

OREGON OFFICE OF STATE FIRE MARSHAL

CLASSROOM VISIT & COMMUNITY EVENTS

QUICK-GUIDE



INTRODUCTION AND GENERAL KNOWLEDGE



PRE-K AND DAYCARE



EARLY ELEMENTARY



LATE ELEMENTARY



MIDDLE SCHOOL



HIGH SCHOOL



COMMUNITY EVENTS



INTRODUCTION AND GENERAL KNOWLEDGE

The Oregon Office of State Fire Marshal Classroom Visit and Community Events Quick-Guide is intended to provide guidance for fire agency personnel to enhance the educational impact and engagement with the community. From visiting a school to hosting a community event, there are many opportunities to encourage residents to take an active part in fire safety. This tool will provide guidance for effective classroom engagement and age appropriate fire safety messaging, as well as outline consistent and appropriate messaging for any event. It is designed to introduce and reinforce fire safety messages.

Students will retain information using the “Power of Three”: three times demonstrated, three times repeated, and three times reinforced. Repetition is a key learning aid because it helps transition information from the conscious to the subconscious. Through repetition, a skill is practiced and rehearsed over time and gradually becomes easier.

USE

This Quick-Guide is intended to be a Grab and Go tool for community events and classroom visits. Included you will find guidance for age appropriate classroom engagement that includes language use and developmental learning styles as well as recommended classroom activities. Each activity includes a list of materials needed to complete the lesson. To increase engagement for community audiences, the community events section provides guidance for facilitating fire safety education experiences in the community. The Oregon Office of State Fire Marshal expects this tool will help to increase consistent messaging to the community and increase engagement with fire safety education.

SCHOOL VISITS

Scheduling for classroom visits:

Review the following logistics and expectations with the person arranging the visit and consider the following when scheduling:

- Age/grade level of students
- Date and time
- Length of stay
- Number of students in the group
- Number of fire personnel requested
- Gear and apparatus requested
- Background information to help best prepare to engage with students

Fire Agency Considerations

- Follow your agency policy for dress attire while on school campus or at community event.
- It is important to ensure that the group knows and follows the rules set by school policies and procedures.
- Asking school staff to help enforce classroom rules, will ensure that everyone understands their role and will help to stay on track with the visit.
- Have a plan for answering questions. Do you want them to ask questions as they come up or wait until the end? Tell the group before your presentation begins.
- Save hand-out materials until the end unless they are needed for an activity. Consider having them prepared in bags or boxes for the teacher to hand out at a later time. *Youth Fire Safety Materials can be ordered from the Oregon Office of State Fire Marshal website.*

- Fire Agency specific policies:

Tip: Teachers can provide students' nametags to make it easier to call on students by name.



PRE-K AND DAYCARE

About the Learner:

Age Group: 3-5 years

Attention Span: 10-20 minutes

Rationale: Fire safety resources are designed to help you teach young children about fire safety and what to do in a fire emergency.

Safety Messaging:

- Smoke alarms save lives
- Emergency exit escape
- Reducing burn injuries
- Firefighters are community helpers (Alternate Activity)

Learning Style: Visual interaction with discussion and movement.

Emotional Need: Reassurance that firefighters and people in uniforms or who wear badges are community helpers:

- Be mindful that they may scare easily
- Focus toward safety, positive language, and body language
- Avoid talking about death and severe injuries
- Reinforce rule following and positive behavior as much as possible

- Anything that they can safely touch or interact with will leave a lasting impact
- People in full gear or dressed fire mascots may scare some

Communication considerations:

- Keep explanations as simple as possible
- Ask simple questions such as, “What color is this?” or “How many do you see?”
- Avoid using technical terms or acronyms that are fire profession specific

Materials List:

- Two Smoke Alarms
 - One non-working alarm to pass among students
 - One working alarm to demonstrate
- Hot / Not-Hot Picture Cards (*download available on OSFM website*)
- Clean turnout gear (recommended second person to model the gear during presentation; Alternate Activity)

Pre-K and Daycare Activity:

SMOKE ALARM (8-12 MINUTES)

- Allow students to hear the sound of a smoke alarm and then Get Low and GO! below rising smoke.
- Leave the area and assemble at the family meeting place.

Pre-activity preparation: Have two smoke alarms on hand, one working and one without batteries to pass among students.

→ *Does anyone know what this is?*

Hold up smoke alarm. Call on students to share ideas.

→ *Point to the place where you think that you might see one of these.*

Students should point to the ceiling.

→ *That's right. A smoke alarm should be on the ceiling above our heads. It might be in our bedrooms, it might be in the hallway, and it might be in our classroom. Do you see a smoke alarm in our classroom? Point to the classroom smoke alarm.*

Reinforce that students are identifying the smoke alarm.

→ *I am going to pass this smoke alarm around our classroom so you can see what it looks like up close.*

Pass the non-working smoke alarm for students to handle.

→ *I have a smoke alarm too. My smoke alarm has batteries and it can tell when there is smoke in a house. It makes three loud beeps to tell me that there might be smoke. If there is smoke, it can be hard for us to breathe air. My smoke alarm is loud, so let's cover our ears, in case it's too loud.*

Ensure that children are covering their ears. Press and hold the test button through two cycles of three-beeps.

