
 - This typically includes changes in behaviors, practices, decision-making. They may also include changes in social conditions (e.g., local fire calls).
 - What changes are exhibited by participants (or participating entities) approximately 6 to 12 months after participating in the program/initiative?

Goal(s)

- The goal must encompass the purpose of the AFG grant program to enhance the safety of the public and firefighters with respect to fire and fire-related hazards.

Objective(s)

A specific and measurable statement regarding what the program/initiative will accomplish.

What will the program achieve?



Getting the word out about your fire safety trailer and related fire safety education programs is just as important as obtaining the trailer itself. This section will provide some suggestions for how to get started on marketing your trailer. It also includes some resources and links to help you develop your own materials.

Marketing the Trailer in Your Community

You can use your fire safety trailer almost anywhere in your community, but the most common places are:

- schools,
- community fairs (health fairs, awareness events, etc.),
- at fire prevention week activities,
- senior community centers,
- new store grand openings,
- school carnivals,
- church carnivals, and
- college health fairs.

The fire safety trailer can be successful with any size group of individuals at any location, when the program is appropriately planned and marketed.

Strategies for Collaboration

Working together with others in your community is a great way to get the most out of resources and increase the impact of your fire safety education efforts. The organizations and individuals that you might consider working with include:

- schools (kindergarten – post secondary);
- churches, synagogues, and mosques;
- non-profit organizations, such as the Red Cross and Salvation Army;
- public service organizations, such as the Lions Club and Rotary Club;
- worksites—large employers or your local chamber of commerce;
- libraries;



- senior community centers;
- youth organizations such as the Boy Scouts, Girl Scouts, local youth sports organizations; and
- key individuals such as local politicians and community leaders.

Working together with others in your community is a great way to get the most out of resources and increase the impact of your fire safety education efforts.



Once you have found a potential community partner, contact the individual or organization and explain the goal of the program (i.e., to increase knowledge and promote “fire safe” behavior) and why you think it would be mutually beneficial to join forces. For example, partnering with a senior center would:

1. provide you with an opportunity to educate a group of older adults about fire safety;
2. fit the mission of the senior center to provide services that address the health, well-being, and quality of life of older adults; and
3. provide older adults served by the center with knowledge they can use to reduce their risk of fire and fire-related injury.

As a result, your community could benefit from lower rates of home fires and fire-related injuries.

Promoting and Marketing the Fire Safety Trailer/ House

There are a number of ways to promote your fire safety trailer and let your community know about your fire safety education program. Below are some no or low cost ideas to get you started:

- Hold an open-house at the fire station and invite community leaders and potential community partners.
- Prepare a one-page fact sheet explaining what the trailer is and its purpose, and give them out to community centers and organizations.
- Send press releases to local media (radio, newspapers, etc.).



- Post announcements to community bulletin boards.
- Use social media outlets like Facebook and Twitter to communicate information.
- Sponsor a poster contest for children to promote the trailer.
- If your department has a website, keep it up to date with information about the trailer and its schedule of appearances.
- Participate in local parades, celebrations, and other events.
- Publicize success stories of people who have used information learned in the trailer to escape a fire. When responding to a home fire, ask about how they escaped and how they knew what to do.

For more information and resources on partnering with others in your community and marketing your fire safety trailer program, see CDC and USFA’s *Fire Safety Program Toolkit*. There you will find sample materials and templates you can use to develop marketing materials for your fire safety trailer.

In the next section of the curriculum, you will learn how to interest your new community partners in hosting a fire safety trailer event.

“Networking helps to increase diversity in your partnerships, which can increase the availability of resources for your program.”

—Fire Safety Educator

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Once your fire safety trailer has been funded and you've gotten community support, it's time to prepare a schedule and plan your events. In this section, you will find information and tools to help you conduct fire safety trailer visits to schools, but the information can also be adapted for use in other venues. It includes how to:

- communicate with schools before your event in order to prepare teachers, parents and students for your visit;
- prepare for your presentation; and
- teach the sample lessons developed for use with the fire safety trailer.

Prepare the School for Your Event

First, you will need to collect some basic information:

- contact information for the school including phone numbers and e-mail addresses for your points of contact at the school,
- grade level of the students you will be presenting to,
- any special student needs that would require advance preparation, and
- total number of expected students.

At the end of this section, we have included a **Sample Fire Safety Trailer Request Form**. You can use this form as an example of the information you might want to collect when scheduling your events to ensure you have all the information you'll need for planning.

After you have collected the basic information from the school and you have finalized a date and time for the event, you will want to provide the school with additional information for the teachers, parents, and students. Information you may want to supply in the form of a packet includes:

- short statement on the importance of teaching fire safety to students,
- what the students will learn from the presentation,
- the role/responsibility of the teacher,
- preparations to be made ahead of the event,

Sample Fire Safety Trailer Request Form

Booking Information
 Thank you for your interest in the Fire Department's Fire Safety Trailer program. In order to facilitate accurate booking and arrange to satisfy the needs of all groups, a formal program request is required. You are advised to request by completing this form before and sending it to the address indicated. The trailer is on loan, so please plan well and return this form as soon as possible to ensure prompt delivery. After we confirm your date and time, we will send you a packet including detailed information on how to prepare for the event and general program items required for participation. Please feel free to contact us if you have any questions.

Site Requirements

- The fire safety trailer is not designed to be stored or demonstrated during inclement weather conditions, so shelter is not highly recommended.
- The site must be level and provide good support for the Fire Safety Trailer and its use. The overall length of the site vehicle and the Fire Safety Trailer is approximately 60 feet.
- The site must have access to electrical power within 75 feet.

Fire Safety Trailer Contact Information
 (PLEASE PRINT CLEARLY AND COMPLETELY)

School/Event Contact Information
 School/Event Name: _____
 School/Event Address: _____ Phone: _____
 Contact Person: _____
 E-Mail Address: _____
 Please indicate any special student needs: _____

Type of School/Event (check all that apply)

<input type="checkbox"/> Public School Event	<input type="checkbox"/> Job & Tool Show	<input type="checkbox"/> High School
<input type="checkbox"/> Home School	<input type="checkbox"/> Job & Tool Show	<input type="checkbox"/> Trade
<input type="checkbox"/> Community Event	<input type="checkbox"/> Job & Tool Show	<input type="checkbox"/> Other Adult
<input type="checkbox"/> Fire & Emergency	<input type="checkbox"/> Middle School	<input type="checkbox"/> Other

Resources for Scheduling the Fire Safety Education Program

participants _____ # teachers _____ age (range) _____ # volunteers _____



- overview of the schedule and what to expect, and
- student permission forms for participation.

Because of the possibility of respiratory reactions, it is very important to notify parents/guardians about the use of stage smoke in the trailer.

How you choose to supply the information to the school is up to you, but we have included a **Sample Fire Safety Trailer Packet** you may wish to model when developing your own materials. The more information you can provide to the school and parents ahead of time, the smoother the event will go.



3

Setting up a Fire Safety Trailer Tour

On the day of the event, the safety of students and others who tour the fire safety trailer must be your primary concern. It is extremely important that you follow all safety and set-up instructions and guidelines provided by the manufacturer when setting up your trailer. You should carefully read the operator's manual provided with the trailer and check that all trailer features are in good working order. If you have any questions regarding safety and/or set-up of the trailer, refer to your operator's manual or contact the manufacturer. For set-up preparations for the trailer:

- Put up fire prevention and safety messages and posters in each area as guides for the presentation and set up the trailer as needed for the lesson plan to be used. Ensure that safety messages and posters are in locations that will be visible to all students participating in the activity.
- Make sure that all items needed for demonstration, such as smoke alarms, matches, and lighters are available and in place.
- Place arcs of red tape extending 3 feet from the stove and sink to visually define danger areas.

Learning Stations

There are four learning stations that make up the fire safety trailer presentation: (1) Tour of the fire safety trailer, (2) Demonstration activities, (3) Small group activity and (4) Reinforcing Messages. It is recommended that you have at least 4 fire safety educators present for the event in order to cover all the information. Details for each learning station are listed below:



1. Trailer Tour

Duration: 20 minutes

Students will be taken through the fire safety trailer and immersed in an interactive, fire safety experience. The trailer should be set up according to the manufacturer's instructions included with the trailer. Firefighter 1 will lead the students through the tour of the trailer using a lesson plan appropriate for the ages of the students and ensure that all students can see both the instructor and the education materials being used. Firefighter 2 will manage the control room of the trailer. Firefighter 3 will be at the exit ladder of the trailer ensuring that everyone exits the trailer safely. The layout of every fire safety trailer will vary, but for planning purposes we have included a sample:



2. Demonstration

Duration: 10–15 minutes

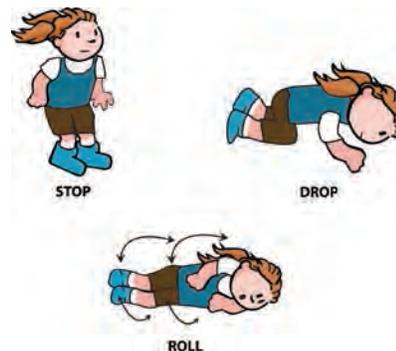
While the first group of students is touring the trailer, a second group will go to the demonstration station where they will learn about the “friendly firefighter” and the Stop, Drop and Roll game.

A fire safety educator will show students the equipment that firefighters use to protect themselves and how that equipment is used to help them put out fires. Firefighter 4 will also teach students what to do if their clothes catch on fire.

- **Equipment Demonstration** - While equipment demonstration is intended to inform students, a more important goal is to make them realize that firefighters are “community helpers” who are here to protect and help us, even though their equipment can make them look scary. That is the main objective of the lesson. To help students overcome their fears, you may want to describe the equipment as “strange,” rather than “scary” and let them know that firefighters wear it to protect themselves from fires. The equipment demonstration covers:



- What firefighting turnout gear looks like,
- The purpose of the equipment, and
- How firefighters “suit up” before going on a call.
- **“Stop, Drop and Roll” Game** - The second half of this learning station teaches students what to do if fire gets on your clothes. The procedure taught is the traditional “Stop, Drop and Roll.”
 - Firefighter will ask if any students know what to do if fire gets on their clothes.
 - After students correctly respond—with or without prompting from Firefighter 4—Firefighter 4 will have the kids make a big circle around him or her.
 - Firefighter 4 will then demonstrate how to properly “Stop, Drop and Roll.”
 - Instruct students that if they are on fire to freeze (**stop**).
 - The next step is to carefully and quickly lie on the ground (**drop**).
 - Then they are to **roll** over completely one way and then back the other way completely all while covering their faces.
 - Play the “Stop, Drop and Roll” game as follows:
 - Firefighter 4 will instruct students to walk in a circle around him or her.
 - At some point, Firefighter 4 will yell, “Fire!”
 - At that point he will instruct students to “STOP” walking, followed by “DROP” to the ground, and then “ROLL” as shown to put out the fire.
 - Repeat as often as time will allow.



3. Small Group Activity

Duration: 15 minutes per group (total of 45 minutes)

The small group activity is intended for students that are not currently involved with the tour of the fire safety trailer or interactive demonstration. This activity will be facilitated by the classroom teacher/instructor and focused on problem



solving techniques. Problem solving will primarily focus on how to prevent or stop fires in given scenarios. Age-appropriate scenario posters are provided in Section 5: Reinforcing Messages.

- Seat students together in front of a workspace (blackboard, whiteboard, easel, etc.).
- The activity leader will present a specific scenario to students.
- Once the scenario is shown, students will contribute suggestions regarding:
 - what dangers are present and
 - how a fire could be prevented.
- Suggestions – regardless of validity – should be recorded on the workspace.
- Once all suggestions are recorded for the scenario, they can be discussed by the class.
- At the conclusion of each scenario, the activity leader will discuss the possible best approach to the scenario provided.
- This activity will be repeated for each scenario.
- At the end of the activity, ensure that the tour and demonstration groups are also finished. The groups will now rotate to the next station. After the third rotation, all students will have been to all three stations and should return to their classroom. If time permits, firefighters can answer any additional questions that students may have. The Activity Leader/Teacher should remain with the class to aid firefighters in any additional activities or questions from the students.

4. Reinforcing Messages

Once students complete the tour and other learning stations, it is important to equip them with reinforcing material to extend the learning process. These “extenders” can be distributed in a handout that students can take home and refer back to in the future. Extenders can also be fire safety-related activities that the teacher adds to the existing school curriculum. To the right are thumbnails of several extenders that can be found in Section 5 of this curriculum.





Prepare to Teach the Lessons

Before the day of your event, you will want to familiarize your fire safety educators with the lessons they will be teaching and rehearse the procedures in the trailer. The lessons and teaching scripts in Section 4 were designed to provide a flexible tool for use in conducting fire safety trailer visits to schools. They can be adapted and expanded based on the cultural needs and abilities of various groups you will be working with. The following overview breaks down the information contained within each lesson/script and further explains how to use it.

Lesson Overview

Each lesson has a standard format that makes it easy to follow when presenting. For each grade, the lesson begins with the following information:

- **Lesson Objective:** At the completion of the lesson, the students should have a better understanding of the information presented here.
- **Learning Areas:** These are the key fire safety topics that will be covered during the presentation. The key areas include:
 - fire behavior and characteristics,
 - fire prevention,
 - fire protection systems and equipment, and
 - survival procedures.
- **Tips for Teaching:** These boxes include teaching tips for the intended grade level to help you work with specific populations.
- **Key Fire Safety Messages:** The messages listed in this section are the specific fire safety messages that will be discussed in detail during the lesson. They are included to help the instructor remember the messages which are most important to teach at each grade level.
- **Resources:** Sample materials that will be used during the lessons include: Pre/post-test, Tour Materials, Demonstration Materials, Lesson Extenders. The resources listed for each lesson can be found in Section 5.
- **Duration:** Lesson length will vary by group and number of messages presented. However, the recommended amount of time for the trailer portion of your presentation is 20 minutes.
- **Script:** Following each grade-specific lesson is a detailed script that the fire safety educator can follow. Each script is matched with a room in the trailer for ease of use.



Roles and Responsibilities During the Event

Firefighters will be responsible for the following:

- Setting up the trailer according to manufacturer's instructions and ensuring that all safety precautions are followed.
- Conducting the trailer tour; operating trailer features, including smoke generator and heated door; and assisting students using the escape ladder.
- Maintaining a safe environment while students are touring the trailer.
- Supervising students and maintaining order and discipline during the tour.
- Demonstrating Stop, Drop and Roll and a firefighter in turnout gear.

Teachers will be responsible for the following:

- Coordinating parent volunteers and assigning them to learning stations where additional help may be needed.
- Coordinating with firefighters to divide the class into three groups and assigning groups to one of three learning stations.
- Staying in the classroom with one group and conducting a small group activity.

Parent Volunteers (if available) will be responsible for the following:

- Escorting students to and from learning stations.
- Helping to maintain order and discipline during program activities.

Preparing a Trailer Event for Audiences with Special Needs

Section 7 of the curriculum contains additional resources and links to websites that can assist you in preparing programs and activities for populations with special needs. If you make any changes, however, you should maintain the focus on essential messages of fire prevention, burn and injury prevention, and fire escape planning. Adaptations could include modifying the language to aid groups whose primary language is not English or modifying activities such as "Stop, Drop and Roll" for those with mobility limitations. It is important to discuss and address any cultural or ability issues of the group prior to presenting the lessons. The companion document *Fire Safety Program Toolkit* contains teaching resources that can be used for developing materials for groups with special needs.



In the next section of the curriculum, you will find teaching tips, sample lesson plans and scripts for delivering fire safety education programs using your fire safety trailer. The materials will help prepare you for delivery of your program with a variety of audiences within your community.

Resources

Print and Online Resources		
Page #	Name of Resource	Purpose of Resource
3-9	Sample Trailer Request Form	Fire departments can use this sample as a guide to develop a form that community groups or schools can complete in order to request the fire safety trailer for an event.
3-11	Sample Fire Safety Trailer Packet	Packet that fire departments can use to send out to schools hosting a trailer event. Packet contains preparatory information for students, parents and teacher.

Sample Fire Safety Trailer Request Form



Sample Fire Safety Trailer Request Form

Booking Information

Thank you for your interest in the _____ Fire Department's Fire Safety Trailer program. In order to facilitate accurate bookings and attempt to satisfy the needs of all groups, a formal program request is required. You can submit a request by completing the form below and sending it to the address indicated. The trailers do book up fast, so please plan early and return this form as soon as possible to reserve your date. After we confirm your date and time, we will send out a packet including detailed information on how to prepare for the event and parental permission forms required for participation. Please feel free to contact us if you have any questions.

Site Requirements

- The fire safety house is not designed to be towed or demonstrated during inclement weather conditions, so alternate dates are highly recommended.
- The site must be level and provide good supports for the Fire Safety House and its tow vehicle. The overall length of the tow vehicle and the Fire Safety House is approximately 60 feet.
- The site must have access to electrical power within 75 feet.

Fire Safety Trailer Contact Information:

[INSERT YOUR CONTACT INFORMATION HERE]

School/Group Contact Information

School/Group Name(s) _____

School/Group Address _____

Contact Person _____ Phone _____

E-Mail Address _____

Please indicate any special student needs _____

Type of School/Group (check all that apply):

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Public School District | <input type="checkbox"/> 1st & 2nd Grade | <input type="checkbox"/> High School |
| <input type="checkbox"/> Private School | <input type="checkbox"/> 3rd & 4th Grade | <input type="checkbox"/> Adults |
| <input type="checkbox"/> Community Group | <input type="checkbox"/> 5th & 6th Grade | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Pre-K & Kindergarten | <input type="checkbox"/> Middle School | <input type="checkbox"/> Other _____ |

Reason(s) for Scheduling the Fire Safety Education Program:

participants _____ (# students _____, age/grade _____ / # volunteers _____)

Sample Information Packet for Schools



Sample Fire Safety Trailer Packet

Letter to Teacher/Administrator Instructions

Dear Teacher/Administrator:

Congratulations on taking fire safety education to the next level by scheduling the fire safety trailer experience for your students. Fire is the second major cause of accidental death and injury to children, with the vast majority of these injuries and fatalities occurring in the home. This program will provide students with fire safety information and skills, while also allowing students a chance to practice those skills in a realistic, controlled environment under the guidance of your local fire department.

The fire safety trailer is a mobile travel trailer in which your students will be able to:

- walk through a kitchen, living room, and bedroom and spot fire hazards,
- practice simple methods of eliminating potentially dangerous situations,
- feel a "Hot Door" and locate an emergency escape route, and
- exit using a ladder as the Fire Safety House fills with a non-toxic smoke.

While one group is touring the fire safety trailer, the others will be participating in demonstrations of fire department equipment or involved with several other educational activities planned for the group.

Your role, as the classroom teacher, is to collect pre-visit questions from your students and send them to me prior to the event, send home and collect parental consent forms, lead small group classroom activities during the visit, and perform follow-up activities with the students to see how well they retain information from the lessons.

This program can only be a success with your help. Our ultimate goal is to provide students with the knowledge and skills to be able to keep safe during an emergency situation and to learn how to prevent such tragedies from occurring at all. Thank you for your commitment to the safety and well-being of your students.

Sincerely,

Contact Information:

Ensuring sufficient support for the Fire Safety Trailer visit

Additional help may be needed on the day of the fire safety trailer visit to assist firefighters in keeping order and to escort students to and from learning stations. To ensure that adequate support is available, secure the agreement of several parent volunteers to help on the day of the visit.

Preparing your students for the Fire Safety Trailer visit

Use the information included in this letter to discuss the upcoming visit with your class.

1. Have your class develop a list of fire safety questions they have for the firefighter and send them to me in advance.
2. You may want to incorporate fire safety topics, such as common fire hazards, cooling a burn, smoke alarms, home escape plans, calling 9-1-1, and the fire tetrahedron, into some of your existing science, language arts, or social studies classes.
3. Send home the enclosed parental consent form.
4. Advise students to wear comfortable athletic clothing, such as sweatpants and t-shirts, for touring the fire safety trailer.
5. The fire safety trailer visit is an excellent public relations experience for your school. You may want to contact the local TV stations and newspapers to see if they would be interested in covering the event.
6. Take time to discuss with your class proper behavior during the fire safety trailer demonstration. Safety is very important and the directions given by the firefighter must be followed to ensure no students get hurt during the event.
7. Identify a safe, soft area (e.g., gym with gym mats, grassy area, etc.) that can be used for the demonstration portion (i.e., Stop, Drop and Roll) of the tour.
8. Please contact the fire department if you have any questions about the trailer or visit. It is best to discuss any concerns or issues regarding your students prior to the event.

