



A GUIDE TO STATION TOURS

PRODUCED BY THE
OREGON OFFICE OF STATE FIRE MARSHAL
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Photographs were provided with permission, courtesy of Bend Fire Department.

Additional Sources:

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www.fireproofchildren.com

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Youth Fire Prevention and Intervention Program
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Station Tours provide an excellent fire education and public relations opportunity for fire agencies to teach important life-saving skills for visitors of all ages. Tours also allow you to share information about the many responsibilities of fire station personnel, as well as showcase your facilities, tools and equipment. When used effectively, station tours are a wonderful component of your agency's comprehensive public education and public relations programs. Whether you're preparing for your first station tour or you've been providing fire education for years, this guide provides you with the tools needed to deliver the most effective education to visitors of all ages.

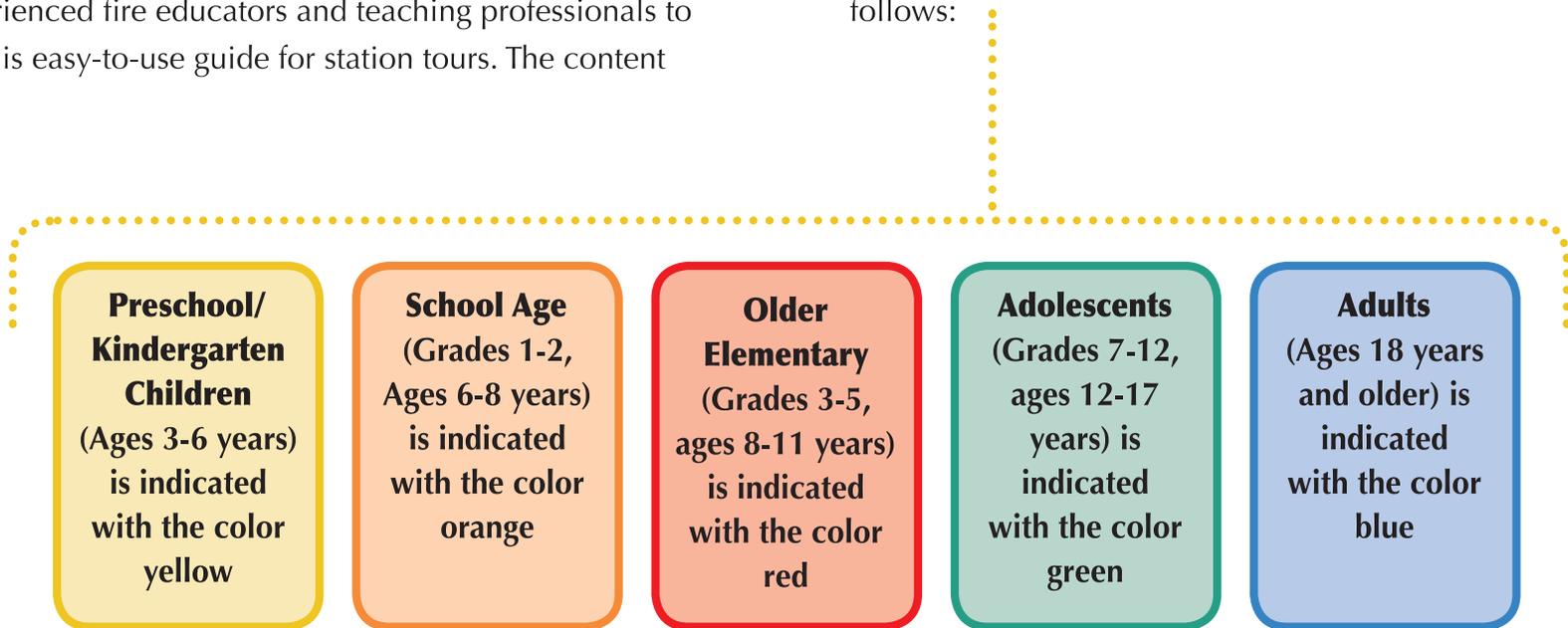


Fire service professionals are called on to do a lot more than fight fires. Everything you do is an essential function to the important, life-saving work for which you are known. One of your responsibilities is to develop skills in delivering effective fire and life safety messages and programs that are age-appropriate for all citizens, both young and old. Your community and schools rely on you to provide accurate information in your area of expertise — fire and life safety. You can rely on them for accurate information in their areas of expertise — effective teaching strategies, research, and child development.

