

CURIOSITY FIRESSETTERS

an intervention curriculum



Program Overview

The majority of child-set fire incidents are the result of a child's curiosity, ready access to matches and lighters, lapses in supervision and a lack of understanding about fire. Therefore, intervention programs for curiosity firesetters need to be aimed at both parents and children.

Parents are reminded to put matches and lighters out of sight and reach of children. They are encouraged to know where their children are and what they are doing at all times. They need to develop a family escape plan and practice it with their children.

Children in the primary grades can understand and retain some basic fire safety messages. This curriculum is designed to teach children the difference between fire tools and toys; fire survival behavior such as crawling low in smoke and stop, drop and roll; and following the rule of keeping away from matches and lighters. The curriculum is interactive in that it involves the fire safety educator, the child and the parent.

This curriculum is taught in three lessons with homework assignments. The involvement of the parents is critical to the effectiveness of this intervention program.

The curriculum written materials were a project of the Clackamas County Juvenile Firesetter Intervention Network. Please return curriculum evaluation to Juvenile Firesetter Intervention Unit, Oregon Office of State Fire Marshal, Department of State Police, 4760 Portland Rd. NE, Salem, OR 97305-1760.

Acknowledgments

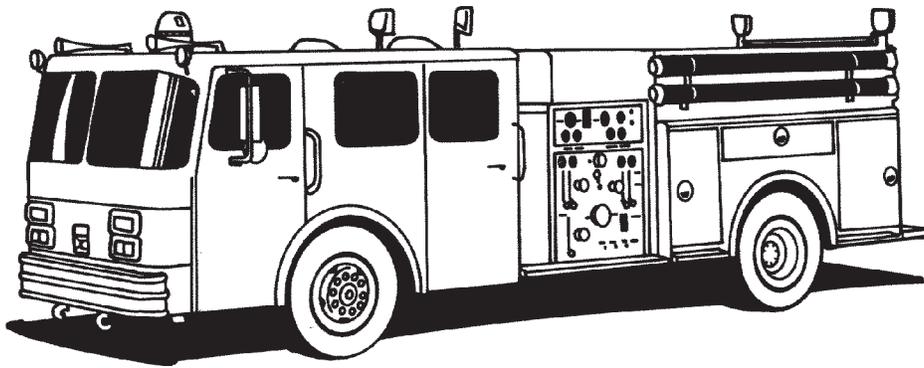
The network wishes to thank Rosy Taylor and Sandi Wilson, Oregon Trail School District; Colleen Olson, Office of State Fire Marshal; and Chuck Chaffin, Lake Oswego Fire Department, for contributing to the development of the written materials, Sight and Sound Productions for the production of the training video, and Judy Okulitch and Carol Baumann from the Office of State Fire Marshal.

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WARNING!



**DO NOT show firehouse
and apparatus as
part of the sessions.**

(Rewarded behavior repeats itself!)

Note: Showing the firehouse and apparatus
for the completion of the program may be appropriate

I N D E X

Session I

- Activity 1-A Tools and Toys
Activity 1-B Safe Fires Unsafe Fires

Session II

- Activity 2-A Homework Review
Activity 2-B *play safe! be safe!*
Activity 2-C The Home Escape Plan

Session III

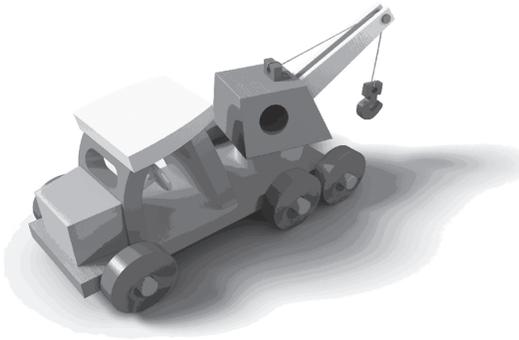
- Activity 3-A Homework Review
Activity 3-B Clifford the Firehouse Dog
Activity 3-C Reward and Certificates

Appendix

- Certificate
- Parent/caregiver letter
- Follow-up letter
- Tips for interviewing juveniles
- Characteristics of middle childhood
- Brochure
- Evaluation form

Session One

Tools and Toys (1-A)
Safe Fires, Unsafe Fires (1-B)





Tips of the Trade

Time: 15-20 min.

This activity is also appropriate for older elementary aged children. Simply select toys that are appropriate to the age group. It is more effective if the box is out of sight.

It is better to use non-moveable and non-noise making toys.

Give homework assignment at the end of the session.

Establish a smoke detector give-away program for your department.

If you think you may not get the video back, collect a deposit until they return it.

