

Start Safe: A Fire and Burn Safety Program for Preschoolers and Their Families

A free program for teaching children ages 3 to 6

About the Program

This classroom program for 3- to 6-year-olds. The goal of the program is to reduce the number of home fire and burn injuries to preschool children.

You are an important part of **Start Safe**. This guide will help you plan and present the program to preschoolers. It also gives you resources to reach their parents and other caregivers with information on how to make their homes safer.

Through the program, children will learn:

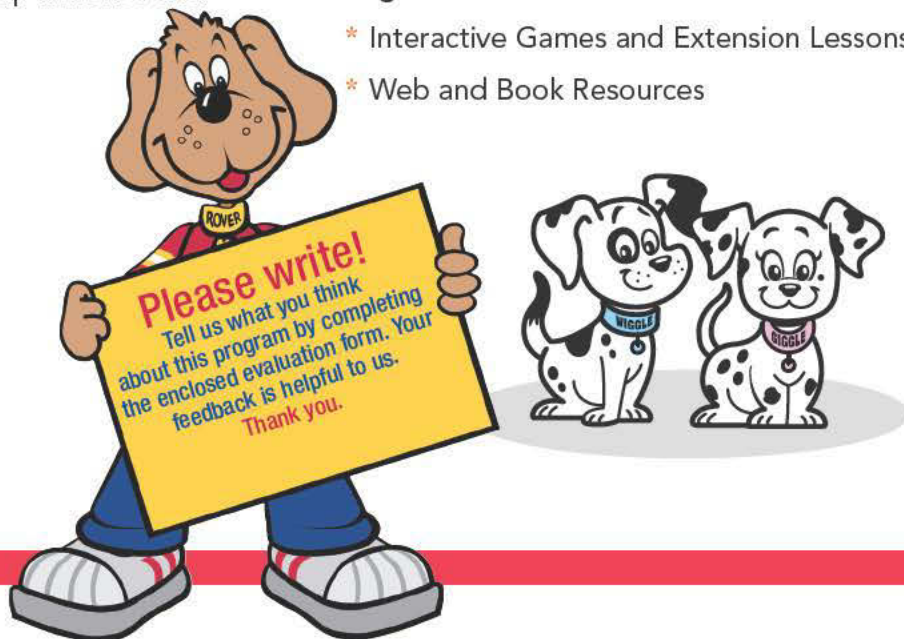
- to identify what is hot and stay away
- to call a grownup for help when they see something unsafe
- to help their families make a home escape map and practice family fire drills
- to know the sound of a smoke alarm and to go outside to their family meeting place when they hear it

Parents and caregivers will learn:

- tips for preventing fire and burn injuries
- the importance of locking up matches and lighters
- the importance of having smoke alarms that work
- how to practice home fire drills

What You'll Find in This Guide:

- **Pages 2-4:** How to Use the Program
- **Page 5:** Tips for Teachers on Getting Started
- **Pages 6 & 7:** Tips for Fire & Life Safety Educators on Preparing for Preschool Visits
- **Pages 8 & 9:** Topics to Cover with Parents and Caregivers
 - * Introducing **Start Safe**
 - * Smoke Alarms, Escape Maps, and Fire Drills
 - * Burn Prevention
- **Pages 10-14:** Lessons for Preschoolers
 - * Identifying and Staying Away from Things That Are Hot
 - * Smoke Alarms, Home Escape Maps, and Family Fire Drills
 - * Fire Fighters Are Helpers
 - * More Safety Skills
- **Pages 15 & 16:** Additional Resources
 - * Interactive Games and Extension Lessons
 - * Web and Book Resources



How to Use This Program

What's Included in Start Safe:

- this 16-page guide for teachers and fire & life safety educators
- a bilingual poster story (or Big Book)
- 28 mini-versions of the story (bound within; remove center staple)
- one instructional DVD that includes:
 - * Educator Training Materials
 - * Parent & Caregiver Presentation Materials
 - * Student Presentation Materials
 - * PDF and PowerPoint Resources
- a CD of the “I Spot Something Hot!” song track
- one DVD to lend to families that includes:
 - * an animated presentation for kids about identifying and staying away from items in the home that are or could be hot
 - * the “I Spot Something Hot!” song track
 - * a segment for parents on home escape maps and fire drills
- one dual-sided poster with pictures of hot/not hot items
- one dual-sided poster with a cross-section of a house on one side, and photos of a fire fighter on the other side
- 32 bilingual fire and burn safety booklets for parents (remove center staple)
- 12 reproducible, bilingual Safety Tips for Parents sheets
- an evaluation form

Although the material is copyrighted, feel free to make copies for educational purposes.