With this in mind, the Office of State Fire Marshal consulted with experienced fire educators and teaching professionals to develop this easy-to-use guide for station tours. The content

and suggestions provided within the guide are research based and supported by leading fire and life safety educators across the country. Yet, one size does not fit all. *The guide was developed to allow users the flexibility to adapt the material based on your agency's standard operating procedures and the needs of your community.*

The information provided in *A Guide to Station Tours* is organized by age groups and color coded. The guide aligns key fire safety messages to the developmental abilities of each age group and provides scripts that you can use to deliver fire and life safety messages while conducting a tour (see pages 9-21). Information specific to a particular age group are indicated as follows:



Knowing as much about your audience, prior to their arrival, will help you prepare and make any necessary adjustments to meet their needs while making the best use of your time. You'll want to gather the following information prior to the tour date:

Ages of Visitors

Knowing the ages of your visitors will help you select developmentally appropriate fire safety messages and talking points to use throughout the tour. You'll notice messages scripted in the guide become more comprehensive and personalized as the age of the audience increases.

Preschool age children are among the most at-risk group for fire and burn related injuries and deaths. Data from National Safe Kids (2007) identifies scald and contact burns as the leading cause of hospitalizations for burn related injuries in children 4 years old and younger. Identifying and staying away from things that are, or can be, hot should be a priority message for this age group. **Parents and caregivers** are responsible for preventing fire and burn injuries, locking up matches and lighters, ensuring their homes are equipped with working smoke alarms, and developing & practicing home fire drills with their children.

Group Size

Depending on the size of the group and the number of staff members available to assist with the tour, consider breaking large groups into smaller more manageable groups. A smaller

Regardless of the age of your visitors...

- **Once is never enough! Repetition is necessary.**
- **Keep it simple. Safety messages should be to the point and behavior-focused. (Examples: "Get Out! Stay Out!" for young children, "Test Your Smoke Alarms Monthly" for adults.)**



group size, between 5 and 10, will make the tour easier to manage and ensures every visitor can see/hear messages and actively participate.

Group Expectations

Ask how long the group plans to visit and if there are key safety messages that you should reinforce. It is likely school groups have received some classroom fire education prior to their visit. Take the opportunity to reinforce the key safety messages that have already been presented.

Special Needs

Ask ahead of time if there will be any visitors with disabilities or special needs (i.e. visitors with limited mobility or wheelchairs, visual/hearing impaired, behavior issues) requiring additional assistance or special accommodations.

National standards for the age of responsibility were established by the American Red Cross with the institution of babysitting training courses designed for 11-to-15-year olds. These standards are based on developmental cognitive functioning in children.

Research demonstrates until about the age of 11, many children simply do not have the ability to consistently anticipate what may go wrong and make life-saving decisions in the event of an emergency.

Live fire demonstrations allowing children to spray water from a hose or extinguish a fire with a booster line or extinguisher are inappropriate for children under the age of 11. Live fire demonstrations can be especially frightening to very young children and do not reinforce key safety messages for youth. Allowing children to use an extinguisher or squirt water from a booster hose leaves the impression that children can put out a fire and contradicts the message that they should “Get Out and Stay Out!”

Research suggests that young children who practice with fire may develop a sense of empowerment and control over fire. Children who feel such a sense of control, and are confident in their ability to extinguish a small fire, are more likely to engage in firesetting behavior. Children under the age of 11 do not have the abstract cognitive functioning to anticipate and plan for things that might go wrong, ***and*** may overestimate their abilities to control fire based on what they see trained firefighters do during a tour or demonstration. (Grolnick, Cole, et al. “Playing with fire: a developmental assessment of children’s understanding of and experience with fire.” (1990): 128-135. Print.)