The Fire Safety Trailer tour overview

Objective: The students will participate in the fire safety trailer tour and demonstration conducted by local firefighters. The tour will provide students with the opportunity to practice the skills they learn from the lesson plans in the trailer.

Time: 45–60 minutes (varies depending on size of group)

Procedures:

- Review rules for proper behavior and safety during the tour and demonstration.

- Work with the firefighter to divide your class into groups of 5–8, so there will be 3 groups total. One group will tour the fire safety trailer, one group will participate in the equipment demonstration and Stop, Drop and Roll, and one group will remain in the classroom and work on a small group activity. The groups will rotate through the activities until each student has participated in each activity.

Follow-up extender activities

1. Discuss the fire safety trailer visit and what they learned. Encourage creative writing experiences.
 2. Cover the walls, halls and any other exposed areas with fire safety posters, drawings, and artwork done by your students. Compile any stories and drawings done by your students into a class fire safety book.
 3. Write thank-you cards or letters to the firefighters.
 4. Invite parents to give feedback on whether or not there was family involvement or participation in any of the activities that were sent home.
 5. Have your students help to prepare another class for their tour of the fire safety trailer.
 6. Several weeks after the tour, test your students on fire safety.
 7. Encourage the students to recall the experience of the fire safety trailer and what they learned either orally or through a writing activity.
 8. As you go through your science and social studies curriculum, refer back to the fire safety program whenever appropriate. Examples are: lessons on community helpers, how to respond to emergencies, properties of matter, electricity as related to causing fires, operating smoke alarms, etc.
-

Dear Parent/Guardian(s):

Imagine you are a young child and you wake up one night to find your bedroom full of smoke. Your house is on fire! What would you do? To help your child learn what to do, we will be teaching burn prevention and fire safety in class. This will include a tour of a Fire Safety Trailer on **[INSERT EVENT DATE HERE]**.

The Fire Safety Trailer is a mobile classroom that teaches children burn prevention and fire safety in a fun and safe way. The trailer is equipped with a kitchen, bedroom, and living room. It fills with a nontoxic water-based smoke to teach children to “crawl low” to safety. A heated door helps children choose the right exit. An escape ladder is used to exit from the bedroom.

If your child suffers from asthma, other respiratory conditions or allergies that may be irritated by the nontoxic smoke, please indicate that below before allowing him/her to tour the trailer.

Note: All participants should wear pants/shorts and no-heeled shoes the day of the tour.



Cut off bottom portion of permission slip and return to your child’s teacher by
[_____].

_____ My child, _____ **MAY** tour the Fire Safety Trailer

_____ My child, _____ **MAY NOT** tour the Fire Safety Trailer

_____ My child, _____ **HAS ASTHMA**, an allergy or
respiratory condition that may be irritated by the nontoxic smoke and should not be in
the Trailer during that part of the program.

Parent/Guardian’s Signature

Date

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How to Use the Curriculum Teaching Tools

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

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

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



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

Grouping Students for Lesson:

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

Trailer Set Up for Lessons

Place appropriate items in each area before lesson:

4

	<p>Kitchen</p> <ul style="list-style-type: none"> ▪ Set up common fire hazards: <ul style="list-style-type: none"> • turn stove on when students are present • rotate pot handle until facing outward • place matches, lighters, and/or paper towels near stove ▪ Ensure message posters for Pre-K & K students are on wall
	<p>Living Room</p> <ul style="list-style-type: none"> ▪ Ensure smoke alarm is on and ready for demonstration ▪ Ensure message posters for target audience students are on wall
	<p>Bedroom</p> <ul style="list-style-type: none"> ▪ Ensure FF2 is ready to assist with trailer features ▪ Ensure FF3 is ready to assist students to exit trailer at exit door at end of lesson



Personnel:

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

Final Thoughts:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen	
	<ul style="list-style-type: none"> Hot things hurt.
Living Room	
	<ul style="list-style-type: none"> What a smoke alarm looks like and sounds like. Never touch matches or lighters.
Bedroom	
	<ul style="list-style-type: none"> Get Out and Stay Out.
Additional Messages (to be taught in living room, bedroom, or outside trailer)	
<ul style="list-style-type: none"> Firefighters are your friends. 	

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

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

Extenders:

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

Kitchen Script

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

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

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

ASK the following questions:

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

Hot things hurt

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

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



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

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



Living Room Script

What a smoke alarm looks like and sounds like

FF1 Hold up a real smoke alarm (or points to one installed in the living room) and ASK the following questions:

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

Never touch matches or lighters

FF1 ASK what the students know about matches and lighters.

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

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

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



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



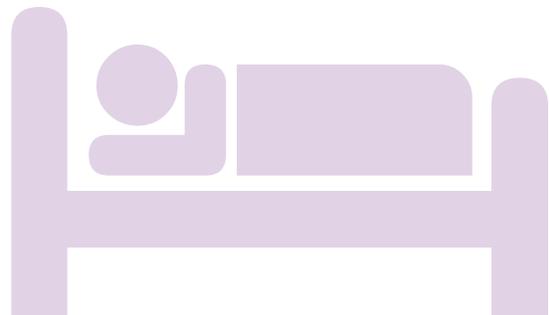
Bedroom Script

Get out and stay out

FF1

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

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



Additional Messages and Activities

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

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

Firefighters are your friends

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

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

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

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

Activities

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

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

Summary: Fire Safety Trailer



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

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



HAND OUT extenders:

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

TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

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

Extenders:

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

Kitchen Script

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

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

ASK the following questions:

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

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

Stay away from hot things that hurt

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



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

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

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

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

Stay three feet away from oven/stove

FF1

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

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

FF1

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

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

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



Living Room Script

What a smoke alarm looks like and sounds like

FF1

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

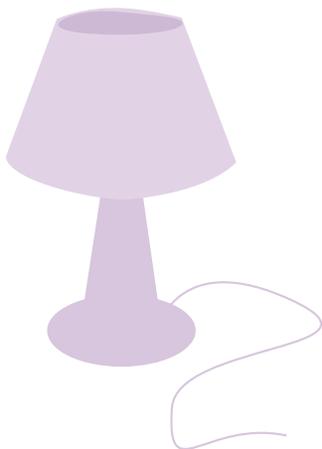
- *Does anybody know what this is called? What does the smoke alarm do?*
- *What does it sound like? (It beeps loudly.)*
- *Have you ever heard a smoke alarm?*
- *Where have you heard one?*
- *Why do we need smoke alarms?* (To tell us if there is smoke or fire, so we can get out.)
- [FF1]: TELL the students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

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

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

FF1 ASK what the students know about matches and lighters. EXPLAIN that matches and lighters are only for grown-ups to use and are not safe for children to use. EXPLAIN that they should tell a grown-up if they find matches or lighters or if they see another child touching matches or lighters. Never touch!

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



Bedroom Script

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

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

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

Crawl low under smoke

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

- SHOW students Crawl Low under Smoke Cards.

Exiting trailer.

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

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

Additional Messages and Activities

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

Practice your fire drill using your escape map



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

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

Recognize the firefighter as a helper and friend

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

FF3 GREET students at the selected meeting place once they have exited trailer and called 9-1-1.

FF1 FF1 with the assistance of FF3:

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

When to call 9-1-1

FF1 TALK about and DISCUSS the following 9-1-1 topics with students:

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

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

Stop, Drop and Roll if fire gets on your clothes

FF1 TELL students that they will now talk about how to “Stop, Drop and Roll if fire gets on your clothes.” EMPHASIZE this is done if fire gets on your clothes. Stop, Drop and Roll involves the following steps:

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

Activities

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

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

Summary: Fire Safety Trailer

FF1

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

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

FF3

HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Kitchen and Living Room Posters

Flash Cards:

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

Extenders:

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

Kitchen Script

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

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

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

Stay three feet away from oven/stove

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

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

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

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



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

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

Living Room Script

What a smoke alarm looks like and sounds like



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

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

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

FF1

Let's have a show of hands.

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

Don't play with matches or lighters

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

FF1

SHOW students Matches and Lighter Cards.

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

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



Bedroom Script

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

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

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

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

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

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

Crawl low under smoke

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

- SHOW students Crawl Low Under Smoke Cards.

Touch the door with the back of your hand before opening

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

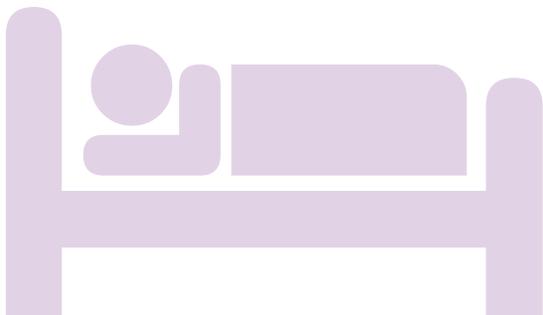
Know two ways out of every room

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

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

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

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



Additional Messages and Activities

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

Practice your fire drill using your escape map



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

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

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

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

When to call 9-1-1



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

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

Stop, Drop and Roll if fire gets on your clothes



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

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

Activities

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

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

Summary: Fire Safety Trailer



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

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



HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Extenders:

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

Kitchen Script

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

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

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

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

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

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

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

Keep younger children 3 feet away

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

Use microwave ovens safely

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

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

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

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

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



Living Room Script

Don't play with matches or lighters

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

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

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

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

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

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

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

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

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

FF1

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

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

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Bedroom Script

Crawl low under smoke

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

Touch the door with the back of your hand before opening

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

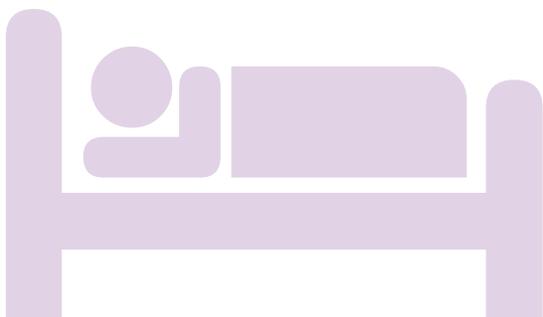
Know two ways out of every room

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

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

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

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



Additional Messages and Activities

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

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



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

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

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



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

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

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

Stop, Drop and Roll if fire gets on your clothes



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

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

Activities

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

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

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

Summary: Fire Safety Trailer

FF1

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

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

FF3

HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Extenders:

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

Kitchen Script

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

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

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

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

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

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

Keep pot handles turned in

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

Keep younger children 3 feet away

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

Use microwave ovens safely

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

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

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

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

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



Living Room Script

Don't play with matches or lighters

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

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

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

Talk to your parents about testing smoke alarm batteries monthly

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

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

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

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

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



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

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

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Bedroom Script

Crawl low under smoke

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

Touch the door with the back of your hand before opening

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

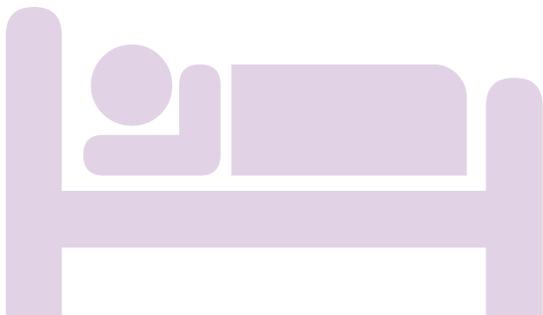
Know two ways out of every room

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

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

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

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



Additional Messages and Activities

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

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

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

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

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

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

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

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

Stop, Drop and Roll

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

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

Hazards of Household Chemicals

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

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

Activities

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

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

Summary: Fire Safety Trailer



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

- REVIEW messages for the Middle School Grades



HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Extenders:

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

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

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

Test hot foods and liquids before serving them to children



FF1 Today, we are going to talk about some things you can do to protect yourself and those you care about from fires and burns. The general areas we will cover are fire prevention, burn and injury prevention, and fire escape planning.

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

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

FF1 Cooking fires are a leading cause of property loss and cause many injuries each year. One of the main reasons for this is that people leave the stove while they are cooking, or do not pay attention to what they are doing. Stay in the kitchen when you are frying, grilling, or broiling food. Avoid talking on the phone or texting. If you have to leave the kitchen, even for a short period of time, turn off the stove and all cooking appliances, like the toaster oven.

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

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

Keep pot handles turned in

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

Keep younger children 3 feet away

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

Use microwave ovens safely

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

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

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

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

Living Room Script

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

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

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

FF1 Having properly installed and maintained smoke alarms considerably lowers your chances of dying in a fire. You should have a smoke alarm in every bedroom, outside each separate sleeping area, and on every level of your home, including the basement. As you know, when a smoke alarm detects smoke from a fire, it sounds a loud, piercing alarm which alerts you to the danger of a fire, even if you are asleep. The smoke alarm can provide you with an early warning and give you extra time to escape. Many people believe that if they ever had a fire, they would be able to smell the smoke and have time to escape. **THIS IS NOT TRUE!** Smoke from a fire contains carbon monoxide, which disorients people, dulls their senses, and makes them lose consciousness. If you are already asleep, it puts you into a **DEEPER** sleep, and can eventually kill you! This is one reason why most people die of smoke inhalation in home fires rather than from burns.

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

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

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



Bedroom Script

Crawl low under smoke

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

Know two ways out of every room

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

Touch the door with the back of your hand before entering

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

Additional Messages and Activities

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

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

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

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

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

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

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

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

Stop, Drop and Roll if fire gets on your clothes

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

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

Science of fire

FF1 To better understand fire, you need to understand the “science” of fire. Fire has been used and feared by mankind since the beginning of time. The recipe—Heat, Fuel and Oxygen—is one of the few things in nature that never changes. While fire can be a friend to us, for example, by heating our homes in winter, it can be a deadly enemy, destroying what we hold dear.

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

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

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

Hazards of Household Chemicals

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

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

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

Activities

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

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

Summary: Fire Safety Trailer

FF1

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

- REVIEW messages for the High School Grades.

FF3

HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Extenders:

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

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

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

Test hot foods and liquids before serving them to children.



FF1

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

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

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

FF1

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

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

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

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

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

Kid free zone: 3 feet away from stove/oven

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

Use microwave ovens safely

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

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

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

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



Living Room Script

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



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

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

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

FF1 DON'T overload your electrical outlets. Plug only one appliance into each electrical receptacle. Many older homes have few electrical outlets, or outlets at inconvenient places. This situation can create home fire hazards by encouraging the use of extension cords and overloaded outlets. An outlet becomes overloaded when the appliances connected to them are drawing more electrical current than the outlet can handle. When this happens, wiring can get hot and radiate enough heat to walls, paneling, etc. to cause a fire.

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



Bedroom Script

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

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

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

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

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

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

Additional Messages and Activities

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

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



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

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

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

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

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

Sleep with bedroom door closed

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

Smoking Risk

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

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

Hazards of Household Chemicals

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

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

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

Summary: Fire Safety Trailer

FF1

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

- REVIEW the messages for Adults

FF3

HAND OUT extenders:

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

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TEACHING TOOLS

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



Lesson Length: 20 minutes

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

Learning Objective

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

Learning Areas

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

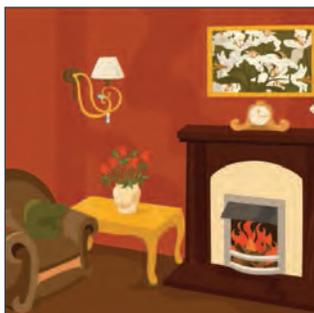
Key Fire Safety Messages for Use in the Trailer

Kitchen



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

Living Room



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

Bedroom



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

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

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

Resources Needed for Lesson

Extenders:

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

Kitchen Script

Other Kitchen Safety Tips

Keep area rugs out of the kitchen.

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

Test hot foods and liquids before serving them to children.



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

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

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



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

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

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

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

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

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

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

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

Use microwave ovens safely

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

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

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

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

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



Living Room Script

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

FF1

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

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

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

FF1

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

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

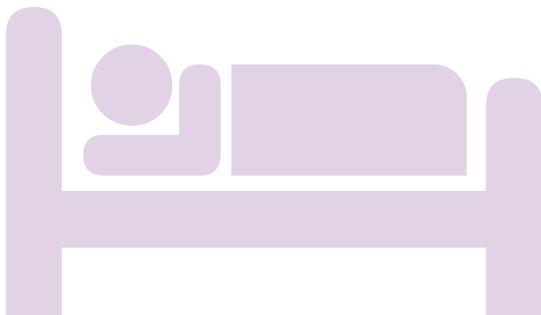
Bedroom Script

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

FF1

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

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



Additional Messages and Activities

Create an escape plan around your abilities



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

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

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

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

Sleep with your bedroom door closed

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

Smoking Risk

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

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

Hazards of Household Chemicals

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

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

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

Activities

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

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

Fall Prevention Checklist:

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

Summary: Fire Safety Trailer

FF1

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

- REVIEW the messages for Older Adults

FF3

HAND OUT extenders:

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



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

Tips to Reinforce Fire Safety Messages

Tips for Teachers:

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

In the kitchen:

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

In the living room:

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

In the bedroom:

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



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

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

Tips for Parents:

A. Home Fire Escape Drill for Parents

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

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

B. Home Fire Safety Drill for Parents

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



Lesson Materials

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

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

Lesson Resources

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



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

Lesson Extenders

General Audience

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



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

Children

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



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



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

Adolescents

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



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

Adults

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



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

Older Adults

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

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Posters



Fire Safety Poster Talking Points

Bedroom Poster Talking Points

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

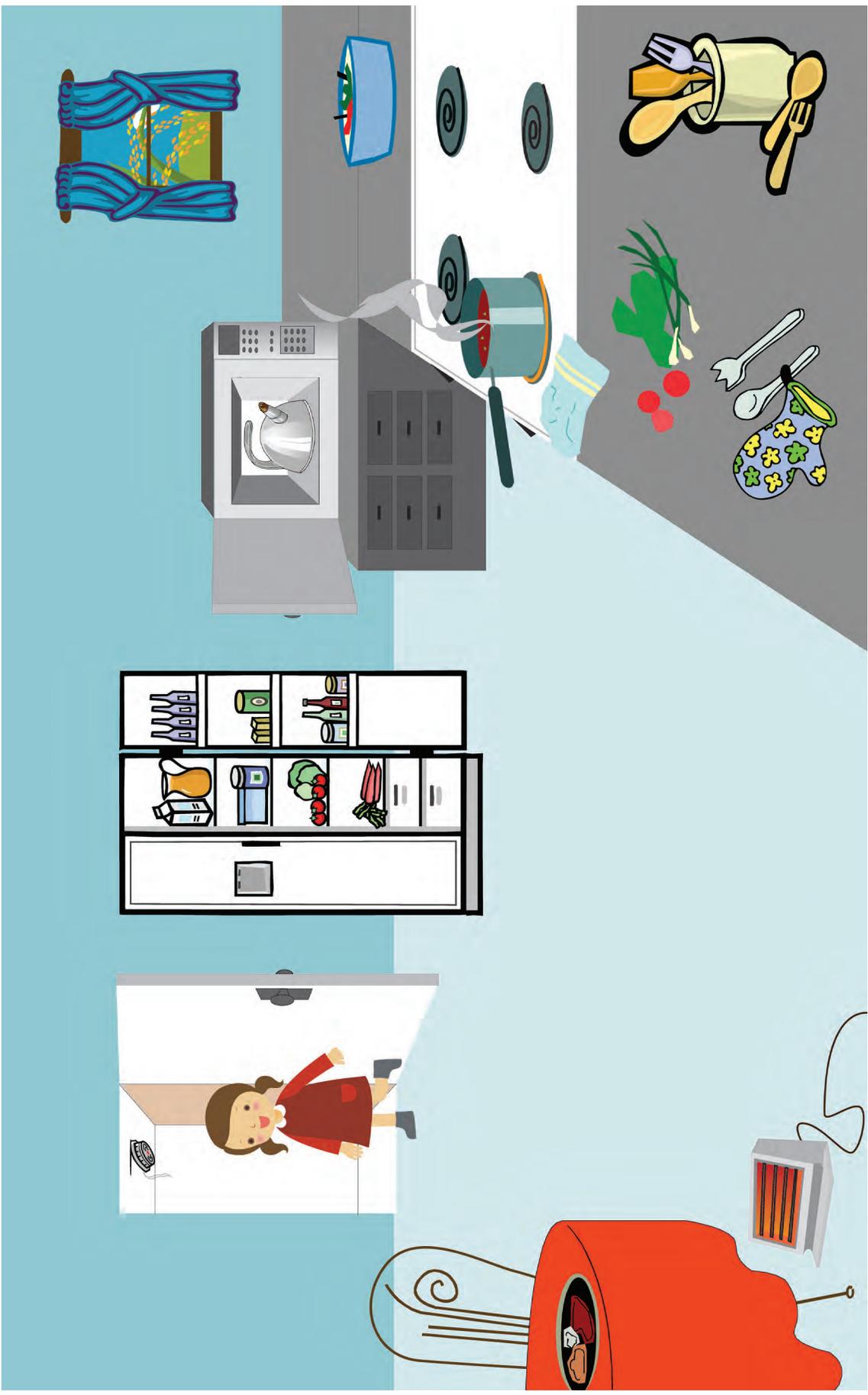
Kitchen Poster Talking Points

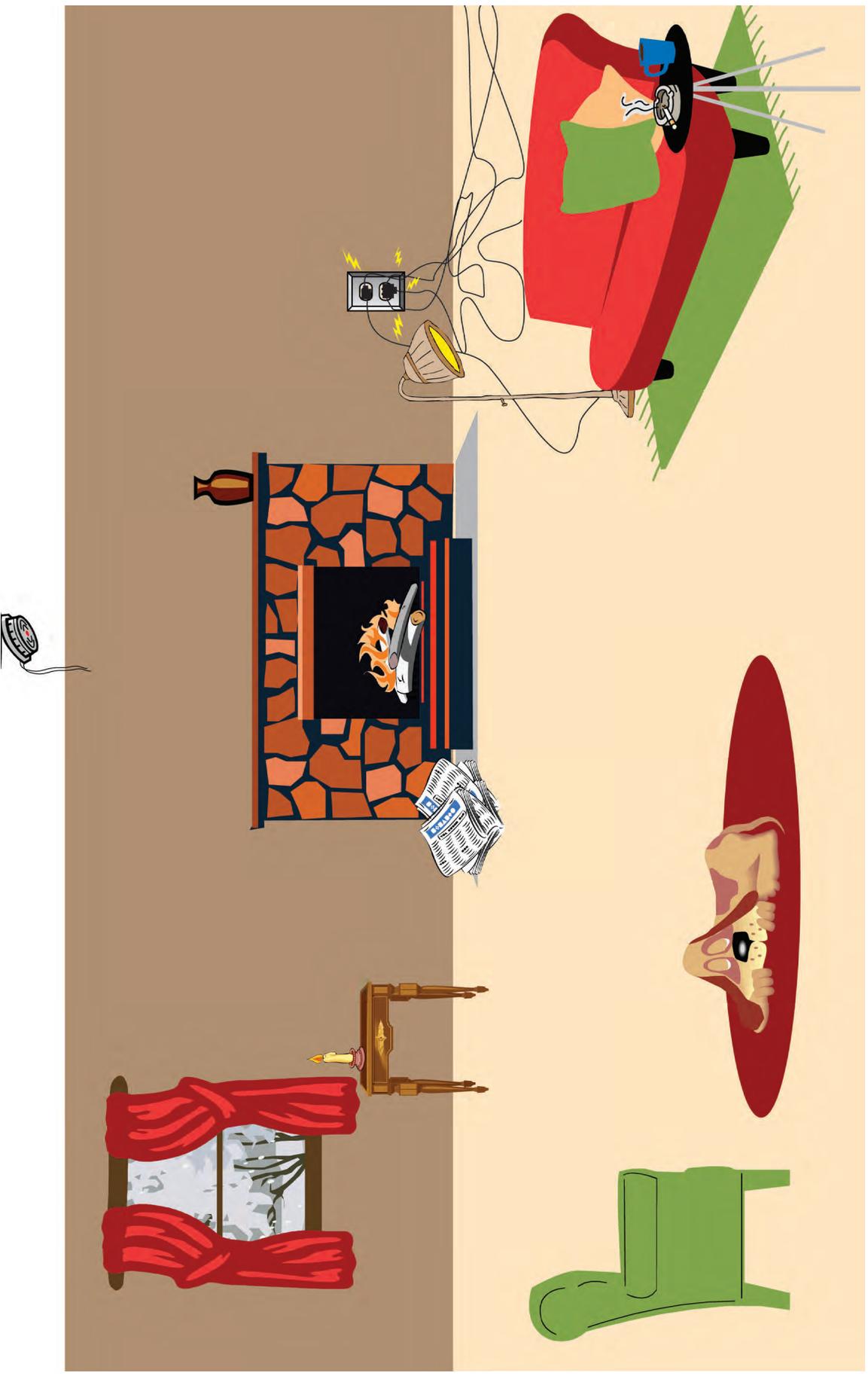
- Don't Leave Cooking Food Unattended
- Wear short sleeves or tight fitting sleeves when cooking
- Keep the Cooking Area Clear of Items That Could Catch Fire
- Be Prepared: Know What to Do if a Fire Starts
- Establish a Kid-Free Zone
- Turn Pot Handles in
- Microwave Safety