These materials, including the DVD, are also available online at www.safekids.org/startsafe

Getting Started

Your first step: Review this guide and the program components.

Next: Watch the Educator Training sections on the DVD for additional, important information and tips.

The program should be used over several days. Time estimates are included to help you plan, but you know what works best with your group.

We recommend that you start the unit by viewing and discussing the “I Spot Something Hot!” track of the DVD with students. Then, read the poster story to them.

Involving Parents and Caregivers

Invite parents and caregivers to join you when you introduce students to **Start Safe**. It includes information on smoke alarms, home escape maps, family fire drills, and fire fighters. Since these include adult responsibilities, and because children can become frightened when discussing fire, the lessons on these topics should be presented to children *with* their parents, not just to children. Additional information is included for parents.

If possible, hold a parent meeting to talk about the program. Arrange for parents and children to do lessons 3-6 together, and then have a separate session for parents to go into further detail.

For fire safety educators who work with juvenile fire setting concerns, you might think of **Start Safe** as an early intervention program to help families.

Using This Guide

Discussion questions and information in this guide are a key part of this program. Please use them to engage students and reinforce learning.

It is important that the messages you deliver to children and parents are the same as those in the materials. (Scripting has been provided in *Italics*, and answers to questions are in parentheses.) Repetition will help the children learn.

The information is based on the most current home fire and burn safety practices for families with young children, and has been reviewed by experts for accuracy and age appropriateness. Fire safety educators may note that **Start Safe** uses modified language. The terms in the program have proven to be easier for young children to understand.

Building Community Relationships

We recommend that teachers and school directors reach out to their local fire departments to find out if the fire safety educator can join you in presenting the program to students and parents. In the **Start Safe** pilot program, we learned that when schools, fire departments, and families came together, the program was most successful.

Planning the Lessons for Students

This time chart can help you plan the student lessons and discussions.

Lesson/Topic	Estimated Time Needed
Introducing the Program	5 minutes
Lesson 1: “I Spot Something Hot!” DVD	20 minutes
Lesson 2: “I Spot Something Hot!” Poster Story	15 minutes
Lesson 3: Smoke Alarms	5 minutes
Lesson 4: Home Escape Maps	10 minutes
Lesson 5: Family Fire Drills	10 minutes
Lesson 6: Fire Fighters Are Helpers	5-10 minutes
Ending the Unit/ Fire Fighter’s Visit (review messages and answer questions)	10 minutes
More Safety Skills (Stop, Drop, and Roll; Get Low and Go Under Smoke; and Call 911 in an Emergency)*	10 minutes each

***Note:** **Start Safe** targets messages that are most appropriate for very young children. After students master the core content about recognizing and staying away from hot things, you may want to introduce more advanced behaviors like “Stop, Drop, and Roll” and “Get Low and Go Under Smoke” if you feel the children will understand the behaviors. Fire safety educators, talk with the teacher and director first. From experience, we know that young children often incorrectly think that “Stop, Drop, and Roll” is the answer to any fire situation, such as when the smoke alarm sounds.

National Education Standards

HEALTH

- Knows potentially dangerous substances and objects (e.g., matches)
- Knows the routines to follow in emergency situations (e.g., fire and earthquake drills)

LANGUAGE ARTS

- Uses emergent reading skills to “read” a story
- Listens for a variety of purposes

Source: www.mcrel.org

Using the DVDs and Posters

The instructional DVD, “A Guide to Start Safe,” is for you. It includes background materials, as well as sections for you to show to children and parents. It also includes PDFs of the program materials and extra resources noted in this guide.

The Lending Library DVD is for you to share with families. It includes only the materials for students and parents. You might put it in your parent resource section, or create a sign-out sheet for it.

Before using the posters, consider laminating them to help make them last.

Preparing to Meet a Fire Fighter

Before a visit to a fire station or a visit from a fire fighter, make a list of questions students want to ask. Give the questions to the fire fighter in advance so that he or she can answer them. Also let the fire fighter know beforehand if any student has experienced a home fire or burn so that he or she is aware.

12 Safety Tips for Parents Sheets

Twelve reproducible, bilingual home safety tip sheets have been included with the program. Please copy and distribute this information to parents and caregivers each month to help keep their family's safety top of mind all year. Topics include:

- Cooking Safety
- Matches, Lighters, and Candles

- Smoke Alarms
- Family Fire Drills
- Home Heating
- Smoking and Home Fires
- Electricity
- Burns
- Carbon Monoxide (CO) Poisoning
- Keeping Children Safe at Home
- Be Ready for Disasters
- Home Fire Sprinkler Systems

Share Your Stories with Us

Please tell us what you think about this program by completing the enclosed evaluation form. Your feedback is helpful to us. We would also like to hear any stories you can share about numbers of families who installed smoke alarms, practiced home fire drills, and made other changes to make their homes safer.