→ *Now that we know how the smoke alarm sounds, we need to know what to DO when we hear those loud beeps. If our house has smoke, it might be hard to breathe. Our job is to Get Low and GO!*

→ *You tell me, what do we want to do if we hear our smoke alarm beeps? Say it with me “Get Low and GO!”*

Have children say “Get Low and GO!” with you at least three times.

→ *Now let me show you how to Get Low and GO!*

Demonstrate how to get low by either crawling or crouching low to move faster.

→ *Alright kids, now it’s time to show me just how fast you can move if you Get Low and GO!*

Ask kids to stand and join you to show how they can move quickly while in a crouched position. Speak “Beep, Beep, Beep” with your voice and encourage kids who are crawling/crouching to move quickly.

→ *Well, you kids are fast. If YOU are ever at home, and you hear the three beeps of the smoke alarm, YOU need to Get Low and GO! Tell me what you should do at home if you hear the beeps?*

Students should respond with “Get Low and GO!”

→ *So let's put those two parts together. Is everyone ready to practice? This time, when you hear the loud smoke alarm beeps, you are going to Get Low and GO! to the classroom door and outside from the pretend smoke. We want to move quickly to the classroom door and to a special meeting place outside. (Teacher's Name) can you tell us where our meeting place outside is going to be?*

Meeting place may be the location of egress during a fire drill.

→ *Okay kids. We are going to practice now. When we hear the loud smoke alarm beeps, we are going to stop whatever we are doing, and Get Low and GO!*

Conduct the smoke alarm/home fire escape. Encourage children who are moving quickly and who may need redirection. You should also be crouching to demonstrate that you are also following the directions.

Pre-K and Daycare Activity:

HOT VS NOT HOT- KITCHEN ACTIVITY (5-6 MINUTES)

- Young children are especially susceptible to burn injuries. Children will be able to distinguish between hot and not-hot.
- When holding up either a picture card or physical prop, children will be answering whether the item is hot or not-hot. The message to reinforce is that if it's HOT, then children should not touch it, but report the item to an adult.

Printed cards to display:

HOT	NOT HOT
Barbecue grill	Chair
Pot on the stove	Refrigerator
Candle	Cereal box
Heater	Water bottle
A dish inside the microwave	Spoon
Coffee mug	Towel
Wood stove	Salt and Pepper shakers

- Explain:

→ *There are things around the kitchen and in our homes that are hot and other things are not hot.*

→ *When something is hot, we should never touch it.*

Point to items around the room (or hold up printed picture cards) and ask the group to tell you if they are Hot or Not Hot. Hold and show each item and discuss whether children should touch the item or just report it to an adult. Conclude activity by reinforcing that hot items should not be touched.

→ *What should you do if you see something hot?*

There answer should be "DON'T TOUCH IT!"

Pre-K and Daycare Activity:

TURNOUT GEAR (8-12 MINUTES) (Alternate Activity)

Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time to allow them to connect the firefighter in full gear to the friendly community helper.

Note:

- *This activity will vary based on an individual agency's policies and equipment.*
- *Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.*

→ *Firefighters wear special clothes so that you can recognize them as community helpers. Am I wearing anything now that lets you know I am a community helper?*

Possible answers depending on tour leader:

- The badge on your shirt
- Your hat, boots, or pants
- The fire department logo

Explain that your helper will start to put on the gear they wear when they go to a fire. Have this person put on one item at a time, while the presenter explains each piece:

→ *This is Firefighter _____ and I have asked them here today to help me to show you some exciting firefighter clothing. Let's all wave to Firefighter _____!*

Boots:

→ *What part of their body do you think those boots protect?*

Pants:

→ *These protect their legs. These suspenders help their pants to stay up.*

Hood:

→ *Firefighters wear a special hood. It protects their hair, neck, and ears, but under their hood, they are still Firefighter _____.*

Coat:

- *This jacket makes them look a little bigger, but they are still Firefighter _____.*

Face Mask: *The Face Mask can cause anxiety for some children. Gauge the audience for kids who may be becoming anxious. Ask the helper to take the mask on and off three times to reassure children who need to know who is beneath the mask.*

- *Next we wear a special face mask. It is easy put on. It helps to breathe if there is smoke.*
- *But under this, they are still Firefighter_____.*

SCBA/Air Tank:

- *Next is this backpack with an air tank. It helps to breathe even when there is smoke. The firefighter's voice sounds a little different, but it's still the same person. Firefighter _____ please tell us your favorite bedtime snack. "I love pickles and potato chips."*

Helmet:

→ *It's time for the helmet. This helps to protect them if they bump their head. But they are...*

Ask the group to finish the sentence with you.

→ *...still Firefighter _____.*

Gloves:

→ *The last thing they put on is their gloves so their hands are protected.*

Finish by having the group wave to the firefighter and ask the firefighter to wave back before taking off their turnouts.



EARLY ELEMENTARY

About the Learner:

Age Group: 5 to 8 years (Kindergarten through 2nd Grade)

Attention Span: 20-30 minutes

Rationale: Fire safety resources are designed to help teach children about fire safety and what to do in a fire emergency.

Safety Messaging:

- Matches and lighters are tools for adults, not toys for children
- Smoke alarms save lives
- Firefighters are community helpers (Alternate Activity)

Learning Style:

- Visual interaction with discussion and movement
- Interaction participation is necessary
- Ask simple questions such as “What color is this?” or “How many do you see?”