Living Room Poster Talking Points

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







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Hot and Cold Objects Cards





Sun



Fire



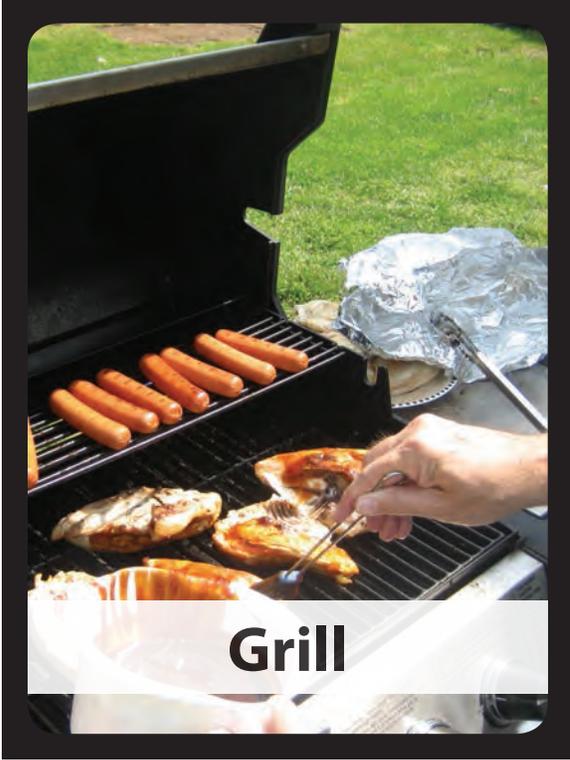
Iron



Flat Iron



Fireplace



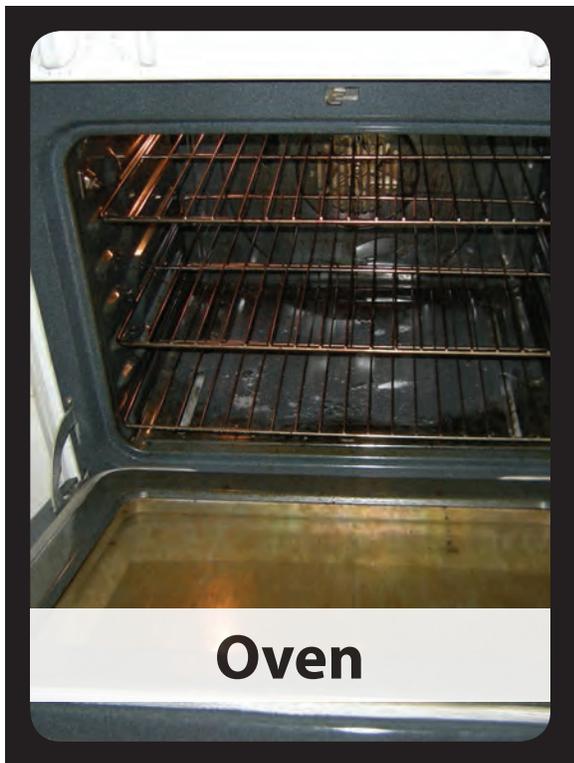
Grill



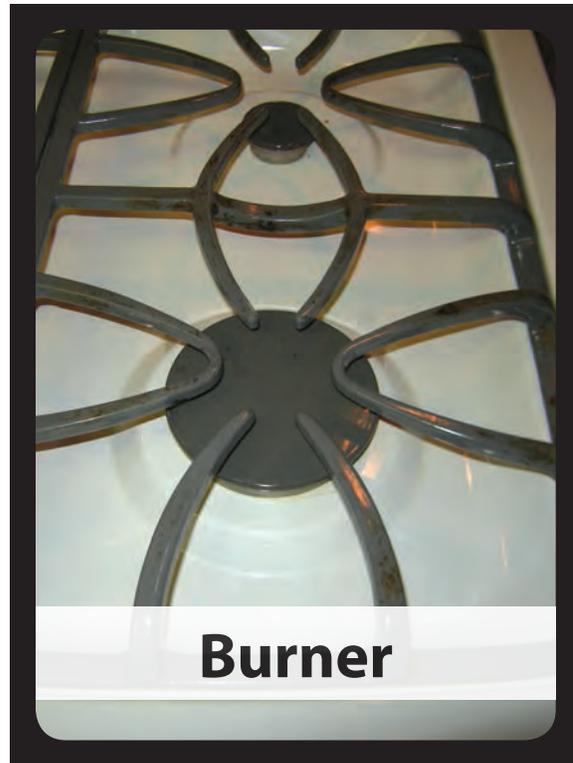
Soup



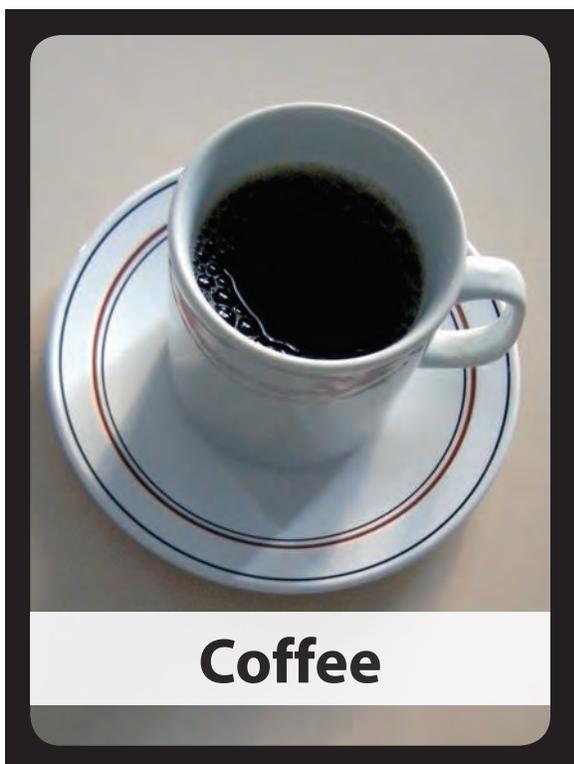
Cigarette



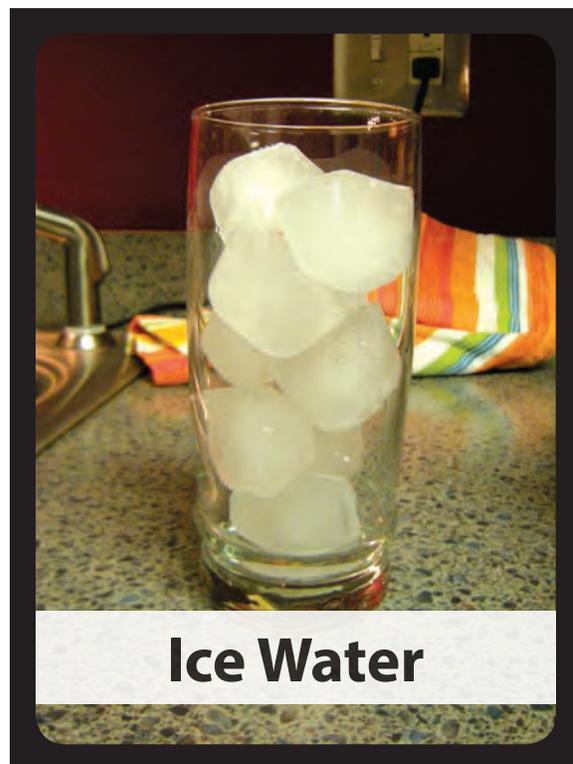
Oven



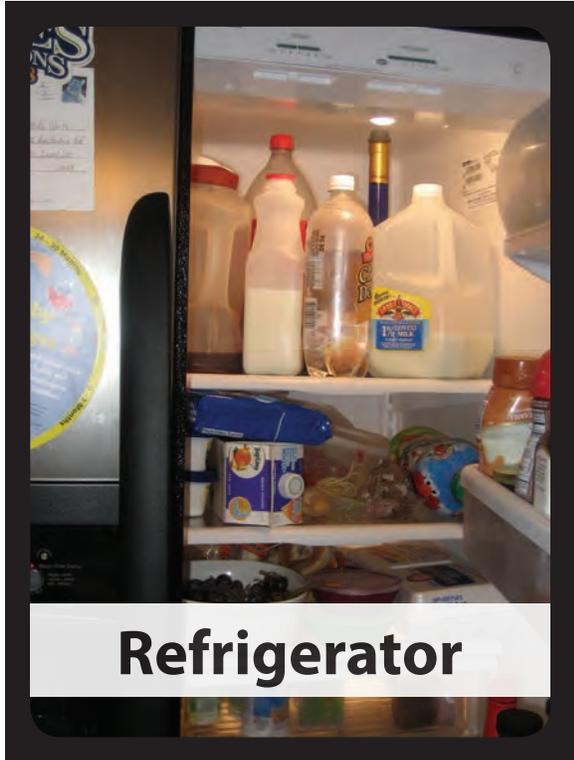
Burner



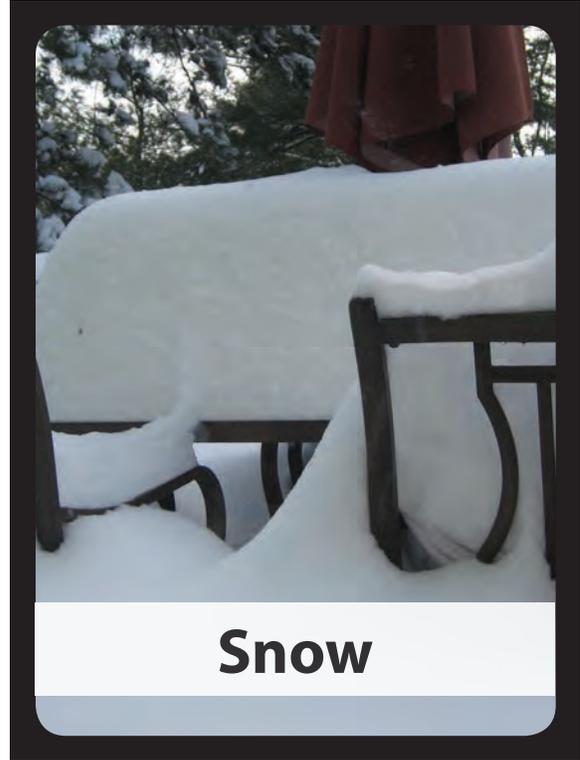
Coffee



Ice Water



Refrigerator



Snow



Candle



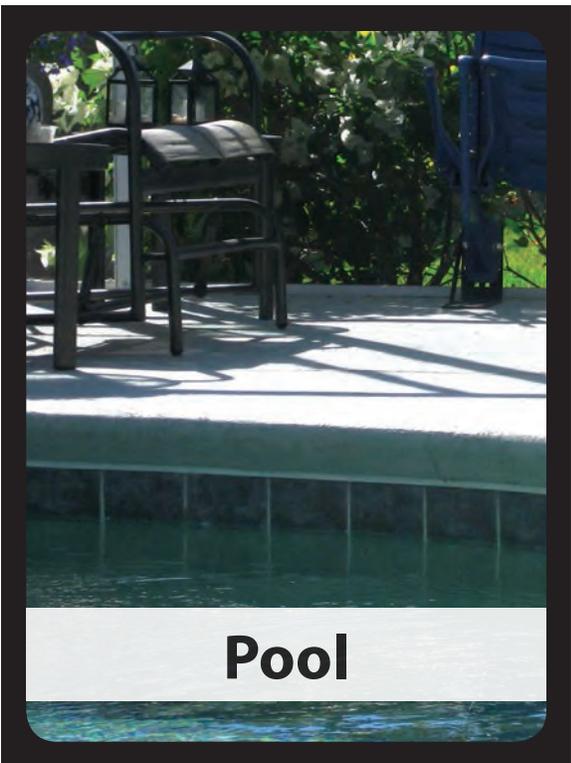
Light Bulb



Ice Cream



Icicle



Pool



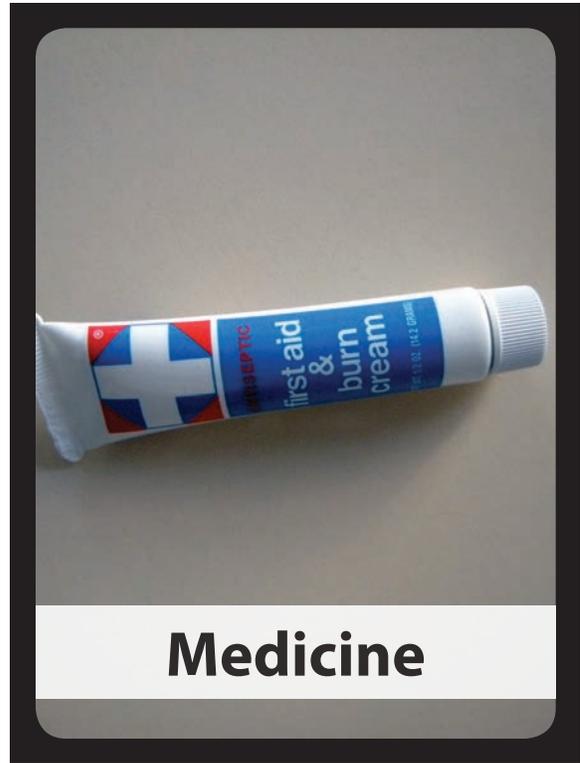
Milk

Burn Treatment Cards

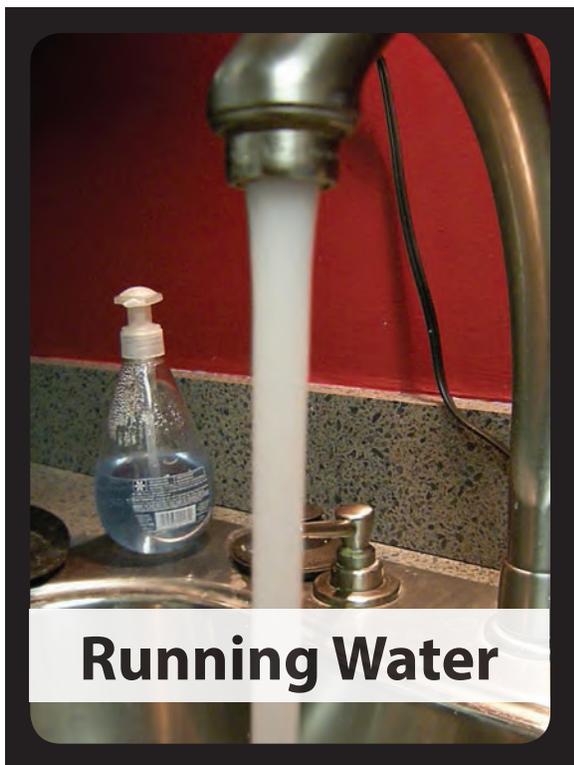




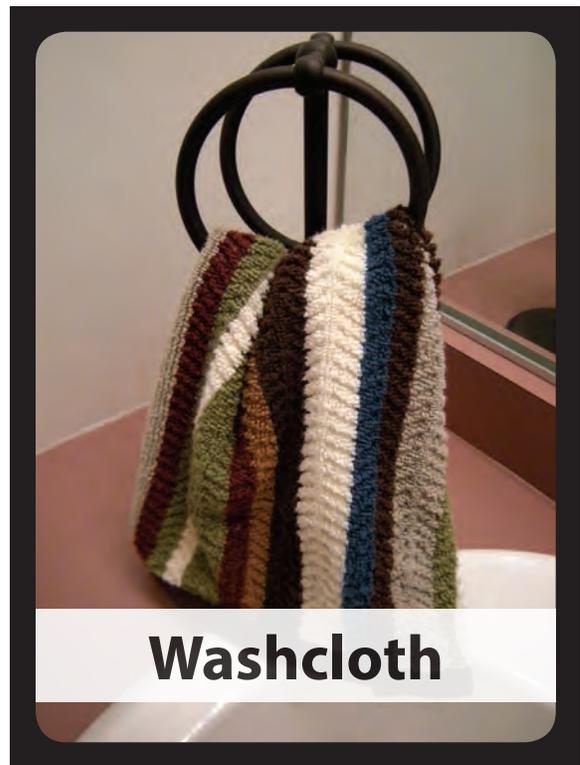
Bandage



Medicine



Running Water



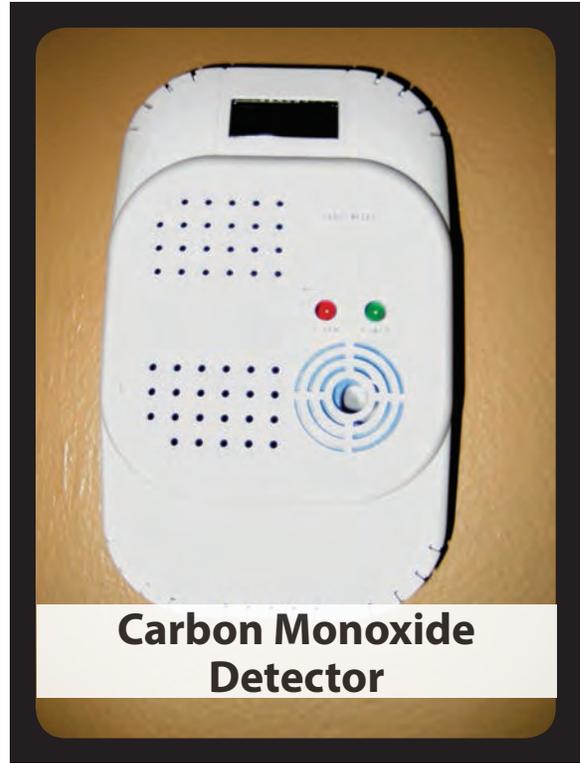
Washcloth

Smoke Alarm Cards





Smoke Alarm



**Carbon Monoxide
Detector**

Matches and Lighter Cards



Tell a Grown Up Sequence Cards





Child sees lighter but does not touch



Child tells grown-up about lighter



Grown-up picks up lighter



Grown-up puts lighter out of reach

Crawl Low Under Smoke Cards





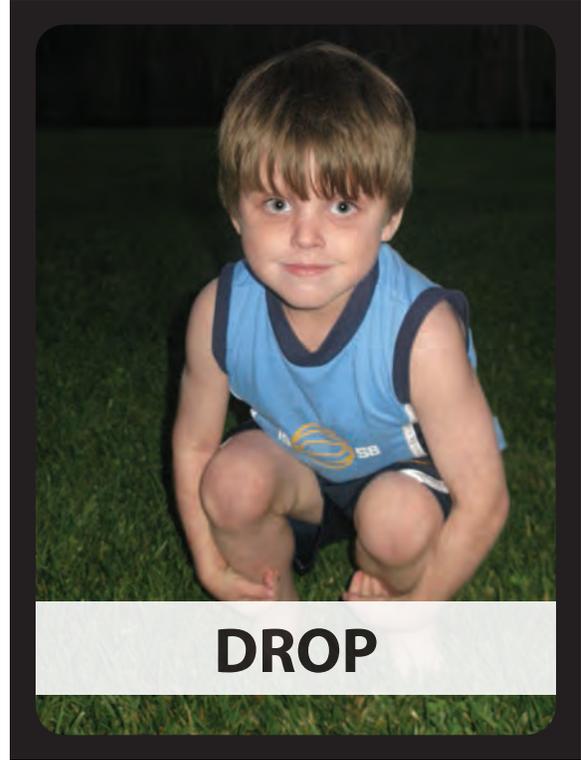
Crawl low under smoke

Stop, Drop and Roll Cards

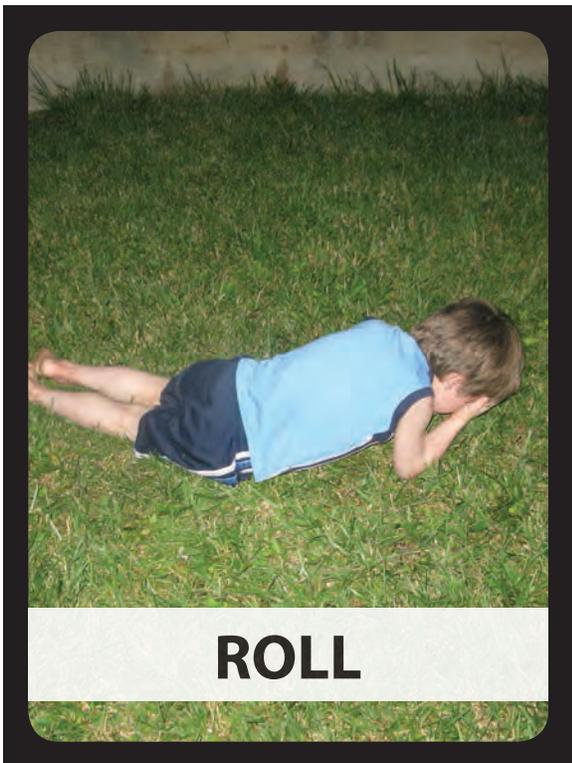




STOP



DROP



ROLL

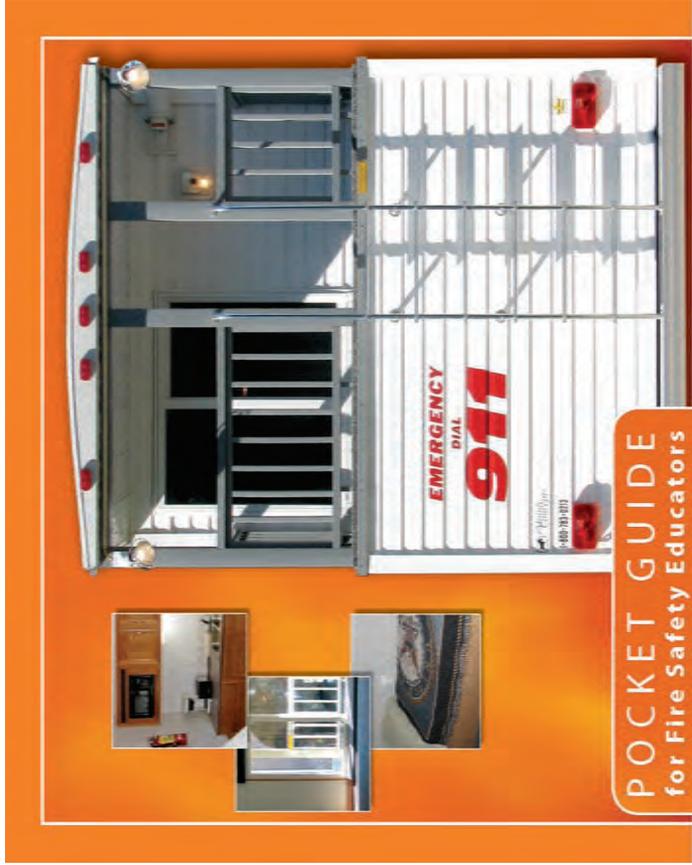
Fire Safety Pocket Guide





KITCHEN

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



POCKET GUIDE
for Fire Safety Educators

FIRE SAFETY TRAILER

KEY MESSAGES





LIVING ROOM

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



BEDROOM

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



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Fire Safety Babysitter Handout



Fire Safety for the BABYSITTER

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

Tip #1

Before the parents leave:

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

Address and phone number of the house _____

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

Phone number where the parents can be reached _____

Neighbor(s) Name and Phone number _____

Tip #2

Be prepared for a fire emergency:

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

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

Tip #3

If there's a fire:

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

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

Reminders:

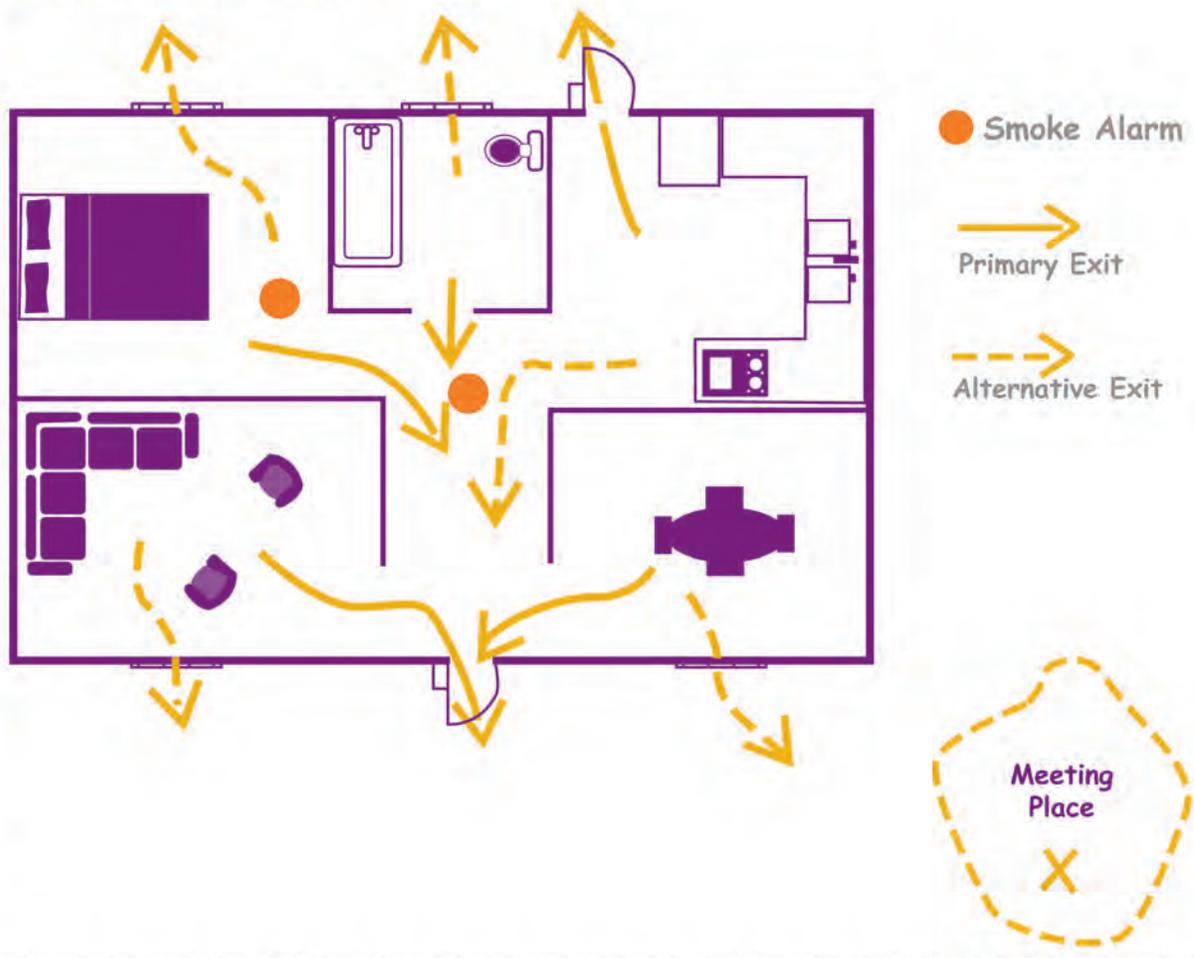
- ✓ Get down and **CRAWL LOW** under smoke.
- ✓ Feel the door with the **BACK OF YOUR HAND**; open it slowly if it's not hot.
- ✓ Always **USE THE STAIRS**—never elevators in a fire.
- ✓ If smoke or fire is blocking you from getting to the children, **LEAVE THE HOUSE** and call the fire department from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

Tip #4

Fire Prevention Tips:

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

Sample Escape Map



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Pictogram



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



Sleeping woman wakes to the smoke alarm sounding



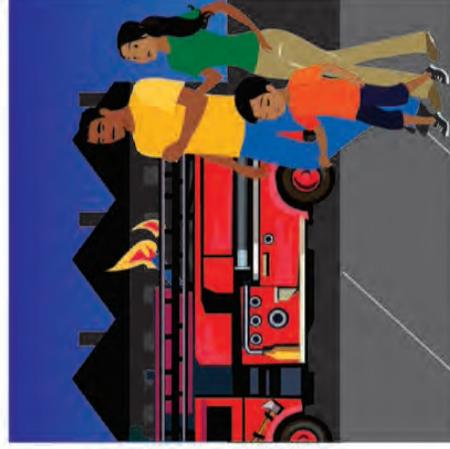
She and her family get down low and crawl under the smoke to the nearest exit



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



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



They watch as the firefighters fight the fire

Bookmarks



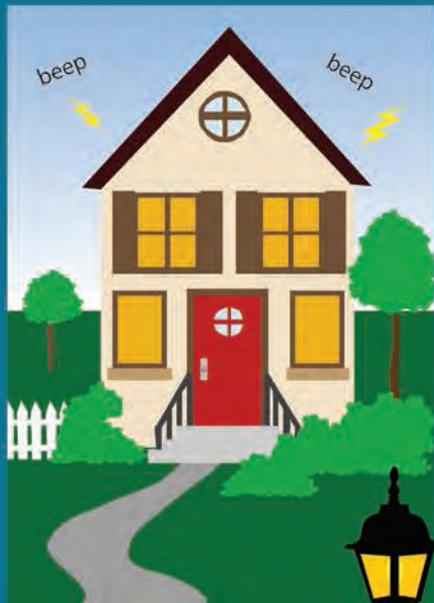


Firefighters are Friends!



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





**GET OUT
&
STAY OUT!**



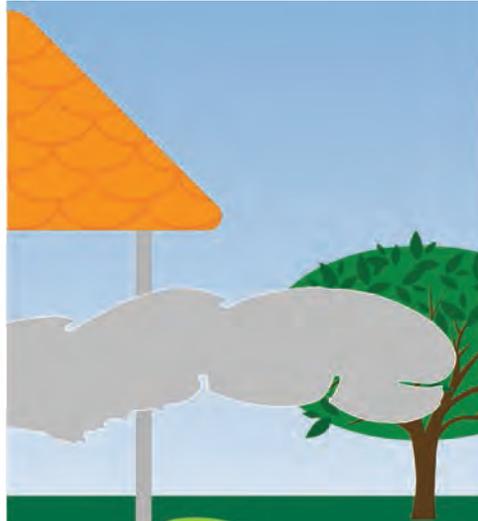
If you **SEE** or
SMELL smoke

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



**CRAWL
L O W**

**UNDER
SMOKE**



If you **SEE** or
SMELL smoke

- Get down on your hands and knees and crawl to the nearest exit
- You will be able to breathe better down low because smoke rises



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



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

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



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



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



Where do
I NEED
smoke alarms?

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



Remember the following
tips about smoke alarms:

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

Give space heaters



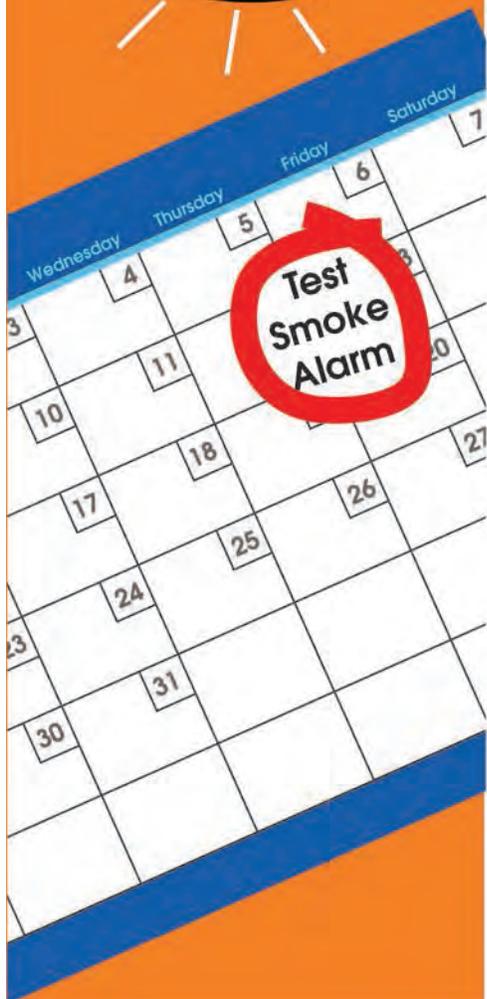
their
SPACE

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



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

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



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



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

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Fire Escape Map



SAFE
FIRE
EXIT

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

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

If your family is all adults:

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



U.S. Fire Administration
www.usfa.fema.gov



FEMA

Member Badges





Discovery Through Play



Discovery Through Play

Red Light/Green Light Game

The old classic, Red Light/Green Light, has been thrilling young children for generations. It requires quick reflexes, good timing and a sense of fair play. This is a modified version of the old classic to incorporate awareness of surroundings by identifying fire hazards, while keeping the kids moving and engaged in the physical activity.

Choose one player to be the “traffic light.” The players line up one by one and the traffic light stands some distance away from the line. The traffic light begins by facing the players. At this point the light is considered to be red; the players are not allowed to move forward on a red light. The traffic light now turns away and shouts, “Green Light!” The players move one at a time toward the different objects. As a player gets close to a fire hazard, yell “RED LIGHT” and the player stops and has to tell the traffic light what the fire hazard is and how to be safe. Once the player tells the traffic light the correct answer, the traffic light yells “GREEN LIGHT” and the player can move again.

The game can be used in a classroom or fire safety trailer to reinforce safety messages.

Imaginative Role Play

Encourage imaginative play that will allow children to explore new situations and learn new skills. This will help the child to explore their feelings and the task at hand in a safe, supervised environment. An example might be to have each child pretend they are a firefighter and have them “teach” the other children what they have just learned.

Coloring Stations

Encourage their creative juices by having students draw pictures of what they have learned so far. Let their imaginations run and see what creative images they can come up with on their own.

Puppet Show

Have the students put on a sock puppet show teaching the other students about fire safety and lessons learned.

9-1-1 Poster for Children



REPORTING AN EMERGENCY!



Practice what to do in an emergency by pretending to report an emergency at your home!

Reporting an Emergency

Call 9-1-1 or (local # _____) Speak slowly and clearly

Say: My name is: _____

"I want to report an emergency at: _____

"The phone number I'm calling from is: _____

"The address I'm calling from is: _____

"The emergency is: _____

When making a home escape plan
put a family member in charge of calling 9-1-1!

Journal Ideas for Elementary Students



Journal Ideas for Elementary Students

Write a letter to a parent or guardian telling them what you learned about fire safety. Some ideas to help you remember what you learned are listed below:

- Firefighter clothing
- Stop, Drop and Roll
- Smoke alarms
- Finding matches or a lighter
- Fire drills
- Crawling low under smoke
- When to call 9-1-1
- Firefighters are your friends

Calendar





What should you do if you find matches or a lighter sitting out in your house?