Activity 1-A Tools and Toys

This interactive game helps build rapport and gives the educator an opportunity to assess the level of fire knowledge of the child.

Materials

- One box
- Smoke detector
- A variety of small age-appropriate toys (10-15)
- A variety of tools (i.e., pliers, screwdrivers) (5-10)
- A variety of fire tools (i.e., book and stick matches, BBQ lighters, novelty lighters, standard lighters) (5-10)
- Video - *Plan to Get Out Alive*

Objectives

- Teach the fire safety message: *Lighters and Matches are Fire Tools, Not Toys.*
- Establish rules about use of lighters and matches in the home.
- Have parents take the fire behavior seriously and immediately install more smoke detectors in their home.

Procedure

- Tell child you are going to play a game.
- Discuss difference between toys and tools.
- Pull an object out of the box one at time.
- Child decides if object belongs on tool side or toy side of table.
- Continue until the box is empty.

Homework activities with the parents

- * Child and parent hunt for fire tools in home.
- * Have parents bring the fire tools back to next meeting.
- * Child and parent install smoke detectors in child's bedroom.
- * Have parents watch video and return it to the fire department.

Handouts

- Brochure on smoke detectors.



Tips of the Trade

Note:

You may want to mention rewards child can get for completing sessions.

Activity 1-B

Safe Fires Unsafe Fires

Materials

- *Safe Fires Unsafe Fires* handout
- Large sheet of paper or poster board.

Objective

- Help child understand that safe fires are controlled fires and unsafe fires are out-of-control fires.

Procedure

- Explain the difference between safe fires and unsafe fires.
- Do the *Safe Fire Unsafe Fire** exercise with the child.
- Give child homework activity.

Homework activities with the parents

- * Child will make a poster that shows at least one safe fire and one unsafe fire.
- * Child will discuss the poster with parent.
- * Child will bring the poster back to the fire department.

* There is a sample of the activity on the next page. The complete activity is in a separate PDF file. It includes images that can be colored by the child if a "seat work" activity is needed, or it can be printed in color by the interventionist. When printed back-to-back, each image will have ideas for questions that can be used in dialogue with the child about the image portrayed. You may wish to select the images that are most appropriate to the child's situation.

(Sample: Questions should be printed on the back, where they are visible only to the interventionist.)



Questions to explore:

- 1) What are these kids doing?
- 2) What could happen?
- 3) Are kids supposed to light matches? Are kids supposed to light matches without an adult present?
- 4) Have you ever lit matches or used a lighter by yourself?
- 5) Do you have siblings/friends who play with fire?
- 6) What would you do if your clothes caught on fire?
- 7) If you saw these kids playing with fire what would you do? Would you tell someone?

Session Two

Homework Review (2-A)

play safe! be safe! (2-B)

Home Escape Plan (2-C)

play safe!
be safe!





Tips of the Trade

Time: 5 min.

Activity 2-A Homework Review

Materials

- Child's returned homework assignment

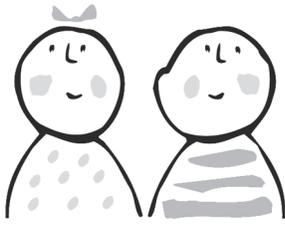
Objective

- Review prior learning objectives.

Procedure

- Discuss found fire tools.
- Discuss installation of smoke detector.
- Discuss poster.

Interact with children and parents to ensure understanding of homework.



Tips of the Trade

Time: 30 min.
depending
on activities.

This kit is an excellent public fire education tool. The color forms and the last vignette on the video can also be used effectively with a firesetter. You will need to choose the activities that are appropriate for your firesetter.

play safe! be safe! is available for \$12.00 (\$19 Canadian) from BIC play safe! be safe!, One Grove St., Ste. 210, Pittsford, NY 14534, or call 585-385-3370, or on the Web: www.playsafebesafe.com.

Activity 2-B

play safe! be safe!

Materials

- *play safe! be safe! kit*
- video
- activity boards
- story cards
- card game

Objective

To understand and demonstrate fire survival skills:

- My friend the firefighter.
- Crawl low under smoke.
- Stop, Drop & Roll.
- Safe for play! Keep away!

Procedure

- Choose appropriate activities and follow directions in the manual in the *play safe! be safe!* kit.



Tips of the Trade

Time: 15 min.

This activity is directed toward the parents.

10 minutes with parents and child. Assignment to be completed at home.

Be sure parent returns *Plan to Get Out Alive* video.

Child is responsible for initiating home escape drill.

Test smoke detector. (Small children can reach the button with a broom handle.)