Emotional Need: Reassurance that firefighters and people in uniforms are community helpers. Fairness is also critical for this age group.

- Be mindful that they may scare easily
- Be aware this age group may fear fire or house catching on fire
- Focus toward safety and positive language and body language
- Avoid talking about death and severe injuries
- Reinforce rule following and positive behavior as much as possible

- Anything that they can safely touch or interact with will leave a lasting impact
- People in full gear or dressed fire mascots may scare some kids (Alternate Activity)

Communication Considerations:

- Point out safety messaging that this age group CAN DO.
 - Example: Help parents check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, etc.
- Be mindful not to talk down to this group, as they feel they are bigger kids than they may appear.
- Use simple language and avoid acronyms that are fire service specific.
- Keep explanations simple.
- Questions should be a mixture of common knowledge and slightly more complex.
 - Simple: “What color is this?” and “How many are there?”
 - Complex: “What do you think this does?” and “How might this work?”

Materials List

- Working smoke alarm
- Matches: book and box
- Cigarette lighter, barbecue lighter
- Candle
- Clean turnout gear (recommended second person to model the gear during presentation; Alternate Activity)

Early Elementary Activity

TOOLS NOT TOYS (5-6 MINUTES)

- Don't touch fire tools, instead tell an adult.
- Matches and lighters should be kept out of reach of children.

- *I brought some tools today and we need to talk about them. These are adult tools and not toys.*
- *Children should not touch these tools, instead tell a grown-up that you found them.*

Hold up a lighter.

- *Does anyone know what this is? That's right, this is a lighter. Can you tell me what it's used for?*

Hold up a barbecue lighter.

- *Does anyone know what this is? That's right, it's a barbecue lighter. Has anyone ever seen your grown up use one of these?*

Hold up a book of matches and box of matches.

- *How about these?*
- *Grown-ups use these tools to start flames. But kids like you, are not to touch these items. They are tools not toys.*
- *Here's what I want you to do. If you see matches or lighters, DO NOT TOUCH THEM! Tell an adult that you found matches. Tell an adult that you found a lighter. The adult will put them away, up high, and away from kids.*
- *I want us to practice this. I am going to leave this lighter on the teacher's desk. Raise your hand if you can help to do the right thing.*

Call on student volunteer to come forward, ask the student to discover the tool, and tell an adult that they found it.

- *Remember don't touch it just tell an adult.*
- *Let's practice one more time. I am going to leave this match box on the counter. Raise your hand if you can help our class to do the right thing.*

Choose another volunteer to come forward, point at the tool, and tell the teacher that they found them.

→ *One more time. This time, I will forget to pick up my matches next to my burning candle. Raise your hand if you can help to do the right thing.*

Once everyone is quiet, choose volunteer to “find and tell” an adult.

→ *Hey am I going to carry it to an adult? No way!*

→ *I am not going to touch it! I am going to tell a grown up so they can touch it and put it away from kids.*

Early Elementary Activity

SOUND OF A SMOKE ALARM/GET LOW AND GO! (8-12 MINUTES)

- Allow students to hear the sound of a smoke alarm and then Get Low and GO!
- Leave the area and meet at the family meeting place.

Pre-activity preparation:

- Have a smoke alarm on hand to use as a prop.
- Ask the teacher or another adult to stand near at a distance from the group or near a doorway.

Activity:

- ➔ *Raise your hand if you know what this is.*
- ➔ *Raise your hand if you know what sound a smoke alarm makes.*

Ask:

- ➔ *What is your family meeting place?*

→ *A family meeting place can be at a tree in a front yard. It can be at the mailbox. It can be at the neighbor's driveway. Whatever your family decides, everyone in the home will meet family members there. Once outside, do NOT go back inside for any reason.*

Warn the group ahead of time.

→ *I am going to test this alarm to ensure that it works and so that the group knows what the alarm sounds like.*

- Encourage them to cover their ears, since it will be loud.
- Make sure there is a distance between you and the group to avoid younger ears from being too close.

Press the alarm button

→ *Raise your hand if anyone knows what you should do when you hear this noise at home?*

Take a few responses-

- Caution- you may get answers such as Stop, Drop, and Roll, or stories of what their grownups have done to make the sound stop.
- Even if the students have answered the question correctly, repeat the appropriate response for repetition: Get Low and GO!

Explain:

- *Our group will be practicing getting low and going quickly all together.*
- *“Get Low” means that we need to stay closer to the ground if there is a fire because smoke rises and traveling low will make it safer to breathe.*
- *This can be crawling or simply crouching low to get out quicker.*
- *Now I will push the alarm again, and when you hear it, you will need to, as quickly and safely as possible, Get Low and GO! to your teacher.*

Check for understanding:

→ *So when I push the alarm, what will you do?*

- The group should then response “GET LOW AND GO!”
- Practice this at least three times, bringing the group back toward you in between practices.