- a) Don't do anything with them
- b) Play with them
- c) Tell an adult you found them and ask the adult to put them away

KIDS: Never play with matches or lighters. They are very dangerous and could start a fire or burn you.

PARENTS: Keep matches and lighters in a locked box out of reach of children.

S A F E T Y T I P S

MARCH

Sunday Monday Tuesday Wednesday Thursday Friday Saturday



TRUE OR FALSE:

The batteries in your smoke alarm should be changed once a year.

KIDS: Smoke alarms can only work if they have working batteries in them. Remind your parents to change the batteries in all the smoke alarms in your house. Test smoke alarms at least once a month using the test button.

PARENTS: Keep a supply of batteries on hand so you can change smoke alarm batteries when they indicate they need a new battery. Make it a family event so you teach your kids so you teach your kids the importance of fire safety.

APRIL

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Answer: TRUE—Smoke alarm batteries should be changed once a year.



What should all Halloween costumes be made out of?

- a) Cotton
- b) Silk
- c) Candy
- d) Flame-resistant material

Safety Tips

Kids: Tell your parents to look for Halloween costumes with flame-resistant labels.

Parents: Keep jack-o'-lanterns with candles away from areas where a costume may brush against the flame.

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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Greeting Cards



I'M MAKING THE PLEDGE TO
STAY SAFE



Child's Signature

Parent's Signature

I Love You

I
Love

You



Because I love you, I _____
promise to...

1. Recognize a firefighter as a helper and friend.
2. Stay away from hot things that hurt.
3. Cool a burn with cool water.
4. Tell a grown-up when I find matches or lighters.
Never touch!
5. Stop, drop, and roll if fire gets on my clothes.
6. Know the sound and purpose of a smoke alarm.
7. Practice a fire drill with my family using my
escape map.
8. Crawl low under smoke.

Because I love you, I _____
promise **NOI** to...

1. Hide during a fire.
 2. Use electrical appliances without an adult
 3. Stop and get any personal belongings or make
a phone call while getting out of the house.
 4. EVER go back into a burning building.
 5. EVER play with lighters or matches.
- 

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My Phone / My Address Worksheet



My Phone / My Address Worksheet

Fill in YOUR information when you get home, cut out on the dotted lines and put it on your refrigerator at home. This way you will know your phone number and address in case you have to dial 9-1-1 in an emergency.



My Phone Number:



My Address is:

Fire Safety Picture Frames Craft



Fire Safety Picture Frames Craft

You can put these frames on a desk, hang them on the wall, or attach a magnet to the back and hang them from the fridge or file cabinet.

Materials Needed

- Paper
- Scissors
- Coloring materials
- Wool or ribbon if hanging from the wall or magnet if hanging on fridge
- Photograph
- Piece of cardboard (optional)

Instructions

- Print out the template.
- Glue the template to a piece of cardboard if you want it to be sturdier. You can use cereal or other boxes or poster board.
- Color and cut out the template. Cut out the shape along the dotted line. Younger kids may need help with this.
- Glue any additional decorations to the frame.
- Trim the photograph as necessary and glue to the back of the frame.
- Attach wool or ribbon if hanging the photo or a magnet as desired.
- Feel free to decorate further with sparkles, sparkle glue, sequins or anything else the kids can think of.

Picture Frame Template



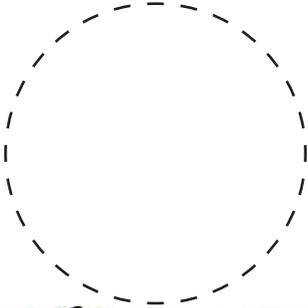


**I know what to do if there is a fire.
Get Out and Stay Out!**



I promise not to play with matches.

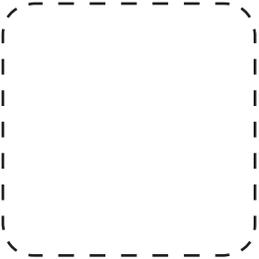


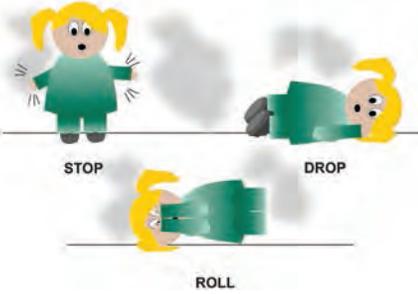




Firefighters are my friends

If fire gets on my clothes





STOP **DROP**

ROLL

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Picture/Word Matching Worksheet



Picture/Word Matching Worksheet

Draw a line from each picture to the matching word about firefighting:



Firefighter



Helmet



Fire Truck



Dalmatian



Fire Hydrant



Smoke Alarm



Fire

Fun With Words



Fun With Words

Write 5 adjectives describing the words listed below about firefighting:

FIREFIGHTER

1.

2.

3

4.

5.

WATER

1.

2.

3

4.

5.

FIRE ENGINE

1.

2.

3

4.

5.

LADDER

1.

2.

3

4.

5.

Journal Ideas for Classroom Students



Journal Ideas for Classroom Students

Think about what you learned about in the Fire Safety Trailer and during your small group activities...

1. Describe a typical day in the life of a firefighter.
2. Describe something you learned today that surprised you.
3. Imagine you were home sleeping in your bedroom and the smoke alarm sounds. What would you do? (describe in detail)
4. Think about your home. After learning about fire safety in the home, how does yours measure up? Are there any fire safety hazards? What could be changed?
5. What did you like most about the Fire Safety Trailer Tour and activities?

Role Playing Activity



Role Playing Activity

Role-Playing Activity Cards to be used to reinforce fire safety messages.

Source: Adapted from *Fire Safety for Texans*, Texas State Fire Marshal's Office

Scene 1: Planning for fire emergencies

Student A: Tells B that a news story about a fire in their town has her worried: "How will we know what to do in a fire?"

Student B: Tells A that having a fire escape plan will help; tells her to make plan that gives everyone in the house two ways out of each room and sets up a meeting place outside, in front of the house a safe distance away. Tells her to get a smoke alarm and check it each month.

Scene 2: Hearing a smoke alarm while sleeping

Both: Pretend to be sleeping

Student A: Hears a smoke alarm, wakes B.

Student B: Tells A they need to crawl out under any possible smoke.

Both: Crawl out of room, go to neighbor's house, call 9-1-1 (or local emergency number) and report fire at (insert address).

Scene 3: Cooking pan catches fire

Student A: Pretends to be cooking; a grease fire starts up in the pan.

Student B: Tell A to carefully slide a lid over the top of the pan.

Student A: Slides on lid; fire goes out.

Scene 4: Burn on hand

Student A: Pretends to be ironing; burns hand.

Student B: Makes A put hand under cool running water for at least 3 to 5 minutes and then puts a clean, dry cloth on the burn.

Scene 5: Learning about fire safety

Student A: Tells B that he is concerned about his grandparents and several other senior citizens in their neighborhood because they seem to be unaware of fire hazards and can't get around well.

Student B: Tells A to call the fire prevention office of the fire department; they can put on a special presentation to tell them about fire safety and can even help them install smoke alarms, make an escape plan and check for fire hazards.

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Sample Poster Design Contest



Sample Poster Design Contest

Contest Theme

Using knowledge gained during your tour of the Fire Safety Trailer, the contest is designed to provide an opportunity for middle and high school students to gain awareness of safety issues and convey their thoughts about the importance of taking preventative measures to stay safe to elementary students. Fire safety topics include, but are not limited to:

- Smoke alarms
- Calling 9-1-1
- Playing with matches or fire
- Kitchen safety
- How to treat a burn
- Fire escape planning
- Stop, Drop and Roll

Eligibility

The contest is open to sixth through twelfth grade. Only one entry per student will be allowed. Entries will be judged based on the safety message, creativity, originality, visual impact, and universal appeal.

Contest Rules

- All contest entries must:
 - adhere to the contest theme
 - be created by an individual student rather than a team of students
 - be a contestant's original, handmade creation
 - not be from other artists' published works
 - be on an 8 ½" x 11" piece of white paper (vertically or horizontally)
- Any media may be used to create a flat or two-dimensional effect including paint, crayon, colored pencil, charcoal, etc.

Microwave Safety Fact Sheet



Using Your MICROWAVE OVEN SAFELY

The microwave has become an everyday part of cooking meals in most households. Here are some tips that will help keep you and your family safe when using a microwave oven.



- 1** ALWAYS follow the manufacturer's instructions when installing a new microwave.

Plug microwave ovens directly into an outlet. Extension cords should NEVER be used because they can overload the cord and start a fire.
- 2** ALWAYS use oven mitts when taking food out of the microwave oven.
- 3** Ensure the microwave oven is installed at a SAFE HEIGHT, within easy reach of all users. The face of the person using the microwave oven should always be higher than the front of the microwave oven door. This is to prevent hot food or liquid from spilling onto a user's face or body from above and to prevent the microwave oven itself from falling onto a user.
- 4** Use EXTRA caution if your microwave is mounted above your stove.
- 5** NEVER use aluminum foil or metal objects in a microwave oven. They can cause a fire and damage the oven.
- 6** Heat food ONLY in containers or dishes that are safe for microwave use.
- 7** Open heated food containers slowly AWAY FROM THE FACE to avoid steam burns. Hot steam escaping from the container or food can cause burns.
- 8** Foods heat unevenly in microwave ovens. STIR and TEST before eating or serving to infants or children.



Evaluation helps you improve your fire safety trailer program by identifying strengths and weaknesses in how your program addresses the fire safety needs of your community. While evaluation is usually thought of as a final step in the process, your evaluation actually begins with planning and getting ready for your event and follows you through to collecting feedback to see if your program was a success.

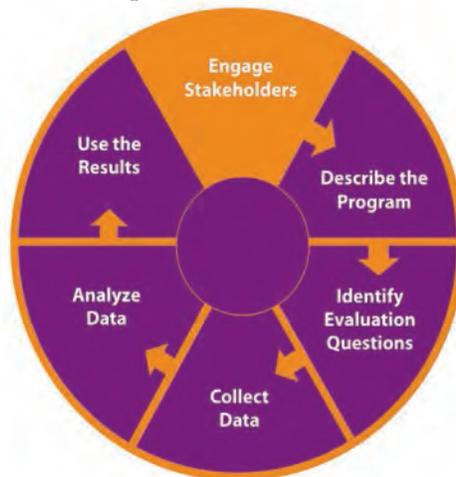
An organized evaluation of your trailer program can take a lot of time and effort. However, it is valuable since granting agencies usually require solid proof that they are funding programs that work.

You can evaluate your program by:

- Describing and collecting information about your ongoing program activities.
- Looking at how your program has affected people's behavior.
- Monitoring the incidence of fire-related injuries and deaths in your community (surveillance).
- Developing success stories.

Steps in Evaluation

This evaluation section is modeled after the Centers for Disease Control and Prevention (CDC) six-step evaluation framework. See **Beyond the Basics** in this section for more on each step.



Source: Adapted from Centers for Disease Control and Prevention. Framework for Evaluation and Public Health



Program Activities

In order to successfully track your fire safety trailer program, you will first need to evaluate your implementation process. Start by taking inventory of the number of programs offered and by measuring the outputs produced. This information will help provide accountability to your department, community, and funding agencies. For example, the number of trailer events or school presentations would be key activities for which you should maintain careful records with trackable data.

Behavior Changes

How people change their behavior as a result of exposure to your program is one way you can evaluate its effectiveness. For example:

- Have they developed an escape plan and practiced it?
- Have they installed smoke alarms or tested alarms already installed?
- Have they eliminated fire hazards identified in your program?

You can gather this information with a survey of your program participants or by doing follow-up home inspections.

Evaluation...

- shows the effectiveness of a program, as well as areas of your program that may need improvement,
- encourages participation by fire personnel, and
- supports continuing funding for the program.



Surveillance

Monitoring the numbers of fire-related injuries and fatalities can provide a broader view of the success of fire safety education programs. The program may not be able to reduce the number of fires, but it can improve how well people respond to an emergency. You may find fewer injuries, deaths, and less property loss in your community.



National Fire Incident Reporting System (NFIRS)

Using NFIRS, you can enter information about fires in your community, monitor trends over time, and seek out fire data from communities similar to yours and conduct comparisons. The NFIRS database can be used to answer questions about the nature and causes of injuries, deaths, and property loss resulting from fires.

Additional information about NFIRS can be found on the USFA website at www.usfa.fema.gov.

Beyond the Basics

This section of the toolkit includes plenty of confidence-building information and materials to help you evaluate your program from start to finish.

Overview of CDC Evaluation Framework¹

Overall effectiveness and impact of a program can be determined by program evaluation. CDC established a six-step evaluation framework:

1. Engage (work with stakeholders)
2. Describe the program (list out details)
3. Focus the evaluation design (write evaluation questions)
4. Gather credible evidence (collect data)
5. Justify conclusions (analyze data)
6. Ensure use and sharing of lessons learned (use the results)

Each of the six steps is discussed below to assist your evaluation planning efforts. In order to assist those of you with mature fire safety education programs, each of the six steps from CDC’s evaluation framework is outlined in a detailed **Steps in Evaluation Practice Chart** to guide your planning process. The chart can be found in the Resources table at the end of this section.

Step in Evaluation Practice	Relevant Stakeholders	Frequency
Stakeholder Identification Persons who are involved in or affected by the evaluation should be identified so that their needs can be considered.	Utility	Utility
Evaluator Credibility The persons conducting the evaluation should be both knowledgeable and competent to perform the evaluation, so that the evaluation brings a positive assessment, credibility and acceptance.	Utility	Utility
Formal Agreements Obligations of the formal parties to an evaluation contract (i.e., an ethics form, the parties, which should be agreed to in writing, so that these parties are obligated to fulfill all provisions of the agreement as fully as possible).	Priority	Priority
Rights of Human Subjects Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.	Priority	Priority
Human Interactions Evaluators should respect human dignity and work to their practices with other parties involved with an evaluation, so that participants are obligated to fulfill all provisions of the agreement as fully as possible.	Priority	Priority
Conflicts of Interest Conflicts of interest should be made well known and handled, so that it does not compromise the evaluation process and objectives.	Priority	Priority
Integrity The evaluation team should instrumentally and procedurally evaluate against these and other questions transparently, so that the conduct is appropriately guided and its complexity, stakeholders can clearly examine its strengths and weaknesses.	Priority	Priority
Complete and Fair Assessment The evaluation should be complete and fair in its assessment and reporting of strengths and weaknesses of the program being evaluated, so that strengths can be highlighted and weaknesses addressed.	Priority	Priority
Program Documentation The program being evaluated should be documented and documented fully and accurately to allow the program to clearly identify.	Priority	Priority
Control Analysis The control to which the program should be evaluated is always clear, so that its study influences on the program can be identified.	Priority	Priority
Attribution The evaluation team should be honest and procedurally evaluate against these and other questions transparently, so that the conduct is appropriately guided and its complexity, stakeholders can clearly examine its strengths and weaknesses.	Priority	Priority

¹ Source: Joint Committee on Standards for Educational Evaluation. Program Evaluation Standards: How to Assess Evaluation of Educational Programs. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994.



Evaluation steps

1. Working with stakeholders

A successful evaluation begins with good planning and preparation. Identify who is going to use the evaluation results, and understand what each group of users expects to learn from the information gathered.

- Involve staff, service providers, and program participants in the design process to plan for obstacles and develop future plans for the results.
- Involve the end users of the evaluation data to encourage quality data collection.

Start by researching other programs that have worked and consider contacting the program directors to see if they would be willing to share their program information with you.

Second, collect baseline data. Baseline data give you a starting point to see what the community or target group was like before you started your program. Example baseline data you could collect includes:

- How many home fire-related deaths and injuries occurred in your community before beginning your smoke alarm installation program?
- How many calls did your fire department respond to?
- How many homes had working smoke detectors?

Once you have the background information for your program evaluation, you will be prepared to start the recruitment of evaluation stakeholders.

Getting support

Your key stakeholders may be community members in your coalition, members of the community who have supported your program already, or completely new individuals or groups. Evaluation stakeholders are directly invested in the results of your evaluation. Those individuals could include the fire department chief, mayor, health department staff, legislators, funders, or community advocates.

“*Anyone can collect data; it’s what we do with it that defines us as an organization.*”²

—Assistant Chief and Fire Marshal

² Performance Management in Public Fire Education,” *Firehouse*, August 2004.



Identifying who can help

Seeking help from experts is an excellent way to improve your evaluation efforts. Help is available from many sources, including the USFA, the NFPA, local teachers and college instructors, graduate students, public health officials, extension agents, mental health officials, and the state fire marshal’s office. Do not hesitate to seek out their guidance and input, as they may even help for little or no cost. They will be able to help you determine what information you need to collect and how to collect it to best evaluate your program.

If you do not already have a contact with one of these sources, start out by contacting a community relations or public relations manager at a university or government office—describe the project you are working on, and he or she may be able to put you in touch with an expert. Additionally, one of your coalition members may be able to “donate” an evaluation expert to assist you or a university contact may be able to use your program evaluation as a class project for students. The key is to be open and creative when looking for evaluation assistance.

2. Describing your program

Start by taking a look at your fire safety trailer program and the details you plan to use to evaluate success. If you need more information about program planning and implementation, you can refer to Section 3: Plan and Implement, of the CDC and USFA’s *Fire Safety Program Toolkit*. As a quick overview, the five parts of program planning are:

Program Goal	Expected Outcomes	Activities	Outputs	Inputs
Goal of your program based on needs of your community.	Measures of program success.	The tasks and activities you plan to help you reach your goal.	The materials delivered and services provided by your program	Resources needed to support your program

At this point, you will want to take a look at anything that may have changed since you began the planning process for your program, such as changes in funding, staffing, etc., that could potentially impact the evaluation process.

3. Identifying questions for evaluation of your program

What would your stakeholders want to know about your program’s progress and its success, and what would they do with that information?



Key Stakeholder ³	What do they want to know?	What do they intend to do with the information?
City government	Is the strategy reaching the intended audience? Is it effective?	Determine if adjustments to the strategy need to be made.
Funding agency	Is the program cost-effective?	Obtain more funding. Develop appropriate budgets. Allocate resources fairly.
Community members	Is the strategy resulting in positive change in the community? Is the strategy making the community feel safer?	Determine whether or not the expected changes are occurring. Address challenges in reaching objectives.

Choosing evaluation measures

Defining appropriate questions to be asked in an evaluation requires a thorough understanding of the intent of the program. For each question you need to choose those measures, or indicators, that best assess your program’s outcomes.



An EVALUATION MEASURE can be used to track your program’s progress.

6

Let’s use an example to illustrate the process you would take if you were evaluating a smoke alarm installation program taught in your fire safety trailer. This program has an overall goal of reducing home fire casualties in the community.

Evaluation Question	Evaluation Measures	Data Source
Is the program reaching the intended audience?	Short-term: Regular meetings of partners	Program records
	Long-term: Increase in number of homes with working smoke alarms	Community household surveys (before and after the program, or after the program only)

³ Source: Southern California Injury Prevention Research Center (SCIPRC). UCLA School of Public Health. *A Guidebook to Strategy Evaluation: Evaluating Your City’s Approach to Community Safety and Youth Violence Prevention*. June 2008. www.ph.ucla.edu/sciprc/pdf/Evaluation_Guidebook_July08.pdf



Evaluation Question	Evaluation Measures	Data Source
Is the program educating the intended audience about the importance of smoke alarms?	Short-term: Increase in community support and media coverage	Requests from the public for programs; stories in the media
	Long-term: Change in knowledge of smoke alarm prevention education	Surveys (opinion)
Was there a reduction in home fire injuries or deaths as a result of the program?	Short-term: Decrease in risk factors for preventable home fire casualties	Surveys and inspections
	Long-term: Decrease in home fire casualties in community.	Incident data

Using a logic model helps not only to to illustrate the program visually but also to break out the measures of success you will use for each program activity (see sample in the **Trailer Curriculum Program: Evaluation Plan Template** or the **Logic Model Template** found in the Resources table). Think about information you can collect:

- while the program is still underway (process evaluation) as feedback comes in and
- that documents program success (impact/outcome evaluation).