If you have photos of students and families doing the **Start Safe** program that you would like to share and are allowed to send us, please complete the photo release form found on the instructional DVD and send it with the pictures to info@safekids.org. The release must be signed and submitted with any pictures you send.



Tips for Teachers on Getting Started

Invite a Fire Safety Expert into Your Classroom

Before starting the program, watch the “The Important Role of Teachers” DVD segment. Next, contact your local fire department to invite a fire fighter to visit your classroom or school to talk to the children and their parents about fire and burn safety. (Your local fire department can download a free copy of this program at www.safekids.org/startsafe)

Consider having a separate event for parents so that the fire fighter can go over the key messages in the parent booklets and parents can ask questions about smoke alarms, home escape maps, family fire drills, and burn safety.

Getting Parents Involved

Parents and caregivers are very important to the program’s success. Send a note home to them explaining that the children will be participating in a fire and burn safety program. Let them know if a fire fighter will be visiting and whether there will be a special time for parents to come together to ask questions. (For a sample invitation template that you can send home, see the PDF Resources on the instructional DVD, or go to www.safekids.org/startsafe)

Ask a parent volunteer to help you get other parents to attend the presentations.

Make It a Family Event!

Work with your colleagues and fire department to coordinate a family event. Consider:

- Hosting a pizza party or ice cream social to introduce the program and encourage family participation.
- Coordinating child-care services at the school so that parents can speak to the fire safety experts at an after-work event.
- Setting up the student lessons and topics as stations that families go through together.
- Giving away “door prizes” such as free smoke alarms or items donated by local merchants.

Visiting Homes

If you visit your students’ families, review the fire and burn safety information in the parent booklet during the visits. Reinforce the importance of locking up matches and lighters where children cannot see and touch them. Test the family’s smoke alarms and watch them practice a home fire drill. If families have additional questions about creating an escape map for their home, visit www.safekids.org/startsafe or contact your local fire department for more information. Or, see if the fire safety expert in your area might be able join you on some of the visits.

If you know of families in need of smoke alarms, find out if your fire department offers a free smoke alarm installation program.



Follow-up with Parents

In your weekly newsletter, tell families what the children have learned about fire and burn safety. Encourage parents to walk through their homes with their children to point out what is hot, create their own home escape maps, and practice family fire drills.

Tips for Fire & Life Safety Educators on Preparing for Preschool Visits

Contacting Your Local Preschool

The guidelines below will help you work with a preschool to use **Start Safe**.

- Meet with the preschool director to explain that you would like to speak to the children, staff, and parents about home fire and burn safety.
- Find out whether the school received the **Start Safe** program. (A downloadable copy is available at www.safekids.org/startsafe)
- Ask the school to invite parents and caregivers. Delivering fire and burn safety messages to them is critical.
- Offer to give a workshop for parents on smoke alarms, making home escape maps, practicing family fire drills, and preventing fires and burns. You might speak to parents and children together, and then meet with the adults separately to explain more.
- Find out whether the school will be using Spanish or English materials. Bring a bilingual fire fighter or translator if necessary.
- Find out if there are families who might need special home visits and see if you can help to arrange these visits.



Coordinating Your Visit with the Classroom Teacher

Once you've set a date and time to visit the school, use these steps to help you plan your classroom visit with the teacher:

- Find out what the students have already learned about fire and burn safety.
- If the teacher has already used **Start Safe** or another program with students, ask which topics you should reinforce. If fire and burn safety has not been covered, discuss the information you would like to present.
- Tell the teacher about the components and topics in the **Start Safe** program and approximately how long it would take to present each of them. (See page 3.)
- With the teacher, choose the activities from the list on page 3 that will work best for your presentation. (Remember to ask the teacher and director if it is appropriate to present the concepts of "Stop, Drop, and Roll" and "Get Low and Go Under Smoke" before introducing them to students after all the core **Start Safe** lessons have been taught.)
- Do not try to cover all the material in one visit. Present a few topics at a time, and keep your presentations short—no more than 20 minutes.
- Ask the teacher to remain in the classroom during your visit.
- Have the teacher brainstorm with students a list of questions to give you beforehand.
- Ask the teacher about the class and any special needs or considerations. Also, find out if any student has experienced a home fire or serious burn so that you are prepared to handle the situation.
- Leave copies of materials you don't have time to cover so that the teacher can present the lessons.
- Make copies of the 12 Safety Tips for Parents sheets and give them to the teachers to distribute throughout the year.