Early Elementary Activity

TURNOUT GEAR (8-12 MINUTES)(Alternate Activity)

Note: Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time to allow them to connect the firefighter in full gear to the friendly community helper

- *This activity will vary based on individual agencies policies and equipment*
- *Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.*

Possible answers depending on tour leader:

- The badge on your shirt
- Your hat, boots, or pants
- The fire department logo

Explain that your helper will start to put on the gear they wear when they go to a fire. Have this person put on one item at a time, while the presenter explains each piece:

→ *This is Firefighter _____ and I have asked them here today to help me to show you some exciting firefighter clothing. Let's all wave to Firefighter _____!*

Boots:

→ *What part of their body do you think those boots protect?*

Pants:

→ *These protect their legs. These suspenders help their pants to stay up.*

Hood:

→ *Firefighters wear a special hood. It protects their hair, neck, and ears, but under their hood, they are still Firefighter _____.*

Coat:

- *This jacket makes them look a little bigger, but they are still Firefighter _____.*

Face Mask: *The Face Mask can cause anxiety for some children. Gauge the audience for kids who may be becoming anxious. Ask the helper to take the mask on and off three times to reassure children who need to know who is beneath the mask.*

- *Next we wear a special face mask. It is easy put on. It helps to breathe. But under this, they are still Firefighter _____.*

SCBA/Air Tank:

- *Next is this backpack with an air tank. It helps to breathe even when there is smoke. The firefighter's voice sounds a little different but it's still the same person. Firefighter _____ please tell us your favorite bedtime snack. "I love pickles and potato chips."*

Helmet:

- *It's time for the helmet. This helps to protect them if they bump their head. But they are (ask the group to finish the sentence with you) still Firefighter _____.*

Gloves:

- *The last thing they put on is their gloves so their hands are protected.*

Finish by having the group wave to the firefighter and ask the firefighter to wave back before taking off their turnouts.



LATE ELEMENTARY

About the Learner

Age Group: 8 to 11 years (3rd grade through 5th grade)

Attention Span: 30-40 minutes

Rational: Fire safety resources are designed to help teach children about fire safety and what to do in a fire emergency.

Safety Messaging:

- Kitchen safety
- Home fire escape
- Smoke alarms save lives

Learning Style:

- Greater language development than younger peers, increasing processing ability and problem-solving strategies
- Eager to grasp new concepts or ideas
- Reflection and review of each lesson make concept more concrete

Emotional Need: Strong awareness of social dynamics in the group and need for inclusion:

- Avoid singling out any student
- Respond to positive reinforcement
- Need clear expectations and boundaries to follow

Communication Considerations:

- Point out safety messaging that this age group CAN DO.
 - Examples: Help parents check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, etc.
- Be mindful not to talk down to this group, they feel they are old enough to understand adult ideas.
- Use simple language and avoid acronyms that are fire service specific.

Materials List:

- 3x5 index cards
- Large sheets of paper (at least 12"x18")
- Marker pens
- Working smoke alarm
- Home Fire Escape Planning materials
(available from Oregon Office of State Fire Marshal)

Late Elementary Activity

KITCHEN SAFETY (6-8 MINUTES)

There are many safety hazards in the kitchen and is a leading cause of home fires.

- Children should not cook while unsupervised
- Children will know which foods are safe to prepare
- Children will know burn risks
- Other kitchen messages
 - Have a lid handy when using the stove
 - Never leave a pan unattended
 - Unplug appliances when not in use
 - Keep younger kids at least three feet from the stove

Begin activity by dividing students in groups of two or three.

- ➔ *Lets do an activity about cooking.*
- ➔ *How many of you sometimes help with cooking?*
- ➔ *How many of you heat food in the microwave?*
- ➔ *Do any of you cook for your younger siblings?*
- ➔ *Kitchens are the place where most home fires occur.*
- ➔ *I am going to hand each group a 3x5 card and I want you and your group to write down some items that you think kids your age could make in the kitchen, and some items that you think kids should not make in the kitchen.*

- *I am going to give you three minutes for this activity, and then I will ask a spokesperson to report your list to our whole group.*
- *Once again, a list of what kids can “cook” in the kitchen, and a list of things kids shouldn’t “cook”. Three minutes on the timer starts now...*

- Circulate among the groups as they are working on the cook-shouldn't cook activity. Reinforcing phrases like, “That’s exactly right,” will encourage nearby groups to keep working in their own group.
- After three minutes, have each group spokesperson list off their cook vs shouldn't-cook list. If possible, write down all of their answers on a board or large piece of paper that the entire group can see.

Now, ask the teacher:

- *Is there anything on the ‘could cook’ list that they think shouldn’t be there?*

- Let the adults provide their responses and explanations why.
- Wrap up the activity by emphasizing the following safety messages:
 - Pan handles should face in while on the stove
 - Keep a three feet safety zone when cooking on the stove
 - Ovens should only be used with adult supervision
 - Microwaved items can cause severe burns
 - Hot water can scald
 - Use pot holders for hot pans
 - Kids in this age range should not be pan-frying
 - Metal objects in a microwave can start a fire

Late Elementary Activity

HOME FIRE ESCAPE PLANNING (10-12 MINUTES)

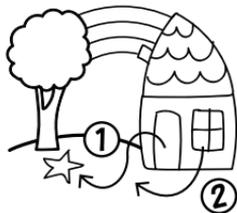
Know two ways out

- Allow students to design a home escape plan
- Leave the area and assemble at the family meeting place

Divide participants into groups of three to four.

Provide each group with a sheet of paper and a few markers (a large sheet of flip chart paper if possible.)