Older youth may have responsibilities with fire (i.e., cooking, starting woodstove/fireplace, burning yard debris, building campfires, etc.). Research demonstrates children with increased exposure to household activities involving fire and responsibilities for chores involving fire are more confident in their ability to put out a small fire. If older youth (i.e., Boy/Girl Scouts, Eagle Scouts, Junior Firefighters/Rangers, cadets) are involved in household chores, community projects, or training programs involving the use of fire, fire prevention and safety education specific to their needs should be provided by fire service personnel with knowledge of adolescent development.



Showing graphic pictures and descriptions of fire or burn images is not an appropriate educational approach for children.

Such images may be especially frightening to young children; scared children cannot learn. For older youth, scare tactics are proven to be ineffective in changing behavior. The goal of fire education is to teach fire-safe behaviors. This is accomplished by demonstrating what to do rather than what not to do.



Prior to any live fire demonstration, regardless of the age of your audience, consider its purpose by asking yourself, “What fire and life safety message am I communicating with

this demonstration?” If the demonstration serves no educational objective, it may be wise to reconsider. Research indicates that effective teaching strategies focus on specific behavioral outcomes. With this in mind, demonstrations should only illustrate appropriate behavior rather than showing what not to do. In addition to ensuring that a demonstration reinforces key safety messages, it is also important to consider all safety and liability issues that may arise.

It is important to prepare your station and your staff for a tour. Take every opportunity to put your agency’s best foot forward in showcasing your personnel, your station, and your work. It is recommended that only experienced station personnel conduct tours. Staff new to the fire service, or new to your department, should assist more experienced staff on a few tours prior to taking a lead role. Every staff member serves as a role model. It is important that all staff demonstrate safe behaviors at all times. It is especially important that visitors witness safe, health-enhancing behaviors by the crew on shift (i.e., practicing kitchen safety if preparing a meal, wearing a seatbelt if entering/exiting a vehicle, holding railing of stairwells and walking in hallways). This behavior will help reinforce the messages being delivered throughout the tour.

Use these strategies to help maintain control while working with groups of children and adolescents:

- Review rules before beginning tour.
- Ask children to raise hands if they have a question or comment (or ask them to save questions until the end of the tour).
- Provide only information that is appropriate to their age level.
- Be flexible, and move on if attention is lost.
- Use positive language (tell them what to do rather than what not to do).



Prior to Your Visitor's Arrival:

- When scheduling a tour with a teacher or administrator, be clear about your expectations regarding the purpose of the tour, timeliness, role of the teacher/chaperones, and adherence to agency policies or rules. Your time is valuable and should be respected. Consider sending a confirmation letter detailing tour rules and expectations prior to the tour. A sample letter is available in the Appendix section.
- Plan for their safety. Do a walk-through and look at each area from the height of your visitors. Check for hazards such as wet floors, hot liquids, or kitchen tools within reach of young children. Make sure computer screens and written reports that may contain confidential information are not in view of or accessible to visitors (i.e., EMS reports, staff records, etc.).
- Make sure the station is clean and orderly, equipment is clean and easy to access, and staff is informed of the visit.
- Decide ahead of time how you will answer questions. It may be beneficial to save all questions until the end of the tour. Students may pose untimely questions or raise hands. Acknowledge them by stating something along the lines of "Right now it's time to just listen and watch. There will be time for questions at the end of the tour."

Upon Your Visitor's Arrival:

- Welcome visitors at the door with a smile. Your body language and word choice will convey whether you are sincere in your welcome and presentation.
- If working with small children, kneel so that you are at their eye level.
- Go over 'Station Rules' with the group during introduction. For school groups, you can say "It's important for your safety and the safety of everyone here at the station, that we follow the same rules here at the fire station that you have at your school."

If working with a group of children and/or adolescents, a teacher or parent chaperone must remain with the group(s) at all times. Take their cues and rely on them to manage misbehavior. If necessary, politely state to the parent/teacher, "I would appreciate your help."