Planning Your Classroom Presentation(s)

Review the content and topics covered in the program. As you prepare, remember to:

- Watch the “Educator Training Materials” on the instructional DVD.
- Keep to the topics you and the teacher agreed you would present.
- Confirm the amount of time you have.
- Make sure any needed resources will be available to you, such as a DVD player, a TV, or a computer monitor.
- Find out how many people will be attending, and whether parents and caregivers will be participating.
- Use the discussion prompts, questions, and answers listed in this guide.
- Focus on the key messages.
- Be enthusiastic and make your presentation as interactive as possible.
- Practice your presentation so that you know how much time it will take.
- Allow time to answer students’ questions at the end.
- Take the **Start Safe** program with you.
- Make photocopies of any handouts you will need.
- Take a smoke alarm with a working battery and an enlarged copy of a sample home escape map.



Tips for Talking to Preschool Children

Preschool-aged children learn by seeing and doing, practicing, modeling, and repeating. When presenting to them:

- Introduce yourself and say why you are visiting.
- Sit in a low chair or on the floor with the children.
- Be brief. Don’t over explain!
- Use positive language. Say what to do rather than what not to do.
- Use simple facts and simple language.
- Avoid technical explanations.
- Don’t use scare tactics or talk about scary things.
- Repeat key messages.
- Use visuals, but do not show children items that have been in a fire.
- Be prepared to gently redirect their focus if they “wander” from the topic.
- Do not enter the classroom in your turnout gear. If you plan to show the children your gear, let them see it before you put it on so that they don’t get scared.

Note: Watch the “Age-Appropriate Learning” segment on the instructional DVD for additional important tips.

Community Risk Reduction Strategies

The **Start Safe** program is not limited to classroom visits—it can be integrated into your community’s risk reduction efforts. Use it as part of your offerings when schools visit the station, when you conduct home visits, or when you host events to educate the community on fire and burn safety.

Talking to Parents & Caregivers

Topics to Cover with Parents

Key messages in the “Fire and Burn Safety Tips” booklet are:

- Prevent Burn Injuries
- Cool a Burn
- Use Smoke Alarms
- Make a Home Escape Map
- Get Out if There Is a Fire
- Lock Up Matches and Lighters

Fire safety educators should also be prepared to answer questions about:

- planning for children and others who may need extra help
- knowing your second way out
- calling 911 or your emergency number
- free smoke alarm installation programs
- fire sprinklers for homes
- fire extinguishers—when and when not to use them (emphasize that only adults should use them after first making sure everyone is out safely)

Download resources to use for talking points about fire and burn safety at www.safekids.org/startsafe

Introducing Start Safe

(Showing the “Start Safe for Parents and Other Caregivers” PowerPoint or DVD Track) (Time Estimate: 9:00 minutes)

Welcome parents and caregivers to the presentation and thank them for coming. Explain that they play the most important role when it comes to teaching their children about home safety.

The information in **Start Safe** is very important for parents and caregivers. Provide them with an overview of the program messages. If possible, use the PowerPoint presentation provided, or show them the video segment—both can be found on the instructional DVD. (You need a computer to access the PowerPoint.)

Explaining Smoke Alarms, Home Escape Maps, and Family Fire Drills

Use the “Fire and Burn Safety Tips” booklet as a guide for presenting key messages to parents about these topics. Explain that parents and caregivers **must** teach their children the sound of their smoke alarms and practice fire drills so that they know what to do if the smoke alarm sounds and there’s a fire in their home. Stress that their children will need their help to get out. They need to plan for this.

• Showing the “NIST Living Room Fire” DVD Track (for parents only) (Time Estimate: 10 minutes)

Help parents understand how fast fire can spread and the impact home sprinklers can have by showing them the NIST DVD segment in which a living room fire is timed. After the clip, explain that it is extremely important to have a plan and to practice fire drills because fire spreads so quickly, and because smoke is deadly.

• Showing the “Family Fire Drill” DVD Track (Time Estimate: 3 minutes)

Present the family fire drill track to parents and children together or to parents alone if the children are too young. In this segment, Rover and Freddie narrate as a family reviews a home escape map and practices a family fire drill.

After viewing, pause the screen. Talk about the questions, and make sure the children participating understand.