- ➔ *Today you will be designing a house.*
- ➔ *Your first group task is to brainstorm the rooms that you feel are needed in your house. (Discussion only; no writing responses) (1 minute)*
- ➔ *Then, your group will work together to draw your house on the large sheet of paper. Please label each room; is it a bedroom, a kitchen, dining room, video game/play room? I will give your group five minutes to design and draw your house. (5 minutes)*



- *Next, work as a group to identify two ways out of each room of your house. (5 minutes)*

Allow them 5 more minutes to plan their escapes.

- *Let's ensure that when you design the two ways out from each room, that your group shows where the family should meet, once outside. You'll need a place to call 9-1-1 from, and where the family should wait for the fire department to arrive. (5 minutes)*
- *Now, I'll ask one person to act as the spokesperson for their group.*

Calling on one group at a time, pick out two (or more if time allows) windows or doors of each house and ask the spokesperson to share:

- *What are the escape routes from this rooms? Show the larger group your two ways out.*
- *Families need to meet at an agreed-upon location.*
- *What meeting place did your group decide upon?*

When finished,

- *The activity we just completed is so important.*
- *Each of your families should complete this exercise at home as well, so they will know two ways out of every room, and where to meet outside.*
- *When possible each room does needs two escape exits.*
- *Every family needs to decide on a family meeting place.*
- *Planning and practicing a home fire escape with your family will help if ever there is a fire in your home.*
- *When you go home tonight, take the time to design and practice an escape plan with your family.*

Late Elementary Activity

SOUND OF A SMOKE ALARM/GET LOW AND GO!

(8-12 MINUTES)

- Allow students to hear the sound of a smoke alarm and then Get Low and GO! below rising smoke.
- Leave the area and assemble at the family meeting place.

Pre-activity preparation:

- Have a working smoke alarm on hand to use as a prop.
- Ask the teacher or another adult to stand near at a distance from the group or near a doorway.

Activity:

- *Raise your hand if you know what this is.*
- *Raise your hand if you know what sound a smoke alarm makes. It's three long beeps, pause, and three beeps.*

Warn the group ahead of time.

- *I am going to test this alarm to ensure that it works so that the group knows what the alarm sounds like.*

- Encourage them to cover their ears, since it will be loud.
- Make sure there is a distance between you and the group to avoid volume extremes.

Press and hold the alarm button sounding through three alarm cycles

→ *Raise your hand if anyone knows what you should do when you hear this noise at home?*

Take a few responses-

- Caution- you may get answers such as Stop, Drop, and Roll, or stories of what their grownups have done to make the sound stop
- Even if the students have answered the question correctly, repeat the appropriate response for repetition:

→ *Get Low and GO!*

Explain:

- *Our group will be practicing getting low and going quickly all together.*
- *“Get Low” means that we need to stay closer to the ground if there is smoke because smoke rises and this will make it safer to breathe.*
- *This can be crawling or simply crouching low to get out quicker.*
- *Now I will push the alarm again, and when you hear it, you will need to, as quickly and safely as possible, Get Low and GO! to your teacher. (or designated helper standing at a distance from the group)*

Check for understanding:

→ *So when I push the alarm, what will you do?*

- The group should then respond:

→ ***GET LOW AND GO!***

- Practice this at least three times, bringing the group back toward you remove between practices.

→ *Remember, a family meeting place can be at a tree, in the front yard. It can be at the mailbox. It can be at a neighbor's driveway. Wherever your family decides, everyone in the home will meet family members there. Once outside, do NOT go back inside for any reason. Calling 9-1-1 after gathering at the family meeting place is going to be crucial.*



MIDDLE SCHOOL

About the Learner

Age Group: 11 to 14 years (6th grade through 8th grade)

Attention Span: 40-55 minutes

Rational: Fire safety resources are designed to help teach children about fire safety and what to do in a fire emergency.

Safety Messaging:

- Making safe and responsible choices
- Kitchen Safety
- Know when to call 9-1-1 or use a pull station
- Home Fire Escape: Know two ways out

Learning Style:

- These learners are critical thinkers
- They are able to determine a view point and make reflections
- May lack development of impulses, reflection, and planning

Emotional Need: Strong need for social interaction and involvement as a member of a group:

- Avoid singling out any student as they are more likely self-conscious and concerned with others' perception of them
- Need clear expectations and boundaries for follow-through
- Can be self-directed and feel empowered to make their own decisions

Communication Considerations:

- This age group can actively participate in most safety messages independently or with adult support.
 - Examples: Help parents check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, use safe cooking habits while in the kitchen, etc.
- Be mindful not to talk down to this group, as they feel like they are old enough to understand adult ideas.
- Use simple language and avoid acronyms that are fire service specific.
- Able to understand more technical terms, but explanations are helpful.
- Sample questions to ask this group:
 - This is a _____. Can someone raise their hand to tell us how firefighters might use it?
 - In a fire it is important to Get Low and GO! Can someone raise their hand and tell us why?

Materials List:

- 3x5 index cards
- Home Fire Escape Planning brochure in English and Spanish
- Pull station / Smoke alarm
- Classroom white board or large chart paper and pens

Middle School Activity

MAKING SAFE AND RESPONSIBLE CHOICES (12-15 MINUTES)

- Accurately rate the level of risk behaviors.
- Apply responsible decision-making to reduce risks.
- Select safe and responsible choices in situations involving fire.

- ➔ *Today, I am going to talking about risky behaviors. I define risky as “full of the possibility of danger, failure, or loss.”*
- ➔ *To get us started today, raise your hand to share an example of fire-related behaviors that you believe are risky.*

List them on the board or large chart paper.