- Prepare the visiting group and station staff for a tone-out. There should be a designated area where the group will convene during an alarm. All staff and visitors should be aware of where the group will be located during an alarm. Prepare the group for the sound of the alarm and what activity will take place.
- To avoid distractions, save hand-out materials for the end of the tour. For school groups, have them prepared in a box or bag. Arrange with the teacher to distribute them back at the school.
- Remember, home fire safety is an adult responsibility. Adults chaperoning a school group may have more questions than the children. While your focus will be on the larger group, take the opportunity to deliver age-appropriate fire safety messages to all visitors.



Use of Agency Vehicles

- **Entering Vehicles** – Decide ahead of time if visitors will be allowed to enter vehicles while visiting the Engine Bay. Your decision will depend on time constraints, the age and abilities of your visitors, and your department's Standard Operating Guidelines or Policies.
- **If you will be entering vehicles**, it is best to use those with a backseat that is open all the way through to allow children to crawl through. An adult should be positioned at either opening to assist children in entering and exiting vehicle. Allow one child to enter at a time to avoid play, promote safety, and prevent accidents.
- **Engine Rides** – Before allowing anyone other than department staff to ride as a passenger in a department vehicle, your department and union should consider safety and liability concerns. If allowing engine rides, your agency may consider requiring passengers to sign a Waiver of Liability/Hold Harmless Agreement. Consult with your insurance carrier.
- **Remember:** You are a role model and it is important to demonstrate safe behaviors at all times. If your department allows engine rides, all passengers should be required to be seated and restrained by a seat belt.



Saying Goodbye:

- If group was split, bring larger group back together.
- Review key safety messages that were discussed throughout the tour. An interactive game is a fun way to conclude and review safety messages (i.e., High Five Game available from OSFM).
- If you have asked group to hold questions, address them at this time.
- Thank visitors for their time and participation.



	Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
Alarm Room	Can anyone tell me what number you call if there is an emergency? (9-1-1) That's right, we call 9-1-1 if there is a fire or other emergency. Every time there is an emergency, the call comes here to the Alarm Room. When the call comes, we sound an alarm that tells every firefighter in the station to get ready to help.	What number do you call if there is an emergency? (9-1-1) That's right, we call 9-1-1 if there is a fire or other emergency. When someone calls 9-1-1 it is important for them to know their full name, their address, their telephone number and what is happening. We get that information here in our Alarm Room and sound a loud alarm that tells every firefighter in the station to get ready to help!	What number do you call if there is an emergency? (9-1-1) That's right, we call 9-1-1 if there is a fire or other emergency. When someone calls 9-1-1 it is important for them to know their full name, their address, their telephone number and what is happening. We get that information here in our Alarm Room and sound a loud alarm that tells every firefighter in the station to get ready to help!	All 9-1-1 calls in (region) are answered by a dispatcher at (dispatch center location) who notifies us here in the Alarm Room. We don't just respond to fire calls. We also respond to medical emergencies, like a heart attack, and to car accidents. We average (# of fire calls, # of medical calls). When a call is received.....	(NAME OF DEPARTMENT) serves an area of ___ square miles that includes (counties, cities, towns) with a total population of _____. We are staffed with ___ (include paid and volunteer positions). We average (# of fire calls, # of medical calls), each call is received here in our ALARM ROOM staffed by _____. When a call is received... (explain the department's procedure for receiving a call).
		<i>If your department has a 9-1-1 simulator and time allows, allow children to practice calling 9-1-1.</i>			
Exercise/Fitness Room	This is where we exercise. Firefighters exercise everyday to keep our bodies strong so we can do our job.	This is where we exercise. Exercise is an important part of our daily routine. A healthy heart is important so our bodies are ready to go as soon as we get a call for help. Strong muscles help us lift all the heavy gear and equipment we use.	This is our exercise room. Physical fitness is important part of our daily routine. We exercise to keep our hearts and lungs healthy so our bodies are ready to go as soon as we get a call for help. We lift weights to help us prepare to use heavy gear and equipment.	Physical fitness is an important part of our daily routine. Weight training and cardio workouts are important for us to perform our jobs. Heart attacks are among the leading cause of death for firefighters. <i>(You may choose to explain the purpose and mechanics of specific exercise equipment. Discuss your department's policy regarding physical fitness. For visitors who may be interested in a career in the fire service, offer tips and encourage them to start a workout routine.)</i>	