When done, the children should move to another planned activity or a supervised child-care situation while you continue to talk to the adults.

• Going Through the “Fire and Burn Safety Tips” Booklets (Time Estimate: 15 minutes)

Distribute the booklets and walk through the messages with parents. Start with the smoke alarms, escape maps, and getting out if there’s a fire.

Read each message. Emphasize that parents have to plan to help their children since most children do not hear smoke alarms when they are sleeping.*

Show parents an escape map, or use the poster of the home to demonstrate knowing two ways out of each room and having a meeting place outside. (For

information about escape maps and plans for high-rise apartment buildings, visit www.safekids.org/startsafe or ask your local fire department.)

- Provide each parent with an escape map template to take home and create their own map. (See the PDF Resources on the DVD.)

***Note:** If you have time, we have included two recent segments from NBC's TODAY Show. One shows how young children will often sleep through the sound of the smoke alarm. Parents need to plan ahead for this to help their children get out safely in the event of a fire. The other shows why it is important to keep matches and lighters locked up, out of sight and reach of children. These segments are also included on the Lending Library DVD for parents to watch at home.

Discussing Burn Prevention (Time Estimate: 10 minutes)

Review the burn prevention tips in the booklet. Include additional tips that you might commonly experience.

Ending the Presentation

(Time Estimate: will vary)

Ask the parents and caregivers if they have any questions. If you don't know the answers, make a list of questions and ask your local fire department for help answering them. Create a newsletter with these questions and answers and send it to the parents and caregivers.

An Important Note for Parents and Teachers about Children and Fire Setting

If a child is showing interest or experimenting with fire, act immediately. Sometimes children are motivated by curiosity and lack of understanding. Calmly and firmly, explain that matches and lighters are tools for grownups only and they are not to touch them.

Keep all matches and lighters locked up in a safe place. Accurate, age-appropriate information about fire and its dangers is important. If their interest or misuse should continue, notify your local fire department to ask if they have a trained specialist who works with children and fire concerns. If not, contact your State Fire Marshal's Office for help.





KITCHEN

- *What do you see in the kitchen that is hot?* (stove, frying pan, matches, hot drink, coffee pot, bowl of soup, pot on table, food in microwave) **Explain:** *Some things like a toaster or pan are sometimes hot. We may not know when they are hot and when they are not, so we should never touch them.*
- *What is the dad doing with the matches? Why?* (He's putting them away in a locked place. Children should never touch matches or lighters. They are only for grownups.)
- *What should you say if you see matches or a lighter?* ("Code Red Rover, Grownup Come Over!" Tell a grownup and stay away.)
- *Why do you think there's a line around the stove?* (Children should stay 3 feet away from the stove when something is cooking to help them stay safe.) **Demonstrate:** Have a child take three big steps away from you.

BATHROOM

- *What do you see in the bathroom that is hot?* (water in the tub, curling iron, hair dryer) **Explain:** *The hair dryer is hot when it is on and just after is used.*
- *What is the mom near the tub doing?* (She's testing the water to make sure it's not too hot. Hot water can burn.) **Explain:** *Always have a grownup with you when you are in or near the tub.*

LIVING ROOM

- *What do you see in the living room that is hot?* (space heater, burning candle, iron, light bulb)
- *Why does the boy say, "I Spot Something Hot!"?* (He's letting his grandmother know that the iron is on.)
- *Should the boy move the iron? Why or why not?* (No, because it can be hot and burn him. His grandmother should move the iron to a safe place.)

CONCLUSION

- *What other things in our homes can be hot?* (BBQ grills, fireplaces, fireplace tools, lights, cigarettes/cigars, etc.)
- *What do you do if you see something that is hot that a grownup needs to fix?* (Stay away and tell a grownup. Say, "Code Red Rover, Grownup Come Over!")
- *Tell a grownup right away if you get a burn. They will cool it with cool water.*

Complete the activity on the back page together. **Explain:** *Food such as the spaghetti or chicken might be hot. Wait for a grownup to tell you when food is cool enough to eat.*

Frequently remind children that they should never touch matches or lighters, and that only grownups should use them. Use the "Code Red Rover, Grownup Come Over!" sequencing activity in the PDF Resources to reinforce this message.



Talking to Preschoolers

Lessons 3–5: Smoke Alarms, Home Escape Maps, and Family Fire Drills

About these Topics

We've provided a brief introduction to smoke alarms, home escape maps, and family fire drills in this program. Because children can become frightened when discussing fire, and because each home is different, we don't go into detail. We strongly recommend that you invite parents and caregivers to join you to talk about fire and burn safety, and to ask questions about their homes. Parents and caregivers must teach their children what their smoke alarms sound like and what to do if the smoke alarm sounds and there's a fire in their home.