Activity 2-C Home Escape Plan

Materials

- *Our Fire Escape Plan* (3 worksheets).
- Chalkboard or paper to demonstrate escape plan.

Objective

- Reinforce fire safety behavior. The child and parent will design a home escape plan and practice it.

Procedure

- Review with the parents the immediate dangers of fire in a home (heat, blackness, toxic smoke). Ask if they have any questions about the video, *Plan to Get Out Alive*.
- Talk to the parents about the reasons children often do not escape from a residential fire (no smoke detector, can't open the window, hide, go to parents' room, go toward the fire area instead of directly outside, afraid of firefighters).
- Have child help demonstrate the home escape plan on the chalkboard or paper and explain to parents.

Homework activity

- * Give the parent and/or child the *Our Fire Escape Plan* worksheets and talk about how to complete them.
- * Have family design a home escape plan. Discuss with them how each person in the family could get out safely if a fire started at night.
- * Home escape plan.

Fire Escape

Homework Assignment

Child's name _____

Objective

The child and parent(s) will design a home escape plan and practice it at least once with the family.

Props

Our Fire Escape Plan worksheet

Directions

Tell your child that you would like him/her to help you plan the best way for the family to escape from a fire if one started at night when you were all sleeping. Ask *What are the dangers of a fire?* (blackness, choking, smoke, heat, poison gases) Talk about how the different dangers make it impossible for anyone to find their way through their house. It is very important that everyone get straight out of the house right away. Together, draw a picture of your home floor plan. Mark the location of:

- smoke detectors
- two exits from every bedroom
- a place to meet outside
- the closest telephone (next door neighbor)

Together, check the exits from each bedroom. If the second exit is a window, can it be reached? Can it be opened? Can someone drop safely to the ground? Make plans for any babies and toddlers in the family. (Early warning from the smoke detector is especially important so you will have time to get the baby and get out.)

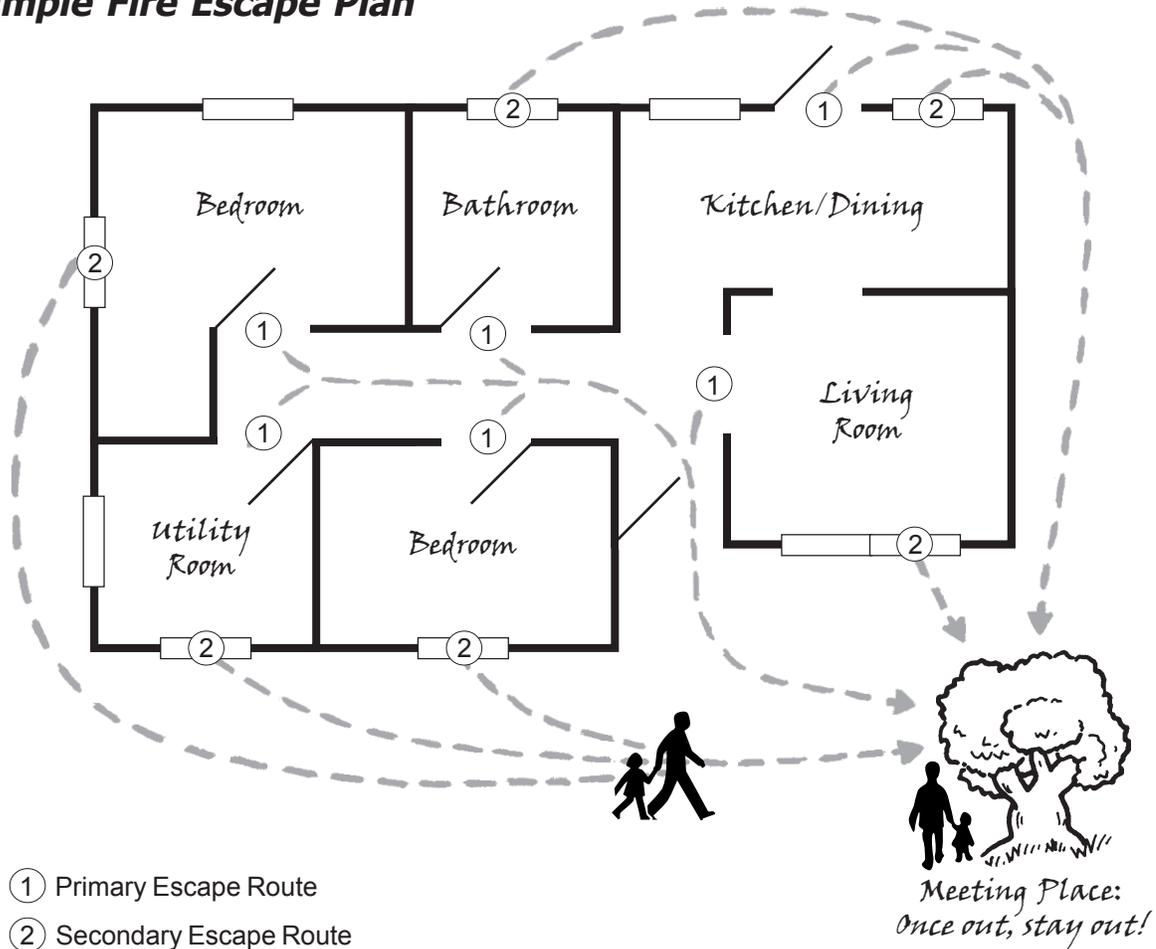
Tell your plan to the rest of the family. As a group, practice the plan to be sure it works. (Each person in their bedroom; you set off the smoke detector as a signal; everyone meets at the meeting place to count noses.) Make any changes needed.