Add risky behaviors you have seen in your work to the students' list. Possibly fireworks, brush fires, vacant structure fires, dumpster fires, bonfires, homemade makeshift bombs, and smoking.

- ➔ *Some behaviors always carry risk, but making responsible choices can lessen the risk and help people stay safe.*
- ➔ *Now let's list some safe uses of fire.*

Remind students how fire is important in everyday life.

- ➔ *While fire always carries risk, used with care, it greatly enhances our quality of life through everyday activities such as cooking, heating, science, and in work (trade related uses).*

→ *Why do you think some early adolescents engage in risky fire behavior?*

Write students' answers on the board or chart paper. Possible responses: the fun and thrill of the activity, social status, peer pressure, outbursts of anger, depression, rejection from peers or family, boredom, revenge, curiosity, or malicious intent.

- *It's always important to consider consequences when deciding to participate in risky behavior. It's important to acknowledge both positive and negative consequences. We will call this "weighing the consequences".*
- *I want to share an example with you: Playing with fireworks.*
- *What might be some positive consequences of playing with fireworks?*

Possible responses: fun, social status, excitement, being cool and daring, bragging rights.

→ *What might be some negative consequences of playing with fireworks?*

Possible responses: start a fire, get badly injured, trouble with the police, legal problems, criminal record, financial restitution, death, psychological effect, ban from school activities, future career opportunities, community rejection, disappointed family members.

→ *These negative consequences could be severe and permanent. This would make the negative "outweigh" the positive consequences.*

→ *What actions could you take to avoid placing yourself in a situation that would involve engaging in risky behavior?*

Discuss possible strategies: walking away, not giving into peer pressure, reporting the incident to an adult, talking your peers out of making a bad choice involving risky behavior and finding alternative ways to experience the positive consequences.

→ *Learning to make safe choices is a process and it takes time. BUT if you do make an unsafe choice, it is your obligation to take responsibility if something goes wrong. I want to stress the importance of appropriate actions if you are involved in a fire-related situation that gets out of hand: call 9-1-1, call an adult, and evacuation.*

- *Let's Review: Name three safe and three unsafe fire choices.*
- *Raise your hand to share the danger or negative consequences of engaging in fire-related risky behavior.*
- *Raise your hand to explain a strategy that would help you avoid situations involving risky behavior.*
- *And remember: learning to make safe choices takes time. If you do make a mistake, it is your obligation to take responsibility and getting help if something goes wrong.*

Consider lengthy pause to allow students to formulate their thoughts and responses.

Middle School Activity

KITCHEN SAFETY: (10 MINUTES)

There are many safety hazards in the kitchen and cooking causes several home fires every year.

Lead the group in a discussion about kitchen safety asking the following questions:

- *How many of you sometimes help with cooking?*
- *How many of you heat foods in the microwave?*
- *Do any of you cook for your younger siblings?*

Explain:

- *Kitchens are the place where most home fires occur.*

Divide the class into smaller groups of two or three. Hand each group a 3x5 card and ask each group.

- *Next, on the 3x5 card that I've handed out, I'd like your group to write down some items that you think kids your age can make in the kitchen. On the back, please write down some items that you think kids your age should not be cooking. Let's take three or four minutes.*
- *When the time is up, please appoint a spokesperson to report your ideas to our large group. Once again, What you can cook? And what you shouldn't cook?*

→ *Your four minutes starts now.*

- Give them 4 minutes to discuss with their group.

Have group spokesperson list off their cook vs not-cook lists.

- While spokesperson is providing their lists, ask the groups:

→ *Can you explain why or why not for two or three of your answers?*

Now ask the teacher:

→ *Is there anything on the 'could cook' list that you think shouldn't be there?*

This is a great opportunity to emphasize that kitchen safety includes the following:

- *Pot and pan handles should face in*
- *Three feet safety zone when cooking on the stove*
- *Ovens should only be used with adult supervision*
- *Microwaved items can cause severe burns*
- *Hot water can scald*
- *Stay in the kitchen when the stove is in use*
- *Use pot holders for hot pans*
- *Cool a burn by running it under cool running water for at least three to five minutes*
- *This age group should not be pan-frying*

- *Metal objects in a microwave can start a fire*
- *Unplug appliances when not in use*
- *Use kitchen timers*
- *Keep cooking area clean*
- *Have a fire extinguisher*
- *Have a tight-fitting lid nearby when using the stove*

Middle School Activity

HOME FIRE ESCAPE PLANNING (10-12 MINUTES)

Divide participants into groups of three to four.

- Provide each group with a sheet of paper and a few markers (a large sheet of flip chart paper if possible).

- ➔ *For our next activity, your groups will be acting as architects.*
- ➔ *Raise your hand if you can share the names of rooms that you feel are needed when designing a house.*
- ➔ *For this task you will work together to draw a house on the large sheets of paper. For each room you will identify and label at least one window and one door.*
- ➔ *There are Bonus points for creativity!*

Allow 5-7 minutes for the group house design.

- ➔ *Now look at your created design and identify two emergency ways out from each room.*

- Allow them 5 more minutes to plan their escapes. Circulate between table groups asking leading questions about their design and escape options.

Ask one member of each group to act as the spokesperson for their group.