Process Evaluation	Impact/Outcome Evaluation
<p>Documents the degree to which the program was implemented according to the plan. A few measures you could use include:</p> <ul style="list-style-type: none"> ▪ Number of community members reached by your program. ▪ Distribution rates for program materials. ▪ Quality of new partnerships as a result of the program. ▪ Percent of targeted population reached by program. ▪ Meeting timeline for program implementation. 	<p>Designed to assess program effectiveness through documented change (e.g., behavior change). Some examples of outcome measure include:</p> <ul style="list-style-type: none"> ▪ Comparing baseline statistics for program participation with post-program data. ▪ Measuring awareness/reach of your program. ▪ Qualitative measures such as asking program participants to comment on their experience with the program and how it may/may not have changed their behavior.



To determine if your program is doing well, first check it against the purpose, goals, and objectives that you established for your program. For example, suppose that the purpose of your program is to increase knowledge of home fire dangers among elementary school children and your goal is to visit all 1st and 2nd grades in your local school district. A simple way to evaluate whether you met your goal would be to keep track of the 1st and 2nd grades you visit and the number of students who received the program.

Next, evaluate how well your messages were received. The simplest way of doing this is to ask your audience what they have learned, if anything was unclear, and if they have any questions. For example, after a presentation, you could:

- Ask participants for a show of hands regarding their overall understanding of fire safety as a result of the presentation (e.g., “Much better than before,” “A little better than before,” “No different,” etc.)—this is sometimes called “self reporting.”
- Ask participants for a show of hands regarding whether they liked the program or not, or liked it (or not) in comparison to another fire safety program they participated in.
- Assess for yourself how well participants performed in particular parts of the presentation (e.g., how well they performed “Stop, Drop and Roll” or answered questions about fire safety topics).
- Note your impressions of how the presentation ran (see **Presentation Evaluation Tool and Presentation Feedback Form** in the resources table at the end of this section) and any suggestions for things you might have done differently; then meet with other people doing presentations to exchange ideas on possible improvements to the program.
- Follow up with teachers or administrators and staff where you presented and get feedback on how well the program was received and whether there is ongoing interest in the topics raised.

Find out if you are getting your message across by measurement of change in knowledge for your participants. One way to do this is to give a short survey (pre-test) at the start of your program and then give the same survey (post-test) immediately after you finish your program. The results of these tests can tell you:

A test given immediately after the program provides a quick check of learning.





- what people already know,
- misconceptions they may have that can get in the way of receiving your message, and
- which topics covered by your program need to be stressed more.

However, if you can, arrange with teachers or staff of organizations where you have presented to give another post-test one to two months after your program. This will tell you whether your fire safety message “stuck” and identify topics that need additional stress and areas where you need to change your approach.

Several tools for tracking program activity (**Protocol Checklist**, **Session Log**, **Sample Activity Tracking**) and obtaining feedback (**Teacher/Aid Feedback Form**, **Sample Pre/Post tests**) that you can adapt for evaluating your program are also included in the Resources table at the end of this section.

The image shows three overlapping forms used for program evaluation. The top form is a 'Protocol Checklist' with a 'Check if accomplished' section and a 'Preparation' section with checkboxes for 'Assign volunteer team', 'Collect parent info', and 'Set up date and time for session'. The middle form is a 'Session Log' with fields for 'Date/Time', 'Location', 'Topic of program being presented', 'Number of educators', 'Number of parents', 'Number of students', and 'Number of fire trucks'. The bottom form is a 'Sample Activity Tracking Sheet' for 'Sample Fire Department' (123 Smoke Street, High Point, NC 28600, (770) 433-4367). It has a table with columns: 'Date', 'Activity Description/Location', 'Age Group', 'Number of Participants', 'Fire Safety Messages Taught', and 'Notes'. The table has 10 rows for data entry.

4. Collecting data

Once you have written evaluation questions for your program and decided how to measure program success, you should develop a list of items you will measure over time. Data about your program such as the following can be tracked on a spreadsheet.

- Home fire-related deaths and injuries.
- Fire-related calls.
- Number of homes with working smoke detectors.

“It’s what we do with our data that will empower us to make a difference in the lives of our citizens.”²

—Assistant Chief and Fire Marshal

² Performance Management in Public Fire Education, *Firehouse*, August 2004.



The most commonly used methods of collecting program evaluation data are the following:

Method	Purpose
Program Data	Look for trends and areas of weakness/success within your community's program by comparison of current data on your program activities to that from previous years.
Surveys	Measure a change in knowledge or to collect general information; conduct before and/or after a program. Quick and easy to gather a lot of information.
Interviews	Explore answers to questions through probing questions from participants or community stakeholders.
Literature Review	Find trends to help focus your program evaluation by looking in professional publications for existing data and statistics.
Focus Groups	Collect data about key topics with a small sampling of the target audience to allow for in-depth discussion.

Next, track your program activities and measure the outcomes/results they produce. A sample spreadsheet follows:

Sample Fire Department Activities and Outcomes Spreadsheet

	2006	2007	2008	2009	2010	2011
Total Education Programs	4	5	3	4	10	22
School-Based	1	2	2	2	6	10
General Population	3	2	1	2	2	9
Older Adults	0	1	0	0	2	3
Total Smoke Alarm Installation Visits	15	10	7	20	52	125
Total Structure Fires	18	21	19	17	15	16
Total Fire Losses (\$1,000)	523	497	581	553	482	477
Total Civ Injuries	15	11	14	11	10	3
Total Civ Fatalities	5	6	4	4	3	0
Total Fire Service Injuries	6	5	6	4	6	2
Total Fire Service Fatalities	0	1	0	0	0	0



5. Analyzing data

You are well on your way to evaluating your program. Once the collection of program evaluation data is completed and you have all the information in hand, it can be overwhelming if you haven't thought ahead about how it should be organized and compiled. Suggestions for how to handle your data include:

Quantitative Data (numerical data, statistics, etc.)	
<ul style="list-style-type: none"> ▪ Tabulate the information. ▪ Consider computing means or averages for each question (e.g., survey answers). ▪ Make comparisons to baseline statistics in your table and look for trends from year to year—analyze as charts or graphs. 	
Qualitative Data (interviews, participant comments, teacher feedback form, etc.)	
<ul style="list-style-type: none"> ▪ Read through all the data. ▪ Organize similar comments and themes into categories. ▪ Identify patterns that appear. 	

Data analysis and survey tools

The sheer amount of data that program evaluation produces can seem daunting at first glance. This template can serve as a planning tool for analysis of different types of information you have collected.

Type and source of Information	Qualitative or quantitative data?	Resources available to help analyze the information	Standard of comparison (e.g., before and after)



Tabulate your results

The Percent Change Calculator at percent-change.com is a simple online tool that can assist you in analyzing the results of your program. The online website provides a formula that calculates percent change (an increase or decrease in something) so you can see the impact of your program on a particular behavior, change in knowledge, etc. For example, the fire data table below demonstrates how you can use this tool to report the impact of a program aimed at fire safety education for school-aged children in 2008:

Mount Smokey Fire Statistics, 2005-2010

Home Fire Deaths	2005-2007	Fire Safety Education Program	2008-2010	Percent Change
Age of Victim (Yrs)	N		N	%
0-5	7		2	-71.4
6-9	3		0	-100
10-19	2		3	50
20-29	2		0	-100
30-39	5		6	20
40-49	4		2	-50
50-59	3		0	-100
60-69	5		6	20
70-79	6		3	-50
80-89	3		2	-33.3
90+	1		0	-100

Source: Fictitious data, for illustration purposes only

There was a clear decrease in home fire deaths in the three years following the implementation of the Mount Smokey Fire Safety Education Program in school-aged children, as well as residents aged 40-59 who most likely represent the parents of the school-aged children. This tool can also be useful when comparing pre-test and post-test data to show a change in knowledge by participants as a result of your program.

Online survey tools can also be a very cost-effective way for delivering surveys, collecting results, and then analyzing the results all through one centralized website. This method is a great option for collecting program-related data quickly and easily. Surveys can be created and printed for the traditional methods of paper and pencil, as well as linked to a website or emailed to participants. Most free survey websites also offer fee-based membership that provides additional options such as data storage, download and exporting data



into various formats, and the creation of data sharing sites—which can be very useful for grant funders to see real-time data. Listed below are a few examples of sites that provide online survey creation, data collection and analysis for free:

www.Kwiksurveys.com

www.Surveymonkey.com

www.Qualtrics.com

www.Zoomerang.com

www.Surveygizmo.com

Analyzing key informant interviews & focus group data

Qualitative evaluation sources generate a large amount of useful information, but you'll need to be prepared to sort through it all. These are the general steps you should follow:

- Group the key words and phrases into several categories.
 - Each category should have anywhere from three to ten key words or phrases.
 - All comments and phrases should fit into at least one category.
 - Some comments may have several key words that fit into different categories.
- Categorize key words for a central theme and general sentiment (positive, negative, neutral, suggestion).
- Interpret the findings. After the key words and phrases have been grouped into categories, central themes and issues will emerge.
- Assess the priority level of each theme. Then you can make decisions about your fire safety education programming.

6. Using the results

Once you have the results of your program in front of you, your next step is deciding what to do with the information. One consideration is your audience. Once you have the results of your program in front of you, your next step is deciding what to do with the information. One consideration is your audience. You should know what method your audience would prefer for dissemination of the results of your program. The table below breaks out several types of reporting along with examples of the intended audience for each:



Type of Reporting	Description	Audience
Technical reports	Detailed report on a single issue, such as a small study with one or two sample groups.	Funding agencies, program administrators, advisory committee
Newsletters, opinion pieces in newspapers	Written with the target audience of the medium in mind. Some magazines and papers target specific populations. Focuses on two or three quick points.	Program administrators, board members and trustees, program staff, political bodies, community groups, organizations interested in program content
News release and/or press conference	Gathering with the media with the purpose of releasing specific information and findings.	Program administrators, the media, wide distribution of simplified information
Staff workshop	An interactive presentation for your group, coalition staff, and volunteers.	Program administrators, program staff, program service providers
Personal discussion	Sitting face-to-face to discuss evaluation findings with an individual or small group.	Funding agencies, program administrators, program staff, program service providers
Public meeting	A gathering open to the public where more general evaluation findings are released in a clear and simple manner. Usually time is set aside for open discussion.	Community groups, current clients, the media
Professional Fire Service Publication	Detailed article focusing on a specific topic written for a professional audience.	Program administrators, program staff, program service providers, professional fire safety educators

After the data are compiled, and you know who your intended audience is for your report, it is time to sum up your findings. If submitting an evaluation report to your grant agency, be sure to find out the specific requirements for the report. The summary of findings should always include:

1. Program Background & Objectives.
2. Methods—How you obtained your information.
3. Results—What you learned from your evaluation data sources.
4. Recommendations—How you might improve your program.



A **Trailer Curriculum Program: Evaluation Plan Template** is included in the resources table at the end of this section to provide you with an example of what an evaluation plan could look like for a Fire Safety Trailer program.

Reminders for evaluation

- Don't shy away from evaluation because it seems too involved or "scientific."
- There is no "perfect" evaluation design. Don't worry about the plan being perfect. It's much more important to do something, than to wait until every last detail has been tested.
- Try to include some interviews in your evaluation plan. Questionnaires don't capture "the story," and the story is usually the most powerful depiction of the benefits of your services.
- Don't interview just the successes. You'll learn a great deal about the program by understanding its failures, problems, dropouts, etc.
- Don't throw away evaluation results once a report has been generated. Results don't take up much room, and they can provide details later when trying to understand changes in the program or when writing a grant proposal for future funding.

More Information

Other resources that you can use to learn more about evaluating your program include:

- *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*. This document is a "how to" guide based on CDC's Framework for Program Evaluation in Public Health, and is intended to assist public health programs in planning, designing, implementing, and using the results of comprehensive evaluations.
www.cdc.gov/getsmart/program-planner/Introduction.pdf
- Framework for program evaluation in public health. MMWR, *Recommendations and Reports*, 17 September 1999, 48(RR11);1-40. www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm
- *Public Fire Education Planning: A Five Step Process*, U.S. Fire Administration.
www.usfa.fema.gov
- National Fire Incident Reporting System.
www.usfa.fema.gov



- *How to Develop a Success Story*, Centers for Disease Control and Prevention. www.cdc.gov/HealthyYouth/stories/pdf/howto_create_success_story.pdf
- *Getting To Outcomes™ 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation*, Rand Corporation. www.rand.org
- *USFA Fire Data Analysis Handbook* provides the next level of data analysis in a short handbook designed to assist departments in collecting valuable data about their community. www.usfa.fema.gov
- *Conducting Focus Groups—Tools and guides to assist you in planning and conducting a focus group.* ctb.ku.edu
- *Create A Graph*. National Center for Educational Statistics—Online data tool that allows the user to plug in data and create various downloadable charts and figures for use within reports and presentations. nces.ed.gov/nceskids/createagraph/

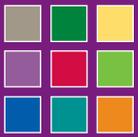
Resources

Print and Online Resources		
Page #	Name of Resource	Purpose of Resource
6–19	Steps in Evaluation Practice Chart	Evaluation matrix that breaks out the steps of evaluation in greater detail for developing your evaluation plan.
6–25	Presentation Evaluation Tool	This tool encourages you to strengthen your teaching and communication skills by assessing the success of your presentation.
6–29	Presentation Feedback Form	This tool will help you determine how effective your program was with your audience. It can be modified to suit your presentation.
6–33	Protocol Checklist	This is a sample checklist that can be used when setting up your program or presentation to ensure you have completed all required steps.



Print and Online Resources		
Page #	Name of Resource	Purpose of Resource
6-35	Session Log	A form developed to assist presenters with key information that should be recorded for evaluation and tracking purposes. It also helps with scheduling of future events.
6-37	Sample Activity Tracking Sheet	A sample template that can be used to track fire prevention activities hosted throughout the calendar year.
6-39	Teacher/Aid Feedback Form	A simple tool that can collect feedback on how well a presentation was received by the intended audience. It will help you determine what areas need improvement.
6-43	Sample Pre/Post Tests	Sample pre/post tests for various age groups that can be modified to suit your presentation. These tests are geared to collect information on a change in knowledge following your program.
6-65	Trailer Curriculum Program: Evaluation Plan Template	The template is designed to help Trailer Curriculum funded programs develop an evaluation plan and was created by using the CDC Framework for Program Evaluation in Public Health (CDC Evaluation Framework).

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Steps in Evaluation Practice Chart

Steps in Evaluation Practice Chart

Steps in Evaluation Practice	Relevant Standards	Groups
Engaging stakeholders	Stakeholder Identification: Persons who are involved in or are affected by the evaluation should be identified, so that their needs can be addressed.	Utility
	Evaluator Credibility: The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.	Utility
	Formal Agreements: Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.	Propriety
	Rights of Human Subjects: Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.	Propriety
	Human Interactions: Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.	Propriety
	Conflict of Interest: Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.	Propriety
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy
Describing the program	Complete and Fair Assessment: The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.	Propriety
	Program Documentation: The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.	Accuracy
	Context Analysis: The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

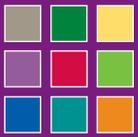
Steps in Evaluation Practice	Relevant Standards	Groups
Focusing the evaluation design	Evaluation Impact: Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.	Utility
	Practical Procedures: The evaluation procedures should be practical; to keep disruption to a minimum while needed information is obtained.	Feasibility
	Political Viability: The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counter-acted.	Feasibility
	Cost Effectiveness: The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified.	Feasibility
	Service Orientation: Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants.	Propriety
	Complete and Fair Assessment: The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.	Propriety
	Fiscal Responsibility: The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate.	Propriety
	Described Purposes and Procedures: The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Steps in Evaluation Practice	Relevant Standards	Groups
Gathering credible evidence	Information Scope and Selection: Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.	Utility
	Defensible Information Sources: The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.	Accuracy
	Valid Information: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.	Accuracy
	Reliable Information: The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.	Accuracy
	Systematic Information: The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy
Justifying conclusion	Values Identification: The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.	Utility
	Analysis of Quantitative Information: Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.	Accuracy
	Analysis of Qualitative Information: Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.	Accuracy
	Justified Conclusions: The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Steps in Evaluation Practice	Relevant Standards	Groups
Ensuring use and sharing lessons learned	Evaluator Credibility: The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.	Utility
	Report Clarity: Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.	Utility
	Report Timeliness and Dissemination: Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.	Utility
	Evaluation Impact: Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.	Utility
	Disclosure of Findings: The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation and any others with expressed legal rights to receive the results.	Propriety
	Impartial Reporting: Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.	Accuracy
	Metaevaluation: The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses.	Accuracy

Source: The Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. *MMWR Recommendations and Reports*, September 17, 1999 / 48(RR11);1-40

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Presentation Evaluation Tool

Presentation Evaluation Tool

Name: _____

Event or Program: _____

Date/Location: _____

Length of Program: _____ # of Participants (if applicable): _____

Topics Taught _____

Target Group for Activity/Program (check all that apply):

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Public School District | <input type="checkbox"/> 1st & 2nd Grade | <input type="checkbox"/> High School |
| <input type="checkbox"/> Private School | <input type="checkbox"/> 3rd & 4th Grade | <input type="checkbox"/> Adults |
| <input type="checkbox"/> Community Group | <input type="checkbox"/> 5th & 6th Grade | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Pre-K & Kindergarten | <input type="checkbox"/> Middle School | <input type="checkbox"/> Other _____ |

Audience Reaction

Check off the degree in which participants were engaged in the presentation:

- | | |
|---|---|
| <input type="checkbox"/> Very engaged | <input type="checkbox"/> A little engaged |
| <input type="checkbox"/> Somewhat engaged | <input type="checkbox"/> Not at all engaged |

Indicate how participants behaved during the presentation (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Responded to instructions | <input type="checkbox"/> Asked/answered questions |
| <input type="checkbox"/> Wandered about the room | <input type="checkbox"/> Talked during presentation |
| <input type="checkbox"/> Interested in props | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Blank expressions/head down | |

Did participants appear frightened or bothered by the presentation? Yes No

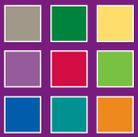
If Yes, please comment: _____

Learning Assessment

Check off topics learned during the presentation: (ask students for a show of hands—who knew _____ before the presentation and who knew _____ after the presentation for each lesson taught. Good time to review key points for each lesson.)

Lesson Topic	# Participants who knew the info	# Participants who learned new info
Testing smoke alarms		
Escape plan		
Cooking safety		
Get out and stay out		
Science of fire		

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Presentation Feedback Form

Presentation Feedback Form

Please take a few moments to provide some feedback on the presentation you just heard. We will use your comments and suggestions to improve future presentations.

1. Please read each statement below and then check off the extent to which you agree or disagree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The presentation was well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor was well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor answered my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this presentation to a friend or family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please take a moment to think about your awareness of fire-related risks before and after the presentation and then check off the extent to which you agree or disagree.

Before the presentation, I can...					After the presentation, I can...			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Name the three main causes of fires among adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State what to do if a pan of food caught fire in my kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicate the appropriate clothing to wear while cooking (e.g., short, close-fitting or tightly rolled sleeves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify two ways out of every room in my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please assess your cooking-related behaviors before the presentation and your intentions for the future.