Lesson 3: Smoke Alarms (using the DVD sound track) (Time Estimate: 5 minutes)

Smoke alarms are an important part of fire safety. Young children need to know what they are, what they sound like, and what to do if they hear them.

We've provided a smoke alarm sound track on the DVD. Use that for this session, or demonstrate with a real one that you bring into the classroom.

Ask students and explain:

- *What do we do when we hear the alarm for a fire drill? (We line up, leave the room, and go to a place outside.)*
- *Why do we practice fire drills? (We practice so we know what to do if there is a fire.)*
- *Buildings and homes have smoke alarms that make a loud sound when there is a fire or smoke. When people hear the alarms, they know that they have to go outside quickly.*
- *Where have you seen smoke alarms? (on ceilings or high on walls)*
- *Can you point to the smoke alarm in this room?*

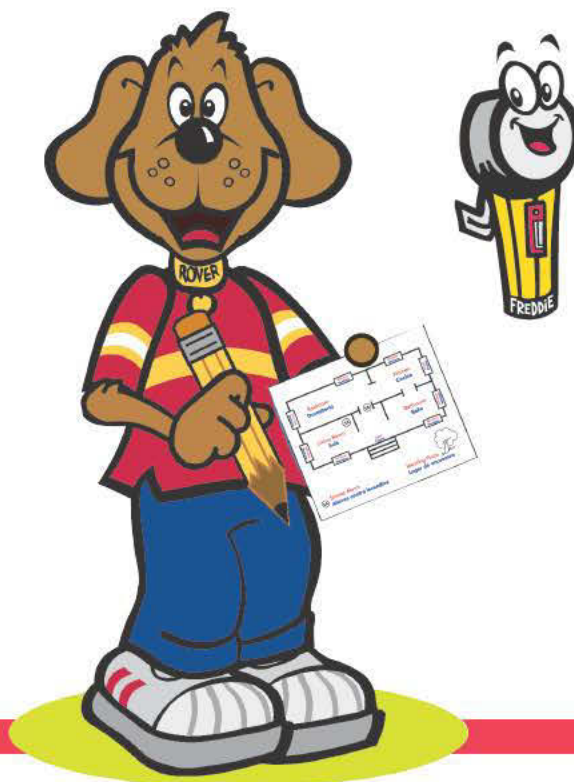
Next, using the sound track on the instructional DVD, tell the children that you are going to let them hear the sound the smoke alarm makes. Warn them before you play the sound. They may want to cover their ears. Put the volume on low to start and then increase it.

Ask students and explain:

- *Why do you think the alarm is so loud? (It is loud so people hear it even if they are sleeping. Smoke alarms help wake people up.)*
- *What should you do if you hear the smoke alarm? (Get out. Go outside quickly and stay outside.)*
- Emphasize: *Your family will help you make a map of your home and practice a family fire drill so you know what to do and where to go outside if you hear the smoke alarm in your home.*
- *If you smell smoke or see fire in your home, but don't hear the alarm, go outside to your meeting place. Stay outside.*

Lesson 4: Home Escape Maps (using the poster of the home) (Time Estimate: 10 minutes)

Every family should make a map of their home showing all the windows and doors so that they can learn two ways out of each room in their home and learn how to get out fast if there is a fire. They should also have a meeting place outside, away from the home where they meet if there is a fire. Families should use their escape maps to practice family fire drills twice a year.



Since it can be difficult for kids this age to understand a floor map, we've created a poster of a home to help you explain these concepts.

Hang the poster on a wall so that the children can reach it. Use printouts of the characters from the PDF Resources on the DVD, or use small cutouts, dolls, or toy figurines of a family for this activity.

Ask students and explain:

- *We should all practice fire drills at home with our families as we do in school so that we know what to do if there's a fire at home.*
- *Your parents will tell you what to do and how to get out of your home if the smoke alarm goes off or if you think there is a fire.*
- *We should all know two ways out of each room in our homes.*
- *Look at this picture of Rover's home. We're going to help Rover's family get ready to practice a fire drill. First, we have to find two ways out of each room.*
- *Can you find two ways to get outside from each room? (Go through one room on the poster at a time. Have student volunteers use the cutouts or dolls, or just point to the doors and windows in each room and trace the route to get outside.)*
- *When you are just practicing a family fire drill, do not use the windows to get out.*
- *When we practice fire drills at school, we go to a meeting place outside. Families do too.*
- *Rover's family will go to its meeting place outside when they practice their fire drill. Where should their meeting place be? (Point to tree in front of house.)*
- *Rover's family knows to go outside and stay there if there is a fire. Never go back inside. Rover wants you to know this, too.*
- *What does Rover have in his home to help keep his family safe? (Point to all of the smoke alarms, including one in each bedroom.)*

Show students a real home escape map or print the "Rover's Home Escape Map" activity from the PDF Resources on the DVD so that students can see a sample of what they might make with their parents.