- Calling on one group at a time, pick out two (or more if time allows) windows of each house and ask the spokesperson to tell the larger group what they came up with for escape routes from these rooms.
- When finished, remind participants of the importance of planning and practicing a home fire escape with their families.
- Be mindful that all students do not have bedrooms. Perhaps use “where you rest” in lieu of “bedroom”.

Middle School Activity

CALLING 9-1-1, PULL STATIONS (5 MINUTES)

Know when and how to use an alarm Pull Station and Calling 9-1-1.

- *Another subject that we need to cover is calling 9-1-1.*
- *What is the cost for calling 9-1-1? What are some examples of when 9-1-1 is necessary?*
 - *In our community, the average response time to a 9-1-1 call is (fire district specific) _____ minutes.*
 - *Your job is to get out quickly and go to your family's meeting place in front of your home.*
 - *Once outside, you will call 9-1-1 from a cellphone or from a neighbor's home. We don't call 9-1-1 from an unsafe situation; get out and then call.*
 - *Fire service and medical service personnel will look for you in front of your home at your meeting place.*
- *You may need to tell younger children, and some adults too, that once they Get Out then they should Stay Out!*
- *Why do you think it's important to stay outside while waiting for help to arrive?*

- *Another piece of equipment you may see at school or another public building is called a Pull Station.*
- *When using a Pull Station, it automatically alerts the fire service and gets equipment and personnel on the way to your location.*
 - *It's so important that you don't pull this or dial 9-1-1, unless there is a fire, because if personnel are on a bogus call, then they are not available for an actual emergency.*
- *Why would it be important to practice the family escape plan before an actual emergency?*
- *Does your family have a plan for emergencies?*
 - *Does your family practice their escape plan?*
- Allow students to design a home escape plan



HIGH SCHOOL

About the Learner

Age Group: 14 to 18 years (9th grade through 12th grade)

Attention Span: 50 to 60 minutes

Rational: Fire safety resources are designed to help teach children about fire safety and what to do in a fire emergency.

Safety Messaging:

- Firefighting as a career
- Smoke alarms save lives
- Teens can be safe caregivers

Learning Style:

- These learners are critical thinkers
- They are able to determine a view point and make reflections
- Some may still lack development of impulses, reflection, and planning

Emotional Need: Strong need for social interaction and involvement as a member of a group:

- Avoid singling any student out as they are more likely self-conscious and concerned with others perception of them
- Need clear expectations and boundaries to follow though are often empowered to make their own decisions and can be self-directed

Communication Considerations:

- This age group can actively participate in most safety messages independently.
 - Examples: Check the smoke alarm, safe cooking habits while in the kitchen, etc.
- Able to understand more technical terms, but explanation is still helpful.
- Sample questions to ask this group:
 - Has anyone ever seen this tool in use? Why do you think this tool is useful to firefighters?
 - In a fire it is important to stay low and crawl out. Can anyone tell me why that is?

Materials List

- Extra fire service assistants for interview
- Large paper for house design/escape planning
- Markers

High School Activity

FIRE FIGHTING AS A CAREER (8-10 MINUTES)

If possible, ask two or three other firefighters to join the group. Try to have firefighters who have different roles within your agency.

Ask each firefighter to give a brief 2-3 minute explanation of:

- How they became a firefighter?
- A brief summary of the schooling, experience, and progression of their career.
- Why they became a firefighter?
- What or who helped them make the decision?
- Who may have influenced them?
- What they enjoy about being a firefighter?

Allow the group to ask questions of the firefighters regarding fire service as a career.

- If there are few questions or the group is quiet, consider asking the firefighters the following questions yourself:

- ➔ *What is the difference between structural and wildland fire fighting?*
- ➔ *Do firefighters need a degree?*
- ➔ *How do people become volunteer firefighters?*
- ➔ *Is there a cadet program in your area?*
- ➔ *Do you ever partner with other nearby agencies?*

→ *What roles can firefighters play within a fire agency?*

- *Driver Engineer*
- *Lieutenant*
- *Educator*
- *EMT*
- *Paramedic*
- *Captain*
- *Chief*
- *Fire Marshal*
- *Etc.*

→ *What skills are important as a firefighter?*

High School Activity

FIRE ESCAPE PLANNING FOR COMMUNITY LOCATIONS (10-12 MINUTES)

- Divide participants into groups of three to four students.
- Give each group five 3x5 index cards.

- ➔ *In your groups, decide on five community locations where you often hang out or spend a lot of time.*
- ➔ *These should be indoor places for this activity. Avoid using “the park” or other outdoor locations.*
- ➔ *I will give you a couple of minutes to do this now.*

- When it looks like each group has completed this task, collect the cards from each group and mix them up

- ➔ *I have a collection of locations on these cards you’ve provided. Your task, after choosing a location card from this deck, is to quickly determine two emergency exits from that location. Try to be as specific as possible.*

- Walk around to each group and ask one member to pick out one of the cards
- When each group has a card, tell them that they will have 60 seconds to determine two ways out of that location in the event of a fire. Encourage them to be as specific as possible
- When the time is up, ask each group to discuss their location and the two routes they discussed
- Repeat this process several times, giving each group a new card and resetting the 60 second time clock

To wrap up the activity ask these questions:

- *Before this activity, did any of you think about escape planning when you walked into _____. (pick a common hangout place for high schoolers in your area).*
- *What was hard about this activity?*
- *Do you think 60 second was enough time to make these decisions?*

Finish by emphasizing this point:

- *“In the event of a fire, you need to make quick decisions and act fast. When you are more aware of your surroundings and have a plan, it is easier to respond safely and mindfully when the unexpected occurs.”*

High School Activity

HOME FIRE SAFETY - TEENS WHO CARE FOR THEMSELVES AND OTHERS IN THE HOME (12-15 MINUTES)

- Teens will be able to view fire safe behaviors as an important part of gaining independence and responsibility.
- Students will be able to describe at least five important fire safety actions for teens who stay home alone.