Child's signature _____

Parent's signature _____

Date _____

Sample Fire Escape Plan



Exit Drill In The Home (EDITH)

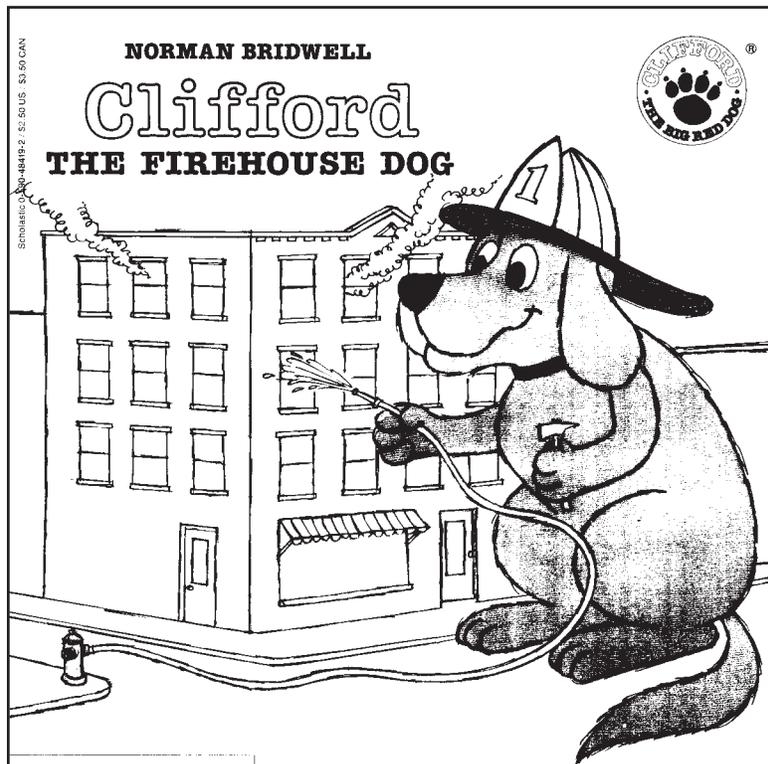
1. Everyone in bedrooms, doors closed.
2. Someone sound the smoke alarm.
3. Each person tests their door.
4. Pretend it's hot; use alternative escape route.
5. Everyone meets outdoors at the meeting place.
6. One person goes to the prearranged phone.

EDITH can SAVE YOUR LIFE.

Learn not to burn.

Session Three

Homework Review (3-A)
Clifford the Firehouse Dog (3-B)
Rewards and Certificates (3-C)





Tips of the Trade

Time: 5-10 min.

Activity 3-A Homework Review

Materials

- Child returns home escape plan.

Objective

- Homework follow-up

Procedure

- Review home escape plan.
- Discuss success of home escape drill.



Tips of the Trade

Time: 15 min.

If you have money in your budget, you may want to present child with the Clifford book (ISBN#48419-2) as a reward. To order: call Scholastic Customer Service at 1-800-724-6257. Cost: \$2.50 or check with your local school librarian.

Activity 3-B

Clifford the Firehouse Dog

Materials

- The book, *Clifford the Firehouse Dog*

Objective

- Review fire safety messages from Sessions One and Two.

Procedure

- Read book to child, while emphasizing fire safety messages as they occur in the book.
- Review fire safety rules at the end of the book.
- Present child with certificate of completion.
- Have parents complete evaluation form.

Interaction with parents and child

- Ask parent and child if they have any questions. Last chance for questions and review.