Before the presentation, I can...					After the presentation, I can...			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Occasionally leave food unattended on the stove to answer the phone or the door	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have a dishtowel placed near the stove while cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Before the presentation, I can...					After the presentation, I can...			
Strongly Disagree	Disagree	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Push the "hush" button when the smoke alarm sounds during normal cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice my escape plan twice a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

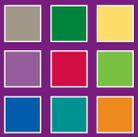
4. Please complete some final thoughts below:

The most useful part of the presentation was:

Something I would change to make the presentation better would be:

I'd like to see future presentations on:

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Protocol Checklist

Protocol Checklist

Preparation

- Assign education team
- Contact partner site
- Set up date and time for session
- Ensure participation by sending a follow-up reminder 2 days before session with partner site

Gather all materials required for session

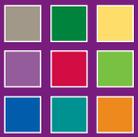
- Pre/post tests
- Board and markers for whole group activity
- Games and activities for tours
- Game and activities for demonstrations
- Games and activities for small group work
- Extenders/reinforcers
- Feedback forms for teachers/aids
- Session log

Implementation

- Administer pre-test
- Lead whole group problem-solving activity
- Conduct tour
- Conduct demonstration
- Conduct small group activity
- Lead whole group culmination activity
- Administer post-test
- Provide extenders/reinforcers
- Administer feedback forms to teachers/helpers/aids
- Complete session log

Wrap-up and follow-up

- Ensure all pre/post-tests and feedback forms are received back
- Follow-up with the site, thank them, and obtain any verbal feedback about impact of session



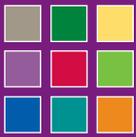
Session Log

Session Log

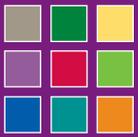
Date/time	
Site name	
Location	
Name of person filling this out	
Number of educators	
Number of participants	
Age group	
Number of reinforcers provided	
Number of pre-tests completed	
Number of post-tests completed	
Number of feedback forms completed	

1. Were there any barriers encountered while trying to prepare for, implement or wrap-up this session?

2. Please relate any lessons learned for future ideas and/or improvements for program development and implementation (what made this a success, or what would you do differently):



Sample Activity Tracking Sheet



Teacher/Aide Feedback Form

Teacher/Aide Feedback Form

Site Name: _____

Participant age group _____

Number of sessions held at site so far _____

1. The purpose of the Fire-Safety Trailer education session has been to increase awareness and knowledge about fire-safety, as well as change attitudes, beliefs and behaviors around fire-safety issues. Based on the feedback from your students/residents/group, how would you rate the success of our program in accomplishing these goals? (Comments can be provided on the lines)

0	1	2	3	4	5
---	---	---	---	---	---

(Not at all successful) (Very successful)

2. How would you rate the benefit of adding this fire-safety education session to your organization's overall program?

0	1	2	3	4	5
---	---	---	---	---	---

(Not at all beneficial) (Very beneficial)

3. How important do you feel it is for your students/residents/group to receive fire-safety education?

0	1	2	3	4	5
---	---	---	---	---	---

(Not at all important) (Very important)

4. How would you rate the level of burden that implementing the session imposed on you?

0	1	2	3	4	5
---	---	---	---	---	---

(Not at all burdensome) (Very burdensome)

5. Were there any barriers to implementing this session?

6. Are there any suggestions for how we may make these sessions easier for partner sites?

7. How would you rate the ease of working with our education staff?

0	1	2	3	4	5
---	---	---	---	---	---

(Not at all easy)

(Very easy)

8. How would you rate the professionalism of our education staff?

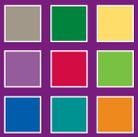
0	1	2	3	4	5
---	---	---	---	---	---

(Not at all professional)

(Very professional)

9. Comments/Further suggestions:

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Sample Pre-Test/Post-Test for Young Children

Sample Pre-Test/Post-Test for Young Children

Pre/Post tests for young children (kindergarten to 5th grade)

(Adapted from the 'Fire Safety Together' curriculum developed by the Texas Fire Marshal's Office and the Texas Department of Insurance)

Read each question aloud and instruct the students to fill in the bubble on the appropriate picture on the test sheet.

1. If you were to phone for help about a fire, whom would you call first? Fill in the bubble on the left picture if you would call your mom or dad. Fill in the bubble on the right picture if you would call the fire service.
2. How can you help every member of your family get out of a burning house quickly and safely? Fill in the bubble on the left picture if the answer is an escape plan. Fill in the bubble on the right picture if the answer is roller skates.
3. Some adults smoke cigarettes. What should you do if someone you know smokes? Fill in the bubble on the left picture if it's okay to let an adult smoke in bed. Fill in the bubble on the right picture if you should always stay away from cigarettes.
4. What should you do if you see matches? Fill in the bubble on the left picture if you should pick up the matches. Fill in the bubble on the right picture if you should just tell an adult, so she can put the matches away.
5. There's a special kind of sign that shows you the exit, or the way out in case of fire. Fill in the bubble on the left picture if it's that sign. Fill in the bubble on the right picture if that sign shows you the exit.
6. If you see smoke coming from a building, what should you do? Fill in the bubble on the left picture if you should go see what is happening. Fill in the bubble on the right picture if you should tell an adult right away.
7. What is the first thing you should do if you get fire on your clothes? Fill in the bubble on the left picture if you should run for help. Fill in the bubble on the right picture if you should drop to the ground and roll over and over.
8. Pretend that you are sleeping and you wake up to hear the smoke alarm in your house. What should you do? Fill in the bubble on the left picture if you should crawl out of the house. Fill in the bubble on the right picture if you should go see if there is a fire.

Scoring:

The number of correct answers over the total number of questions multiplied by 100 will equal percentage correct.

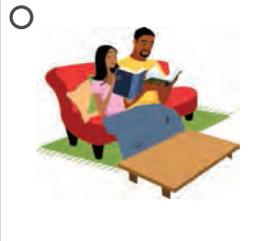
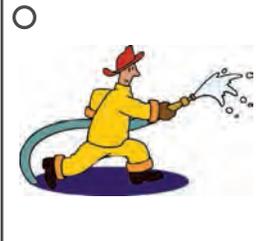
$$[(\text{number of correct responses}) / 8] \times 100 = \text{percentage correct}$$

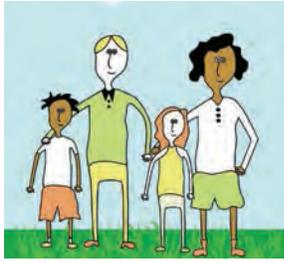
Name _____

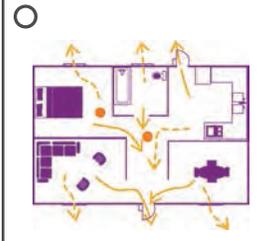
Grade: _____

PRE-TEST _____ POST-TEST _____

1. 

2. 

3. 

4. 

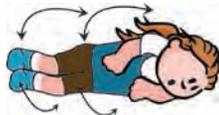
5. 

<input type="radio"/> 	<input type="radio"/> 
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6. 

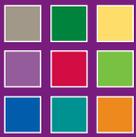
<input type="radio"/> 	<input type="radio"/> 
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7. 

<input type="radio"/> 	<input type="radio"/> 
---	---

8. 

<input type="radio"/> 	<input type="radio"/> 
--	---



Fire Safety Questionnaire for Adolescents

Fire Safety Questionnaire for Adolescents

1. If fire gets on your clothes, what should you do?
 - a. Stop, Drop and Roll
 - b. Run for help
 - c. Jump up and down
 - d. Stand still and wait for rain
2. If the smoke alarm in your home begins to sound, what should you do?
 - a. Put on ear muffs
 - b. Pull out the batteries
 - c. Turn up the volume of the TV
 - d. Go to an exit, leave the house and go to your meeting place
3. If you find a cigarette lighter or some matches, what should you do?
 - a. Leave them alone and tell a grown-up to put them away in a safe place
 - b. Dig a hole and bury them
 - c. Do a rain dance
 - d. Toss them into a pond
4. If you are in the kitchen while someone is cooking and you see a pot handle hanging out over the edge of the stove, you should?
 - a. Take the pot off the stove
 - b. Tell the adult to turn the handle so nobody will accidentally bump into it or reach up for it, which could cause a burn injury.
 - c. Leave the kitchen and don't say anything
 - d. Turn off the stove
5. Do you have a written home fire escape plan?
 - a. Yes
 - b. No

6. When should you and your family practice “Fire Escape Drills” at your house?
 - a. Only in October
 - b. Only if you are planning to have a fire
 - c. At least twice a year
 - d. Never
7. During a fire, what should you do before opening any closed door?
 - a. Knock to see if anybody’s home
 - b. Check the door for heat with the back of your hand
 - c. Kick the door down
 - d. Huff and puff and blow the door in
8. What should you do if you see any smoke while you are exiting a building?
 - a. Run through the smoke
 - b. Look for a big fan
 - c. Use an umbrella
 - d. Drop to your knees and crawl below the smoke, where the good air is
9. If you see a fire or other emergency, you can get help quickly by?
 - a. Calling 9-1-1
 - b. Sending smoke signals
 - c. Writing a letter
 - d. Putting an ad in the newspaper
10. Why do firefighters wear all those heavy clothes and masks?
 - a. They think every day is Halloween
 - b. To scare the crows away from the corn
 - c. They have nothing else to wear
 - d. To protect them from heat and smoke
11. When your family is planning your primary and secondary exits for your home fire escape route plan, you have to make sure that.....?
 - a. You identify at least two ways out of each room in your house
 - b. You leave a trail of breadcrumbs to find your way out

- c. You paint a stripe on the floor to follow
 - d. Set up traffic cones, barrels and flashing lights
12. When burning candles, which rules should you always follow?
- a. Burn candles inside a circle of safety, a one-foot area around the candle free of anything that can burn
 - b. Keep out of reach of children and pets
 - c. When you're out, blow out; never leave candles burning in a room unattended
 - d. All of the above
13. Which of the following is an unsafe practice when burning candles?
- a. Candles should always be burned on a sturdy surface
 - b. Candles can be burned on or near your Christmas tree or holiday decorations
 - c. Candles should be burned out of the reach of children and pets
 - d. Candles should not be burned near curtains or other materials that may move
14. Do you think about the possibility of fire in your home?
- a. Yes
 - b. No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1-4, 6-11	
Attitude	5	
Belief	12-14	
Behavior	9	

Fire Safety Questionnaire for Adolescents

1. If fire gets on your clothes, what should you do?
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 - b. Run for help
 - c. Jump up and down
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 - b. Pull out the batteries
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 - d. Go to an exit, leave the house and go to your meeting place
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 - c. Leave the kitchen and don't say anything
 - d. Turn off the stove
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 - a. Yes
 - b. No

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 - b. Only if you are planning to have a fire
 - c. At least twice a year
 - d. Never
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 - b. Check the door for heat with the back of your hand
 - c. Kick the door down
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 - b. Look for a big fan
 - c. Use an umbrella
 - d. Drop to your knees and crawl below the smoke, where the good air is
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 - a. Calling 9-1-1
 - b. Sending smoke signals
 - c. Writing a letter
 - d. Putting an ad in the newspaper
10. Why do firefighters wear all those heavy clothes and masks?
 - a. They think every day is Trick or Treat
 - b. To scare the crows away from the corn
 - c. They have nothing else to wear
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11. When your family is planning your primary and secondary exits for your home fire escape route plan, you have to make sure that.....?
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- c. You paint a stripe on the floor to follow
 - d. Set up traffic cones, barrels and flashing lights
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 - c. When you're out, blow out; never leave candles burning in a room unattended
 - d. All of the above
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 - b. Candles can be burned on or near your Christmas tree or holiday decorations
 - c. Candles should be burned out of the reach of children and pets
 - d. Candles should not be burned near curtains or other materials that may move
14. Do you think about the possibility of fire in your home?
- a. Yes
 - b. No
15. What would you like to be added to the session?
- _____
- _____
- _____
- _____

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1-4, 6-11	
Attitude	5	
Belief	12-14	
Behavior	9	

Fire Safety Questionnaire for Adults

Smoke alarm

1. Do you have smoke alarms in your home?
 Yes No
2. Do you test them once a month?
 Yes No
3. Do you change the batteries at least once a year?
 Yes No
4. Do you unplug your smoke alarm when you cook to silence it or prevent false alarms?
 Yes No

Fire Drills

5. Do you have a written home fire escape plan?
 Yes No
6. Do you have at least two exits out of each room?
 Yes No
7. Does everyone know where your designated family meeting place is once you are safely outside?
 Yes No
8. Do you and the members of your household practice a home fire drill at least twice a year?
 Yes No

Reactions to Fire

9. Do you think about the possibility of fire in your home?
 Yes No
10. Have you ever had a fire in your home?
 Yes No
11. Did you report the fire to the fire department?
 Yes No
12. If you had a fire but did not report it, which response is most accurate?
 - a. It was only a small fire
 - b. I did not want to bother the fire department

- c. No one was injured
 - d. There was no damage
13. What type of fire did you have?
- a. Cooking
 - b. Electrical wires or plugs
 - c. Candle
 - d. Smoking related
 - e. Heating system, furnace, fireplace, chimney
14. What is the first thing you should do if fire gets on your clothes?
- a. Run to the door
 - b. Stop, Drop and Roll
 - c. Run to a sink for water
 - d. Stand still and scream
15. If the room is full of smoke what should you do first?
- a. Run outside
 - b. Hide in the corner until the smoke goes away
 - c. Close your eyes and block your nose
 - d. Crawl low on the floor under the smoke towards a window or door
16. If you were to phone for help about a fire, whom would you call first?
- a. Ambulance
 - b. Fire Service
 - c. Police
 - d. 9-1-1

Tobacco Use

17. Do you or does anyone else in your home smoke?
 Yes No
18. Do you or does anyone else in your home smoke in bed?
 Yes No

19. Have you or has anyone else in your home ever fallen asleep while smoking?
 Yes No
20. Do you or does anyone in your home use a home or portable oxygen therapy system?
 Yes No
21. Do you or does anyone in your home smoke while oxygen is in use?
 Yes No
22. Is your home protected with a working Carbon Monoxide Detector?
 Yes No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 6, 10, 13-17, 20, 22	
Attitude	5	
Belief	9, 12	
Behavior	2-4, 8, 11, 18-19, 21	

Fire Safety Questionnaire for Adults

Smoke alarm

1. Do you have smoke alarms in your home?
 Yes No
2. Do you test them once a month?
 Yes No
3. Do you change the batteries at least once a year?
 Yes No
4. Do you unplug your smoke alarm when you cook to silence it or prevent false alarms?
 Yes No

Fire Drills

5. Do you have a written home fire escape plan?
 Yes No
6. Do you have at least two exits out of each room?
 Yes No
7. Does everyone know where your designated family meeting place is once you are safely outside?
 Yes No
8. Do you and the members of your household practice a home fire drill at least twice a year?
 Yes No

Reactions to Fire

9. Do you think about the possibility of fire in your home?
 Yes No
10. Have you ever had a fire at your home?
 Yes No
11. Did you report the fire to the fire department?
 Yes No
12. If you had a fire but did not report it, which response is most accurate?
 - a. It was only a small fire
 - b. I did not want to bother the fire department

- c. No one was injured
 - d. There was no damage
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 - b. Electrical wires or plugs
 - c. Candle
 - d. Smoking related
 - e. Heating system, furnace, fireplace, chimney
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 - c. Run to a sink for water
 - d. Stand still and scream
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 - c. Close your eyes and block your nose
 - d. Crawl low on the floor under the smoke towards a window or door
16. If you were to phone for help about a fire, whom would you call first?
- a. Ambulance
 - b. Fire Service
 - c. Police
 - d. 9-1-1

Tobacco Use

17. Do you or does anyone else in your home smoke?
 Yes No
18. Do you or does anyone else in your home smoke in bed?
 Yes No

19. Have you or has anyone else in your home ever fallen asleep while smoking?
 Yes No
20. Do you or does anyone in your home use a home or portable oxygen therapy system?
 Yes No
21. Do you or does anyone in your home smoke while oxygen is in use?
 Yes No
22. Is your home protected with a working Carbon Monoxide Detector?
 Yes No

Follow Up

23. Will you be more likely to think about fire safety now that you have attended this session?
 Yes No
24. Is there something you would like to be added to the session:

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 6, 10, 13-17, 20, 22	
Attitude	5	
Belief	9, 12	
Behavior	2-4, 8, 11, 18-19, 21	

Fire Safety Questionnaire for Older Adults

Smoke alarm

1. Do you have smoke alarms in your home?
 Yes No
2. Do you unplug your smoke alarm when you cook to silence it or prevent false alarms?
 Yes No

Fire Drills

3. Do you have a written home fire escape plan?
 Yes No
4. Do you have at least two exits out of each room?
 Yes No

Reactions to Fire

5. Do you think about the possibility of fire in your home?
 Yes No
6. What can lead to fire?
 - a. Cooking
 - b. Electrical wires or plugs
 - c. Candle
 - d. Heating system, furnace, fireplace, chimney
7. What is the first thing you should do if fire gets on your clothes?
 - a. Run to the door
 - b. Stop, Drop and Roll
 - c. Hide in a cupboard
 - d. Stand still and scream
8. If the room is full of smoke what should you do first?
 - a. Run outside
 - b. Hide in the corner until the smoke goes away
 - c. Close your eyes and block your nose
 - d. Crawl low on the floor under the smoke towards a window or door

9. If you were to phone for help about a fire, whom would you call first?
- Ambulance
 - Fire Service
 - Police
 - 9-1-1

Tobacco Use

10. Do you or does anyone else in your home smoke?
 Yes No
11. Have you or has anyone else in your home ever fallen asleep while smoking?
 Yes No
12. Do you or does anyone in your home use a home or portable oxygen therapy system?
 Yes No
13. Do you or does anyone in your home smoke while oxygen is in use?
 Yes No

Home Safety

14. Is your home protected with a working Carbon Monoxide Detector?
 Yes No

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 4, 6-9, 10, 12, 14	
Attitude	3	
Belief	5	
Behavior	2, 11, 13	

Fire Safety Questionnaire for Older Adults

Smoke alarm

1. Do you have smoke alarms in your home?
 Yes No
2. Do you unplug your smoke alarm when you cook to silence it or prevent false alarms?
 Yes No

Fire Drills

3. Do you have a written home fire escape plan?
 Yes No
4. Do you have at least two exits out of each room?
 Yes No

Reactions to Fire

5. Do you think about the possibility of fire in your home?
 Yes No
6. What can lead to fire?
 - a. Cooking
 - b. Electrical wires or plugs
 - c. Candle
 - d. Heating system, furnace, fireplace, chimney
7. What is the first thing you should do if fire gets on your clothes?
 - a. Run to the door
 - b. Stop, Drop and Roll
 - c. Hide in a cupboard
 - d. Stand still and scream
8. If the room is full of smoke what should you do first?
 - a. Run outside
 - b. Hide in the corner until the smoke goes away
 - c. Close your eyes and block your nose
 - d. Crawl low on the floor under the smoke towards a window or door

9. If you were to phone for help about a fire, whom would you call first?
- a. Ambulance
 - b. Fire Service
 - c. Police
 - d. 9-1-1

Tobacco Use

10. Do you or does anyone else in your home smoke?
 Yes No
11. Have you or has anyone else in your home ever fallen asleep while smoking?
 Yes No
12. Do you or does anyone in your home use a home or portable oxygen therapy system?
 Yes No
13. Do you or does anyone in your home smoke while oxygen is in use?
 Yes No

Home Safety

14. Is your home protected with a working Carbon Monoxide Detector?
 Yes No

Follow Up

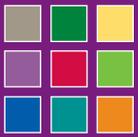
15. Will you be more likely to think about fire safety now that you have attended this session?