Lesson 5: Family Fire Drills (showing the DVD track) (Time Estimate: 10 minutes)

If parents are able to join you and you feel it is age appropriate, play the family fire drill segment of the DVD. In this segment, Rover and Freddie narrate as a family reviews its home escape map and practices a family fire drill.

After viewing, pause the screen. Talk about the questions and make sure that the children understand.



Lend the "I Spot Something Hot!" DVD with the fire drill segment to parents to watch at home with their children. Remind parents that some of the segments included on the DVD are only for adults, and not appropriate for children.

Talking to Preschoolers

Lesson 6 & Ending the Unit: Fire Fighters and Additional Safety Skills

Lesson 6: Fire Fighters Are Helpers (using the poster) (Time Estimate: 5-10 minutes)

Children can be frightened by fire fighters dressed in protective gear and the sound of their breathing through their masks. Use the poster of the fire fighter to help them better understand what fire fighters wear and why. Do this before a visit from a fire fighter or a visit to a fire station to help prepare students.

Ask students and explain:

- *What do fire fighters do?* (Fire fighters are helpers—they help keep us safe.)
- *Fire fighters have different clothes for different work.* (Point to the two different pictures.)
- *They wear special clothes when they fight fires to help keep them safe.* (Have students point to each item as you read the labels.)
- *Fire fighters wear masks. They also carry a tank of air on their back. The masks and tanks help fire fighters breathe. Their voices sound different with the mask.*
- *We should not be afraid of the way fire fighters look and sound with their fire fighter clothes on. They are helpers.*
- *Children should go outside and get away from fires. Children should not put out fires. It's the fire fighters' job to put out fires.*

Ending the Unit or a Fire Fighter's Visit (Time Estimate: 10 minutes)

Before finishing, repeat the main messages with the children.

Ask students and explain:

- *Let's go over what we learned about fire and burn safety. What should you do if you see something that is hot or can be hot?* (Stay away because hot things can hurt you.)
- *What should you do if you see matches or lighters?* (Do not touch them. Tell a grownup by saying, "Code Red Rover, Grownup Come Over!") **Explain:** *Tell a grownup if you see other children playing with matches or lighters.*
 - *What should you do if you see something hot or something unsafe that a grownup needs to fix?* (Tell a grownup by saying, "Code Red Rover, Grownup Come Over!")

- *What can help keep us safe from fires?* (smoke alarms, home escape maps, family fire drills, and grownups)

To end the lessons, print out copies of the characters from the PDF Resources on the instructional DVD. Write a note on them that says, "Ask me what I learned about fire and burn safety today." Make copies and have each student color a sheet and take it home to their parents so that families discuss what the children have learned.

More Safety Skills (Time Estimate: 10 minutes each)

After the children have learned the core lessons in **Start Safe**, you may want to introduce the following safety skills. Teachers, directors, and fire safety experts should talk to make sure that the students are ready to learn more and are old enough to understand these skills.

When teaching these skills, show the children what to do, and then have them practice if it's appropriate and safe. If they make a mistake, show them the right way and watch them again.

Consider asking a fire fighter to introduce these skills. Or, invite parents to join you so that the children don't get frightened and families can practice together.

- **Stop, Drop, and Roll if Your Clothes Are on Fire—Call for Help**—Teach the children that if their clothes catch fire, they should: 1) stop moving; 2) drop to the ground gently; 3) roll back and forth, over and over to put out the fire; and 4) tell a grownup they need help so he/she can put cool water on the burn.
- **Get Low and Go Under Smoke to Get Outside Safely**—Tell students there can be a lot of smoke in a fire. Smoke is up high, and clear air is down low. Crawl low on hands and knees under the smoke to get out. Go outside quickly. Go to your meeting place.
- **Call 911 in an Emergency**—Teach children to call 911 in an emergency and say their home address. (Some students may not know their address. It is a good thing to practice.)

Interactive Games and Extension Lessons

Additional Games & Lessons

Try these activities with your students to extend the lessons and learning, and to reinforce the key safety messages throughout the unit and school year.