→ *How old do you think kids should be before they are allowed to stay home alone?*

List student responses on the board.

→ *Why did you settle on this age?*

Encourage students to share the reasons why they think kids should be 11, 13, 15, or 17?

→ *There isn't one right answer to that question. People are all different and some kids are responsible enough to stay home alone at younger ages than others. Some will be ready to watch younger kids while others need more time.*

→ *An important factor in determining if a teen is old enough to stay home alone is whether or not they are able to stay safe from fires in the home. I am going to ask you to predict which fire safety behaviors would be important for kids who stay home alone.*

→ *Can you give me a list of fire safety behaviors for teens who stay home alone?*

On the board or larger piece of chart paper, make a list of the suggestions students provide.

Ensure group does list the following key concepts and understands why these are important. (Additional question prompts until these learning concepts are addressed.)

- Have a home escape plan with an outside meeting place
- Know the sound of a smoke alarm as a signal to get out of the house
- Be able to unlock all doors and windows that could be used as emergency exits

→ *What sound does a smoke alarm make? What are some examples of outside meeting places?*

Only use the stove, oven, or microwave if you have been taught how.

Stay in the kitchen while cooking.

Keep anything that can burn away from the stove.

If cooking on the stove, keep a pan lid close by.

If a pan catches fire, slide the lid over to pan to put out the fire and turn off the burner.

If younger children are in the home, keep them at least three feet away from the stove, oven, or microwave.

→ *Why do the flames go out when a person slides a lid over a burning pan?*

Know how and when to get help: What is an emergency? Have access to a phone and know how to call 9-1-1.

→ *What information should you share with the dispatcher if you need to call 9-1-1?*

Do not use matches or lighters. Keep them away from children.

→ *What should you do if you see matches on the counter when you are babysitting?*

If you have space heaters in your home, give them space!

Keep anything that can burn at least three feet away from space heaters.

→ *Besides a space heater, what are some other things in the home that need at least three feet of open space?*

If you get burned while cooking, run the burn under cool water for 3-5 minutes.

Call an adult to let them know what happened so they can determine if medical attention is needed.

→ *Why is it important to ask an adult if a burn needs to be seen by a doctor?*

→ *You should learn and practice these behaviors when there are adults present so you are prepared when you are home alone.*

→ *Remember that if there's a fire, your only job is to get yourself and other children out of the home to safety.*

- *Don't try to locate the fire*
- *Don't gather belongings*
- *Get everyone out first and then call 9-1-1*

→ *Let's review:*

1. *Ask students to list five behaviors that will help keep them safe from fire at home.*
2. *Just remember, that learning to make safe choices takes time. If you make a mistake, then you must commit to taking responsibility and getting help if something goes wrong.*
3. *I want to encourage you to practice these skills when adults are home so you are ready for the responsibility when the time comes to stay home alone.*



COMMUNITY EVENTS

Evaluating community need:

Consult NFIRS and FireBridge incident data to determine the need for effective community event topics.

Topics may include:

General Audiences

- Smoke alarms save lives
- Have and practice home escape plan
- Create defensible space around home

Adult Audiences

- Visible house numbers
- Cooking fire awareness
- Heater awareness
- Slips, trips, and falls for seniors
- Using a fire extinguisher
- Electrical outlet safety
- Smoking safety

Youth Audiences

- Seatbelt usage
- Window fall prevention for children
- Maintain a three feet buffer from cooking surface for children
- Infant seat installation
- Consider youth activities found within this Quick-Guide

Scheduling:

Understand what the community partner is expecting from this visit:

- Topics to address community need
- Target audience for event
- Apparatus request
- Requested materials
- Prospective visitor count
- Number of personnel requested
- Date and time
- Time duration of event
- Attendance estimate
- Space capacity for the event

Preparing:

Consider when preparing for the community event:

- Scheduling of staff
- Available electricity for interactive display design
- Message focus with accompanying materials
- Have materials available for all community demographics
- Order materials from OSFM (or design materials)
Be mindful to address printing and/or shipping need
- Consider safety risks for event's target population
- Design feedback questionnaire or survey
- Advertise and promote upcoming event:
 - On community reader board
 - On social media
 - Through school or community flyers

During the event:

Emphasize audience engagement:

- Consider having predetermined questions to ask audience
- Have volunteers safely demonstrate
- Recruit audience members to help with safe demonstrations
- Ask children age-appropriate questions
- At youth-focused events, also have targeted adult/parent resources available

After the event:

Reflect and adjust the effectiveness of event:

- Follow up with community partner for their evaluation
- Create follow-up opportunities
 - Smoke alarm installation
 - Fall risk assessment
 - School visit opportunity
 - Volunteer recruitment
- Post to social media
- Design internal process to reflect on event





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