Yes No

16. Is there something you would like to be added to the session:

Scoring Scale:

Categories	Question Number	Percent Correct
Knowledge	1, 4, 6-9, 10, 12, 14	
Attitude	3	
Belief	5	
Behavior	2, 11, 13	



Trailer Curriculum Program: Evaluation Plan Template

Trailer Curriculum Program: Evaluation Plan Template

The template is designed to help Trailer Curriculum funded programs develop an evaluation plan and was created by using the CDC Framework for Program Evaluation in Public Health (CDC Evaluation Framework), the CDC Guide to Developing a TB Program Evaluation Plan, the CDC's WISEWOMAN program evaluation template, and the Workbook for Evaluation Planning from the Northwest Center for Public Health Practice at the School of Public Health and Community Medicine, University of Washington. This framework includes six steps:

Step 1: Engage Stakeholders

Step 2: Describe the Program

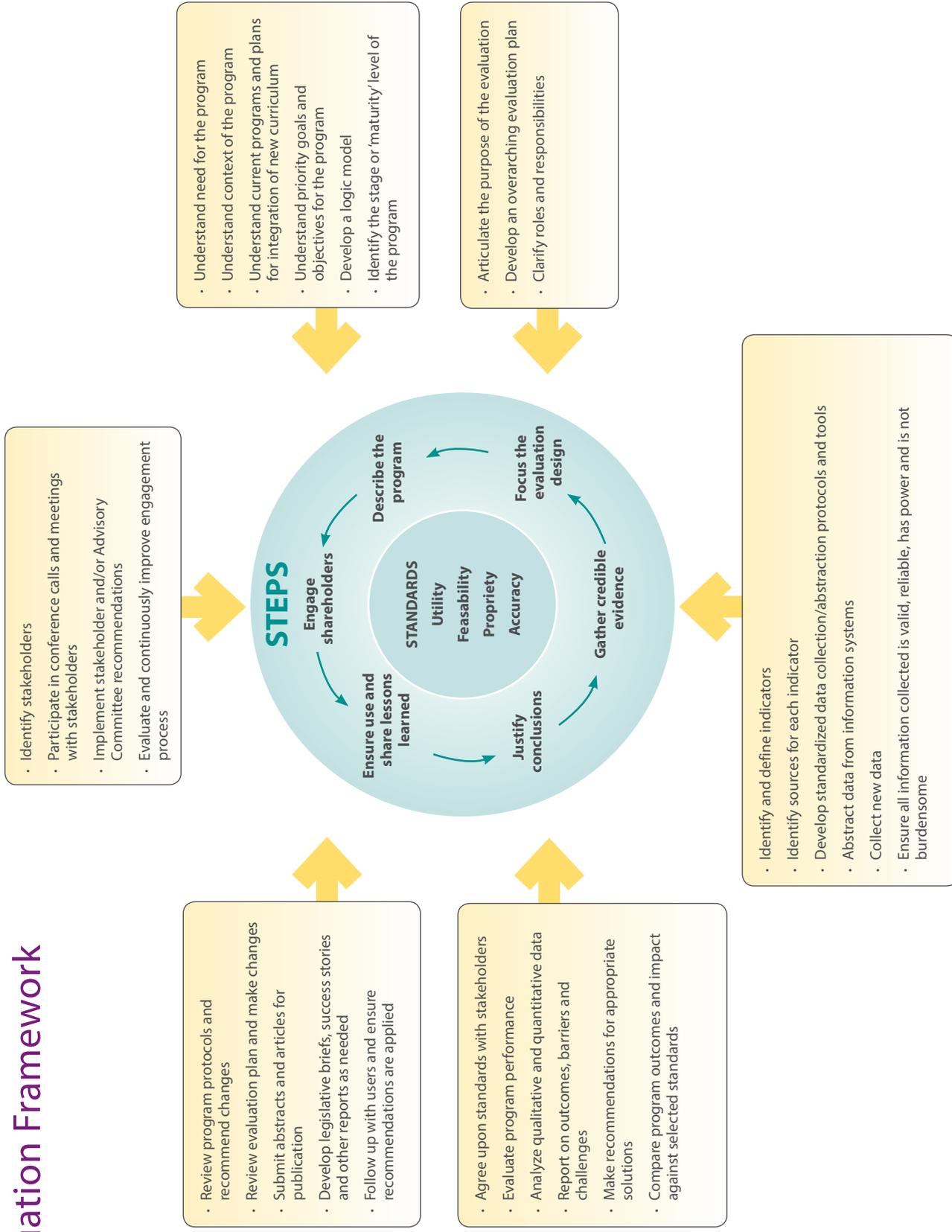
Step 3: Focus the Evaluation Design

Step 4: Gather Credible Evidence

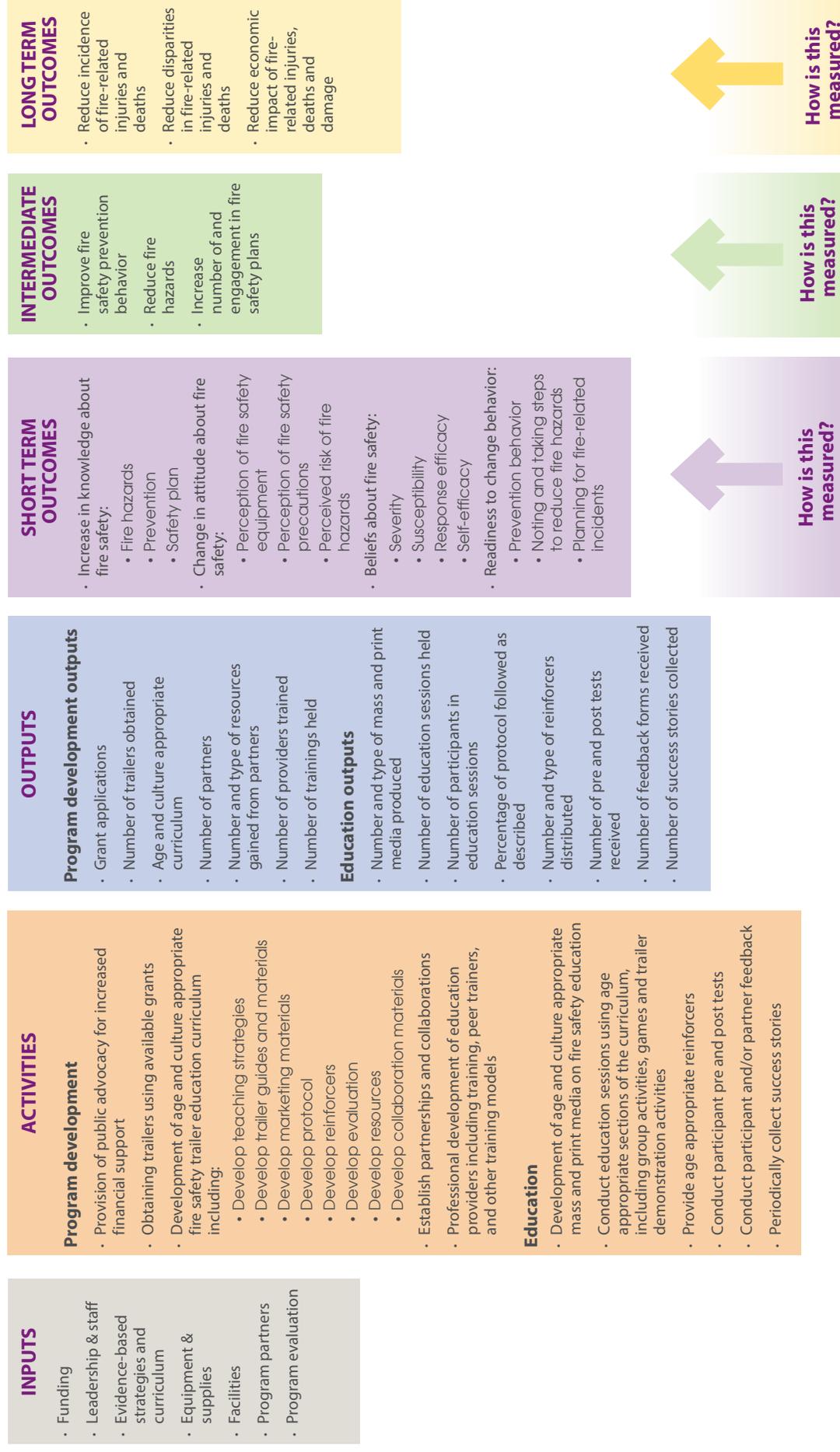
Step 5: Justify Conclusions

Step 6: Ensure Use and Share Lessons Learned

Evaluation Framework



Development of Trailer Curriculum Logic Model and Selection of Critical Evaluation Questions



Steps 1, 2 & 3 of the CDC Evaluation Framework

Evaluation Stakeholders and Primary Intended Users of the Evaluation: List individuals who have a stake in the evaluation or who will use the evaluation results.

Role		Evaluation Stakeholders and Primary Intended Users		
Organization	Title	Name	Contact Information	
Funder	CDC			
Program Management and Leadership				
Grantee				

Evaluation Stakeholders and Primary Intended Users				
Role	Organization	Title	Name	Contact Information
Fire Safety Education (Using Trailer model)				
Program Partners				
Evaluation Team				

Background of Trailer Curriculum Program

Need

Why is the program needed (i.e., magnitude, cause(s) and trends of the problem)?

Context

What context is the program operating under (i.e., environmental factors that may affect the initiative)?

Target Population

Who is the target population of this program?

Objectives

What are the program's objectives (SMART objectives)?

Stage of Program Development

What stage of development is the program currently in (i.e., planning, implementation, mature phase of the program)?

Resources/Inputs

What resources are available to the program in terms of staff, money, space, time, partnerships, etc.?

Activities

What activities are being undertaken (or planned) to achieve the outcomes?

Outputs

What products (i.e., materials, units of services delivered) are produced by your staff from the activities?

Outcomes

What are the program's intended outcomes (intended outcomes are short-term, mid-term, or long-term)?

Background about Trailer Curriculum Evaluation

Introduction

Name and role of evaluating organization

Why do you want to do an evaluation?

What is it that you want to learn about your program?

Stakeholder Needs

Who will use the evaluation findings?

How will the findings be used?

What do they need to learn from the evaluation?

Evaluation Questions

What are your evaluation questions (include process driven or outcome driven evaluation questions)?

What do you want to learn from the evaluation?

Evaluation Design

Longitudinal data, points of comparison, multiple data sources, mixed methods

Resource Considerations

What resources are available to conduct the evaluation?

What data are you already collecting?

Evaluation Standards

How will you address the standards for effective evaluation - utility, feasibility, propriety, and accuracy?

Process of Developing Evaluation Questions

Describe the process used for developing your evaluation questions.

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Curriculum development	What steps were taken to develop the curriculum?		
	What were the factors associated with curriculum development? <ul style="list-style-type: none"> ▪ How were barriers overcome? 		
	What resources and other inputs went into curriculum development? <ul style="list-style-type: none"> ▪ Who were the partners and what were their roles? 		
	Was the curriculum content a comprehensive reflection of existing guidelines, manuals, protocols, best practices etc.?		
	What were the inputs that went into the development of the program? <ul style="list-style-type: none"> ▪ What were beneficial inputs? ▪ Who were the partners? 		
	Curriculum Implementation and Effectiveness	Was curriculum implemented as planned? <ul style="list-style-type: none"> ▪ What factors were associated with implementation? ▪ How were barriers overcome? 	
Was curriculum effective? <ul style="list-style-type: none"> ▪ Did program implementers meet their annual participant goal? ▪ Were the different teaching strategies found to be effective for different age groups? 			
<ul style="list-style-type: none"> ▪ What strategies were used to form partnerships/collaborations and how effective were these strategies? 			

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Curriculum Implementation and Effectiveness	<ul style="list-style-type: none"> ▪ Were the marketing materials found to be effective in promoting the sessions? ▪ Was the protocol effective in guiding trailer set-up and program implementation? ▪ Were the reinforcers used and were they effective? ▪ How effective was the evaluation in identifying the needed changes? ▪ Were resources easy to navigate? ▪ Were grant-resources effective in procuring more funding? 		
	How burdensome was the implementation of the curriculum?		
	How easy was the curriculum to follow?		
	How was the curriculum adapted to fit the needs of the site where it was used?		
	<ul style="list-style-type: none"> ▪ What parts of the curriculum worked well in the local setting? 		
	<ul style="list-style-type: none"> ▪ What parts of the curriculum did not work well in the local setting? 		

Component	Initial Set of Questions	Indicate if High Priority	Indicate if Critical at Program Initiation
Outcomes of Curriculum Implementation	What were the major outputs and outcomes? <ul style="list-style-type: none"> ▪ To what degree was the target population reached? ▪ What were the demographics of the population reached in terms of race, age, risk, and income? 		
	Was there an increase in knowledge on fire-safety?		
	Was there a positive attitude change toward fire-safety?		
	Was there an indicated positive behavior change toward fire-safety?		
	Was there an increase in perceived susceptibility or perceived severity toward fire-related injuries and harms?		
	Was the program effective in decreasing incidence of fire-related injuries, damage and deaths?		

ADDITIONAL RESOURCES



This section provides you with additional resources and links to help you develop your fire safety trailer program and supporting materials. We have organized the resources in alphabetical order with icons to help you choose the ones that may be useful to you as you develop your own program. The following legend describes the icons that appear in the resources table in the next several pages.

Legend

Icon	Description
	Tools & Templates
	Presentations
	Lesson Plans & Curricula
	Video/Audio
	Statistics
	Materials for Kids
	Materials for Teens
	Materials for Adults
	Materials for Older Adults
	Materials for Special Populations
	FREE
	For Purchase



Resource and Website

BIC Corporation’s Play Safe Be Safe

www.playsafebesafe.com

Fire education program aimed at kids ages three to five



Centers for Disease Control and Prevention (CDC)—Home and Recreational Safety

www.cdc.gov/HomeandRecreationalSafety/

Various resources for staying safe from unintentional injuries in the home relating fire, falls, fireworks, etc.

- **Fire Safe Seniors Tool Kit**—CDC and the U.S. Fire Administration (USFA) created the Fire Safe Seniors Program for teaching the high-risk group of older adults how to plan and implement fire prevention activities.

<http://www.usfa.fema.gov/citizens/older/index.shtm>



Center for Healthy Aging

www.healthyagingprograms.org

Resources for providing healthy aging programs and development of evidence based programs



Disability.gov

www.disability.gov/

Information on supports for teaching children and adults with disabilities including instructional strategies, professional development opportunities, parent collaboration techniques, available student supports and accommodations



Tools & Templates	Statistics	Materials for Older Adults
Presentations	Materials for Kids	Materials for Special Populations
Lesson Plans & Curricula	Materials for Teens	FREE
Video/Audio	Materials for Adults	For Purchase



Resource and Website

Everyone Goes Home®—Firefighter Life Safety Initiatives

www.everyonegoeshome.com

Source for firefighter life safety training tools



Fire Is

www.ufanyc.org

An educational DVD designed to teach parents and children the truth about fires. Has five 20 minute teaching modules entitled: Fire Is Black, Fire is Hot, Fire is Fast, Fire is Smoke & Gas and Fire is Emergency.



Fire Safety for Texans

www.tdi.state.tx.us/fire/fmcurric.html#curric

A series of fire and burn prevention curriculum guides (K-12) developed by the State Fire Marshal's Office (SFMO).

Texas Department of Insurance
P.O. Box 149104, Austin, TX 78714-9104
Fire Prevention & Outreach: 512-305-7900





Resource and Website

Fire Safety for Young Children

www.osu.edu

This curriculum equips the early childhood educator, the parent, the firefighter, and the classroom with methods and materials to foster the development of fire safety knowledge and skills in young children.

Oklahoma State University
 Fire Protection Publications
 Stillwater, OK 74078
 405-744-5000



Fire Safety Resource Center

www.scholastic.com/firesafety/

Lessons, printables and activities for grades PreK–5. Resources for both teachers and students are available.



Freddie Curriculum

www.scfiremarshal.llronline.com

A comprehensive fire safety curriculum developed to teach children in kindergarten through fifth grades important fire prevention and survival skills

South Carolina: Department of Labor, Licensing and Regulation
 P.O. Box 11329, Columbia, S.C. 29211
 803-896-4300



Tools & Templates	Statistics	Materials for Older Adults
Presentations	Materials for Kids	Materials for Special Populations
Lesson Plans & Curricula	Materials for Teens	FREE
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Resource and Website

Guide to Teaching Fire Safety to Students with Disabilities

www.mingerfoundation.org

This guide is designed to help the fire safety educator who is experienced in teaching fire safety but may need some guidance when working with an audience of students with disabilities.



International Association of Fire Chiefs

www.iafc.org

Information and leadership for fire safety personnel



Keys to Safety Campaign

www.proliteracy.org/keystosafety/

Promotes fire prevention and safety education through local organizations that serve adults with limited literacy or English language skills; encourages these organizations to work together with their local fire departments and fire safety educators



Liberty Mutual's Be Fire Smart

www.befiresmart.com

Interactive approach to fire safety for families, teachers and educators



Tools & Templates	Statistics	Materials for Older Adults
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Lesson Plans & Curricula	Materials for Teens	FREE
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Resource and Website

Masters of Disaster

www.redcross.org/disaster/masters/

Curriculum is centered on a series of ready-to-go lesson plans that help organizations educate youth about important disaster safety and preparedness information.



National Center for Education Statistics

nces.ed.gov/nceskids/createagraph/

Provides an online tool for creating graphs that can be used in reports, presentations and grant proposals.



National Fallen Firefighters Foundation

www.firehero.org

A national program developed to prevent line-of-duty deaths and injuries



National Fire Protection Association (NFPA)

www.nfpa.org

Information for fire safety prevention through research, training and education



Raven Island

www.raven-island.com

Raven Island is a virtual world for teens and pre-teens set in a typical rural Alaskan village. There are interactive games that teach how to stay safe from fire.



Tools & Templates	Statistics	Materials for Older Adults
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Resource and Website

Seeds Educational Services, Inc.

www.seedseducation.org

Seeds has created a fire safety curriculum designed to meet the learning needs of those with developmental disabilities.



Sesame Street

www.sesamestreet.org

Fire safety education video clips in their video library for use with young children including messages such as "Get Out, Stay Out", "What to do in an Emergency" and "Kids Talk about Firefighters."



Spray It Forward

www.edventure.org/fire-life-safety.aspx

Provides age appropriate curriculum for use at schools, festivals, church and scouting activities



Teacher Vision

www.teachervision.fen.com

Fire safety and prevention teacher resources, including printables, activities, and lessons to teach your students about fire safety and prevention



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Resource and Website

U.S. Fire Administration (USFA)

www.usfa.fema.gov

Resources available for fire safety, prevention, preparedness, and response; rural fire prevention outreach; train the trainer; and media communication

- **Fire Prevention Photo Gallery and Video**
High resolution fire safety prevention images and broadcast quality video footage
- **U.S. Fire Administration Library**
An all-hazards information portal for the fire and emergency management communities from the National Emergency Training Center’s library
- **Rural and Volunteer Fire Department Resources**



University of Kansas’ Community Tool Box

ctb.ku.edu

Free resources for building healthy communities. More than 7,000 pages of practical guidance in creating change and improvement.



Virginia Department of Fire Programs (VDFP) Kids Initiative

www.vafire.com/fire_safety_education/VDFPKids.html

VDFP Kids Initiative focuses on three broad fire safety themes: installing and testing smoke alarms; planning and practicing escape routes; and hunting for home hazards



Tools & Templates	Statistics	Materials for Older Adults
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Resource and Website

Vision 20/20

www.strategicfire.org

The Vision 20/20 project includes a steering committee comprised key fire prevention advocates and stakeholders, as well as related agency leaders, to guide a national strategic planning process to develop a national plan that will coordinate activities and fire prevention efforts.

▪ **A Guide to Fire Prevention Advocacy**

The Institution of Fire Engineers US Branch Vision 20/20 developed this guidance to help fire departments advocate for increased fire prevention investment.

▪ **Integrated Risk Management (IRM) A Fire Service Context**

A model that helps to prioritize risk in order to determine a course of action within a fire service setting. This is a tool that can be used to help organize your planning process while developing your fire safety education program.



YouTube.com

www.YouTube.com

Search YouTube for fire safety education for numerous free videos.



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FINAL THOUGHTS



While there are many factors to be considered in educational curriculum design, this curriculum offers fire safety education professionals ready-to-use fire safety trailer materials for a variety of audiences. The step-by-step instructions, samples, templates, and resources are designed to provide you with all the resources you need to fund, market, deliver, and evaluate your fire safety trailer program in your community. Use this curriculum to help strengthen your existing fire safety trailer programs and as a resource for developing new and innovative programs.

Fire safety trailer education programs provide hands-on, realistic simulations to assist fire safety educators in teaching diverse populations what to do to prevent and respond to home fires. Everyone, including young children and older adults, can be taught how to follow the basic rules of fire safety, which can save their lives, prevent injuries, and make your community a healthier and safer place to live.

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Helping People Live to their Fullest Potential

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control (NCIPC)
4770 Buford Hwy, NE, MS F-62
Atlanta, GA 30341-3717
Phone: 800-CDC-INFO (800-232-4636)
E-mail: cdcinfo@cdc.gov
www.cdc.gov/injury/

U.S. Fire Administration
16825 South Seton Avenue
Emmitsburg, MD 21727
www.usfa.fema.gov



FEMA

U.S. Fire Administration