Appendix

- Certificate
- Parent/Caregiver letter
- Follow-up letter
- Tips for interviewing juvenile firesetters
- Middle childhood characteristics
- Brochure
- Evaluation form



has successfully completed
the fire safety skills curriculum
and is hereby known as
a fire-safe kid.

date

Fire Educator

Date:

Dear Parent or Caregiver:

Our fire department is very concerned about the number of children involved in fire incidents. Many children exhibit a curiosity about fire and experiment with matches or lighters. Others use a fire as a way to get attention. Our fire department provides screening to determine a child's motives for setting the fires. We also have a fire education program that helps to address the child's curiosity about fires. It is a three-session program lasting approximately 30 minutes per session. We require your participation in the program, as we provide information regarding fire survival and fire prevention to both you and your child.

To receive more information about this program or to set up an appointment, please call

_____ (name)
at _____ (telephone)

I hope you will join in helping us at the fire department keep you and the other children and families in our community safe from fire.

Sincerely,

Your name

Follow-up letter. Mail to parents six months after completion of the program. Put letter on fire department letterhead.

Date:

Dear

Recently, you and your child participated in a fire safety intervention program. To help us improve our educational program, please complete this short questionnaire and return it to

1. Has your child set any more fires? yes no

2. Does your child continue to show a curiosity about fire?

3. Do you practice your home escape plan?

4. Has your child demonstrated any fire safety behaviors? (i.e. wanting to check the smoke detector, practicing the home escape plan, crawling low in smoke or knowing the rules about match and lighter use)

5. Is your smoke detector working? yes no

6. What was the most important concept you learned about fire safety as a parent?

Thank you for taking your time to complete this questionnaire.

Sincerely,

Tips for interviewing juveniles

by Linda Nishi-Strattner, Ph.D.

Children under the age of five may have little experience with formal interviews. Since they usually have not yet begun formal schooling, they may not understand the utility of sitting in a chair next to your desk, or even the concept of telling the truth without embellishing or exaggerating. Preschoolers may have difficulty talking about things or events without a physical cue or prop, as they are quite literal and concrete in their thinking.

An important psychological dynamic to keep in mind with preschoolers is that they often exhibit “black and white” thinking, in which a person can be either “all good” or “all bad,” but not a combination of both. Thus, when you ask about something he did which might be thought of as “bad,” the very young child may be hesitant to reveal anything that might indicate he is a “bad” person.

The following techniques are helpful for interviewing children between the three and five years old.

- 1** Arrange your office or interviewing space so the child feels as comfortable as possible. This means using smaller chairs, chairs with arms (so the child is not afraid of falling off), and a table or desk adjacent to the chair. This gives the child something to lean on and a sense of where to direct her attention. Position props within view, but not within reach of the child. Be prepared to provide drawing or coloring materials. These can come in handy during the interviewing procedure.
- 2** Try to be as close to the child’s eye level as possible. This means kneeling down when he is standing, or sitting in a lower chair.
- 3** Keep your voice volume low, even when laughing. Young children often equate loudness with anger or with “being in trouble.”
- 4** Use the child’s words and terminology, even if she mispronounces a particular word. Resist the temptation to correct the child’s grammar, pronunciation, or behavior.
- 5** Use a fake book of matches or lighter. Ask the child to show you how he made the fire(s) by pretending to do it for you. Fake matches can be made by cutting off the tips of real matches. Color the cut ends with a felt tip maker. Fake lighters can

be purchased at stores that sell magic or gag supplies.

6 Ask the child to help you draw a picture of the fire, then a picture of their house (or location of the fire), and then a map of where they went and what they did. Using this prop, ask where adults and siblings were during each step of the firesetting sequence. Ask questions by pointing to the “map” and asking, “What was going on here when you were doing (each step of the firesetting sequence) this?”

7 At the end of the child’s interview, ask if anything he told you was “just pretend” or “just a story.” Very young children will sometimes tell elaborate stories just to entertain their adult interviewers. When possible, ask the child to demonstrate or pretend to show you what happened.

8 Keep the interview short. Alternate questions with periods of play, an opportunity to color, draw other pictures, or go to the bathroom or water fountain. Children under the age of five rarely have more than a fifteen to twenty minute attention span. If necessary, tell the very young child that you would like him to do you a favor: “Would you do me a favor and sit here, instead of doing that?”

9 End the interview on a positive note before the child starts to dislike the procedure. This will be helpful to you or to the next interviewer should this child require further interviewing. Be sure to tell the child what a terrific job she did answering your questions. Compliment the child on her memory skills, not on her firesetting behaviors.