I Spot Something Hot!—Laminate the poster of the hot/not hot items and cut out the images to use as flashcards. Show the pictures to students and have them call out “hot” or “not hot.” Students can also look through magazines to find additional pictures of items that are hot, sometimes hot, and not hot. Have them cut out and sort the pictures.

Show and Tell—In addition to using the laminated flashcards, you might also use real props to help children recognize items that are, or could be hot. An important note: Do not let the children touch the items that could get hot.

Code Red Rover, Grownup Come Over!—Have students act out what they should do when they “spot something hot” that is unsafe.

Hot Seat—In this version of musical chairs, students have to stay away from seats with pictures of hot items. Place the poster flashcards on the seats—starting with one hot image, and the rest not hot. As the game goes on, instead of taking away chairs, you can increase the number of seats with “hot” flashcards.

Acting Out a Family Fire Drill—Let students practice family fire drills in your classroom by play acting. Have students select an area in your room as a “meeting place.” One student can pretend to sound the smoke alarm, while the other children go to the meeting place. Listen as kids play to see whether they use appropriate safety behavior. Use the opportunity to gently reinforce appropriate behavior.

Making Puppets—The PDF section of the instructional DVD has pictures of Rover, Freddie, Wiggle, and Giggle that you can print for the children to color. Students can cut out and glue the characters to sticks and act out their own version of “I Spot Something Hot!”

Create Teachable Moments—Reinforce the fire and burn safety messages periodically. For example:

- Show students the hot and cold faucets at the sinks in your school, and label them with words or images they understand, or tie red yarn on the hot faucet.
- Have a scavenger hunt and walk through your school or outside play area to see whether the children can spot things that are hot, such as lights, laminators, water in the sink, metal slides or swings, pavement, etc.
- In the summertime, talk to students about grills and lawn mowers. Explain that only grownups should touch these items.



Perform for Parents—Have students perform the “I Spot Something Hot!” song at your next open house or parent night. A simpler, sing-along version has been created. Song lyrics are available on the instructional DVD and online.

Thanking Fire Fighters—Download and copy a page students can send to fire fighters thanking them for their visit at www.safekids.org/startsafe

Reproducible Activities—PDFs of the following bilingual, reproducible activities can be found on the instructional DVD:

- * **Rover’s Home Escape Map**—A mapping activity to reinforce the concepts of knowing two ways out of each room and having a meeting place outside
- * **Smoke Alarms Help Us**—A reading comprehension story that explains the importance of smoke alarms
- * **Code Red Rover, Grownup Come Over!**—A sequencing story to remind children not to touch matches and lighters, and to call a grownup when they see something unsafe

More Resources

Web sites

www.CodeRedRover.org

Visit Rover's Web site for safety games and additional resources for teachers

www.safekids.org/startsafe

Fire and burn safety information

www.MySafeHome.org

Online tool to help find and fix the leading causes of accidents in the home

Other Sources for Fire Safety Information and Materials

www.fema.gov/kids

www.usfa.dhs.gov/kids

www.ifsta.org

Books

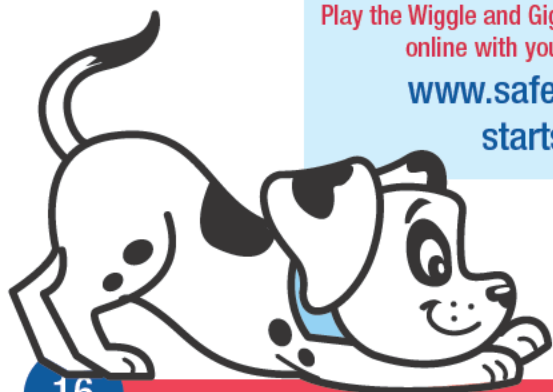
Firefighters A to Z by Chris Demarest (Simon & Schuster, 2003)—A day in the life of a fire fighter is depicted with illustrations.

No Dragons for Tea: Fire Safety for Kids (and Dragons) by Jean Pendziwol (Kids Can Press, Limited, 1999)—A girl gives a dragon fire safety advice after the dragon starts a fire at their tea party.

Sparkles the Fire Safety Dog by Dayna Hilton (Firehouse Dog Publishing, 2008)—Children will learn fire safety tips with Sparkles the Dalmatian.

Stop, Drop, and Roll: A Jessica Worries Book by Margery Cuyler (Simon & Schuster, 2001)—A young girl who worries about everything learns about fire safety.

Notes



Play the Wiggle and Giggle fire safety games online with your students at www.safekids.org/startsafe