10 Check the child’s descriptions with adults or other caretakers for accuracy. Young children often have their own made-up words or idiosyncratic ways of describing things. Often, parents can help to clarify what their child was trying to tell you.

About the author: Dr. Linda Nishi-Strattner is a clinical psychologist in private practice in Portland, Oregon, who works extensively with juvenile firesetters. She is a member of the Treatment Strategies Task Force at the Office of State Fire Marshal.

Characteristics of Middle Childhood

Ages 6 through 11 years

There is some opposition to describing particular age groups because individual differences are so great and growth patterns are diverse. However, there is agreement that despite individual differences, certain ages have common characteristics. Most children's development shows organization, pattern and direction that is characteristic of a particular age. It is unlikely that any child will conform in every detail, but most children will conform to most characteristics. Hence such a "measure" may be useful in determining "age-appropriate" and may provide a useful basis when working with children of particular ages.

The age profiles described here are not to be considered rigid models for specific ages. Much of the information has been drawn from materials developed for the Gesell Institute of Human Development by Louise Ames, Frances Ilg, M.D., and Sidney Baker, M.D. For in-depth information refer to the books from the Gesell Institute of Human Development, to *Childhood* by Melvin Konner, or to other human development texts.

NOTE: These brief profiles were compiled at the request of Department of Human Services child welfare workers by Co-Management staff and are used with permission.

6...busy and active

General characteristics

Extremely ambivalent and changes rapidly

- Quick mood swings
- Changes mind often

High physical activity level

- Hands and mouth are especially busy: chewing pencils, fingernails, etc.
- Usually outgoing

Shows beginning signs of rebelliousness

- Can be stubborn
- May be argumentative

Wants to be first, but most of all wants to win!

- Difficulty sharing the limelight
- Age of self-centeredness

Peer relations

Name calling popular

- "You stink!" etc.
- Easily hurt by name calling

Boys and girls play together

Often rough in play

Often critical of friends

Commonly acquired skills

Prints first name

Counts to 30, writes numbers to 20

Knows month of birthday

Balances on one foot

Ties shoelaces

Throws ball overhand

Colors, staying within the lines

School information

Most start first grade

Relates to teacher through activities

Great learning spurt in reading and arithmetic

Likes to achieve

Difficulty sitting all day

Takes pride in personal achievement

Pressures of school may cause regression

Usually a positive attitude about school

Hints for living with a six-year-old

Likes stuffed animals to sleep with

Child responds to recognition

Child responds to praise of accomplishments

Important to review school work, e.g. post art on refrigerator, etc.

Likes to be read to

Usually ready to go to bed (11 hours average)

A night light might help child settle down and reduce fear

Lay clothes out the night before

Occasional bed-wetting is common

7...a thoughtful age

General characteristics

Fascinated with horror and guns

Collects almost anything (rocks, comics), volume important

Fairly well oriented in space, knows community and school

May worry (school may be too difficult, kids may make fun of them)

May have fears—of dark, of being late for school

May frown or sulk

May cry easily

Good listener

Peer relations

Friends are important

- Less fighting than at 6
- If conflict arises, child more apt to leave

Doesn't want others to laugh at him/her

Often reports about "girlfriend" or "boyfriend"

Concerned about rightness/wrongness of lying and cheating

- May tattletale a lot

Discrimination toward opposite sex may occur

Games often have rules like table games

Commonly acquired skills

Improved physical coordination

- Jumps rope, skates, plays hopscotch and games with instructions

Can tell time to the minute

Learning side orientation, e.g. bat a ball, bow and arrow

Can tell current month, day, season

Can tell month and day of birth

Knows own neighborhood, hospital, school, etc.

Can name penny, nickel, dime, quarter

School information

Relates to teacher on personal level

- May have a "crush" on teacher

Difficulty shifting vision, far to close

- Eyes may tire easily

Prints more uniform size

Beginning to read to self

Can add up to 20, subtract 10 or less

Language

- Increasing precision in meaning
- Most ready for dictionary
- Spelling skills usually lag behind reading

Fairness is very important

Hints for living with 7 year olds

May want wrist watch

May like pictorial dictionary

Is a good listener and likes to chat

Likes to hold hands

Bedtime frequently 7:30 - 8 but may talk to self, listen to radio for a while

For most, bed-wetting is no longer a problem

Rules/limits need to be clear and consequences swift

8...outgoing bundle of energy

General characteristics

Aggressive, physically and verbally

- May take frustration out on younger siblings
- Boastful

Sensitive to criticism

Talkative

- Laughs and whispers
- Spells out toilet or sex words

Conflict with mother

- Wants mother's attention
- Doesn't want to share her

Accident prone. In fact, accidents major cause of death

Peer relations

May like "code" language

Often has a best friend

Tends to exaggerate or argue

Prefers to play with own sex

Aware of "pretty" girls, "handsome" boys

Many girls like paper dolls, classify and organize

Most boys are collecting, focus on quality

Often play organized seasonal sports

Commonly acquired skills

Knows difference between fantasy and reality

Can tell time

Can tell day, month, year

Can tell months of year

Can read for fun

Large muscle control is well established

Fine motor skills increasing, e.g. weaving, woodwork, sewing

Some have local bus riding skills

School information

Can count to 40 by 4s

Can carry and borrow

Some fractions, 1/2 and 1/4

Writing is more uniform

Baseline is solid

Hints for living with 8 year olds

Ten hours sleep is average

TV is very important; loss of TV is significant

Does not obey immediately, but will usually comply

Will listen to reason

Fairly honest, may take money to treat friends

Rooms are often messy

9...unpredictable

General characteristics

More independent

- More distant from mother
- Relies on peers or alone

Likes both outdoor and indoor activities

Individual differences vary greatly:

- Some organized, others totally unorganized
- Some boisterous and wild
- Some withdrawn and thoughtful

Most put themselves into activity wholeheartedly

- Works and plays hard

Wants to perfect skills

Responsible

Likes to please and satisfy adults in their life

Peer relations

Loves to talk things over with friends

Disdain for opposite sex

Can be loyal friend

Either likes or dislikes peers

Many get on well with playmates

Better able to resolve disagreements

Good-natured rough housing

Identifies with the group

Commonly acquired skills

Can name president of country

Can use hands independently

Can visualize a route

Can use dictionary

Multiplies through 9s

Uses measurements

Uses fractions

School information

A good student

Reading to learn replaces learning to read

Can apply simple logic and decide conclusion

Emergence of critical thinking

Some abstract thinking

Can use glossary, index

Hints for living with 9 year olds

Can run errands responsibly

Can take self to activity (within reason)

When praising, show child his or her progress, i.e. be factual

Usually 9 of hours of sleep

May awaken spontaneously or want to use alarm clock

9 o'clock is common bedtime

10...happy and active

General characteristics

Mostly a happy age
Good eaters
Play is of paramount importance
Many interests
Loves both indoor and outdoor play
Moves a lot physically
When provoked, can be violent

Peer relations

Boys tend to get along well together
Girls tend to fight and make up
Both say they don't like the opposite sex
Girls' bodies are showing beginnings of adolescent changes
Clubs abound—scouts, etc.
Fairness is very important
Wants to bring friends home

Commonly acquired skills

Has good use of large muscles, skate, etc.
Skill emerging in fine motor (drawing, putting models together)
Beginning strategic games, e.g. chess
May play musical instrument
May read paper, mostly for pictures
Knows states and capitals
Can put cities, rivers on maps
Can memorize poems, etc.

School information

Most like school
Most easy to teach
Wants to be kept interested
May compliment teacher
Likes time structured
Emerging interest in science, animals, adventure
Hates to miss school—fear they won't be able to catch up

Hints for living with 10 year olds

Bedtime usually 8:30 to 9:00
Still likes nighttime rituals
Most are choosy about clothing, often they prefer old clothing
Prefers to have own room
Most have an allowance, but are casual about money and may lose it
Organized groups, scouts, etc., very popular

11...a difficult stage

General characteristics

Definite disequilibrium stage
Often contrary and oppositional, unhelpful around house
Behaves like beginning adolescent, at times may scream, etc., uncooperative
Egocentric
Energetic—constant motion
Especially critical of mother, quick to criticize others
Moody
Enjoys life and has great curiosity
Loves to eat

Peer relations

Peer competition is keen
Friendships very important
More quarrelling than at 10
Some admit their friends smoke cigarettes
Tends to gossip
Girls may be in growth spurt
Girls may get first bra
Boys may cheat
Girls may steal

Commonly acquired skills

Knows multiplication tables
Has conscience developed and may feel guilty
Basic written skills are good

- Usually writes cursive
- Understands sentence structure

Knows self care skills, although may choose not to do.
Many begin adolescent development tasks

School information

Can be exciting time for learning
Not very cooperative
Poor conduct is common—away from home may be ideal
Tasks need to be structured to use energy, curiosity, enthusiasm
Can do projects in groups
May like art exhibits
Often likes to portray own ideas

Hints for living with 11 year olds

Remember that many physical changes are occurring—this is a difficult time for child

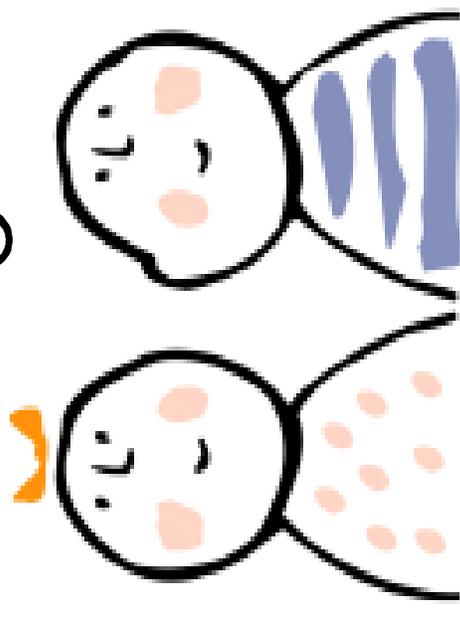
- Some, rapid height growth
- Some, secondary sexual characteristics

Parents may need to let things go as much as possible. In a few months, youths will again achieve equilibrium, e.g. close door to child's room
Keep child busy with clubs, groups, activities, sports, etc.
Expect much stalling at bedtime
Bedtime often 9 to 9:30, may vary due to activities

SEVEN STEPS
to take at once if
your child has set a fire

- 1.** Install smoke detectors in your child's bedroom, closet, hall ways and common living area.
- 2.** Find all matches and lighters in the house and lock them up.
- 3.** If you're a smoker, keep your lighter only on your person at all times and only use child-resistant lighters.
- 4.** Establish a rule that your child is never to have lighters or matches.
- 5.** Lock up all flammable liquids such as gasoline, lighter fluid, or charcoal starter fluid for barbecues.
- 6.** Forbid children to watch shows or videos with provocative fire themes.
- 7.** Increase supervision for fire setting children. Do not let them play alone or unsupervised in other children's homes where matches or lighters may be easily available.

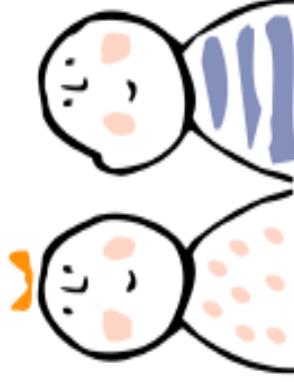
CURIOSITY FIRESETTERS: A SERIOUS PROBLEM



FACTS

- ➔ Children are curious about fire.
- ➔ Even toddlers can start a fire with a match or lighter.
- ➔ Each year children are seriously burned or die from playing with matches or lighters.
- ➔ Parents need to take their child's curiosity about fire seriously.
- ➔ Children who are curious about fire can be helped with fire education.

KEEP MATCHES AND LIGHTERS AWAY FROM CHILDREN.



HOW TO GET HELP

- 1.** Contact your local fire department.
- 2.** A fire professional will interview you and your child and recommend fire safety education or counseling.
- 3.** If education is recommended, you and your child will be offered three educational sessions.
- 4.** Your participation is required in the program for it to be effective. Homework assignments are included.
- 5.** For more information, contact:

EDUCATIONAL INTERVENTION FOR K - 2

Session 1 activities teach:

- ➔ Matches and lighters are tools, not toys.
- ➔ The difference between unsafe fires and unsafe fires.

Session 2 activities teach:

- ➔ Smoke detectors save lives.
- ➔ Home escape planning.
- ➔ Fire survival skills.

Session 3 activities:

- ➔ Review.
- ➔ Reading *Clifford the Firehouse Dog*.
- ➔ Certificate of completion.

Evaluation

The Office of the State Fire Marshal Juvenile Firesetter Intervention Program, in an ongoing effort to provide useful and effective materials to prevention providers such as yourself, has enclosed a brief evaluation component.

After presenting the curriculum to either a group or an individual, please take a few minutes to complete the evaluation and mail to the address below. Only by receiving feedback from the individuals who use the curriculum can the State Fire Marshal continue to develop quality programs that have a positive impact.

Thank you for your time. If you have any questions, please feel free to call at the number below.

Name: _____

Agency: _____

Number of individuals curriculum was presented to: _____

Age of individual or average age of group: _____

Did the curriculum address the fireplay behavior of the youth(s)?

If changes were to be made to the curriculum, what would you suggest they should be?

Suggestions, comments, concerns?

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Department of State Police
Juvenile Firesetter Intervention Unit
4760 Portland Road NE
Salem Oregon 978305-1760

(503) 373-1540 ext 230

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