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
<p>When firefighters are working, we live at the station. We do everything here you do in your homes. We eat, sleep, take showers, and we have chores, too.</p> <p>Look up there on the ceiling (point to smoke alarm). Do you know what that is? (<i>Smoke alarm</i>). That's right. A smoke alarm works like a nose, – if it smells smoke it makes a sound to tell you to GET OUT! and STAY OUT! Do you have a smoke alarm in your room?</p> <p>I'm going to test this smoke alarm so you can hear what it sounds like. You may want to cover your ears because it is loud. (HAVE A SMOKE ALARM AVAILABLE TO DEMONSTRATE THE SOUND) Would you know what to do if the smoke alarm in your house made that sound? (<i>Get Out! Stay Out!</i>)</p>	<p>When firefighters are working, we live at the station. We eat, sleep, shower, and have chores. This is where we sleep. When it is time for us to go to our real homes, another firefighter will come to take our place. Before leaving, we are responsible for cleaning up our room, taking the sheets and blankets off the bed to be washed, and leaving the bedroom clean and ready for the next firefighter on duty.</p> <p>Take a look up there at the ceiling (point out smoke alarm). Do you know what that is? (<i>Smoke alarm</i>). That's right! Do you have a smoke alarm in your room? Would you know what to do if the smoke alarm went off? (<i>Get Out! Stay Out!</i>) It's important that adults test the smoke alarms in our homes every month.</p>	<p>We work ____ hour shifts. This requires us to live at the station while on duty. We eat, sleep, and have chores. Just like it's important for you to get a good nights sleep to perform well at school, it's important for us to sleep too! Before leaving, we are responsible for cleaning up our rooms, taking the sheets and blankets off the bed to be washed, and leaving the bedroom clean and ready for the next firefighter on duty.</p> <p>Take a look up there at the ceiling (point out smoke alarm). Do you know what that is? (<i>Smoke alarm</i>). That's right! Do you have a smoke alarm in your room? You should have a smoke alarm in your room or just outside of your room. Would you know what to do if the smoke alarm went off? (<i>Get Out! Stay Out!</i>) It's important that adults test the smoke alarms in our homes every month.</p>	<p>We work ____ hour shifts. This requires us to live at the station while on duty. We eat, sleep, and have chores. Like our homes, our bedrooms are equipped with smoke alarms (point out smoke alarm). Most fire fatalities happen in homes without working smoke alarms. It's important to test smoke alarms each month. Have you ever assisted your parents in testing the smoke alarms in your home?</p> <p>Like many newer homes, our department is equipped with a sprinkler system that protects us, and our station too, in case of a fire. When building a new home, installing a residential sprinkler system is a wise investment. Newer sprinkler heads can be hidden from sight and the costs are comparable to a carpet upgrade, about \$1.65 per square foot. (May explain how sprinklers work or distribute informational fliers).</p>	<p>If you look up towards the ceiling, you'll notice that each bedroom area has a smoke alarm and a sprinkler head.</p> <p>Most fire fatalities happen in homes without working smoke alarms. Unlike public buildings, we do not have jurisdiction in your homes to conduct inspections. Home fire safety is a personal responsibility. Smoke alarms should be installed inside each bedroom, outside each sleeping area, and on each level of your home. They should be tested every month. (Explain difference between various types of alarms).</p> <p>Our sprinkler system protects not only us, but the station, your tax investment, in case of a fire. Residential sprinkler heads can be hidden from sight and cost as little at \$1.65 per square foot. (May explain how sprinklers work and distribute informational brochures).</p>

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
<p>Eating healthy meals also keeps our bodies healthy and strong so that we can do our job. This is our kitchen where we take turns cooking healthy meals and eating together.</p> <p>There are lots of hot things in a kitchen that are unsafe for children. Only adults should go near things that get hot. Children should 'STAY AWAY!' from things that are hot. I want you to look around our kitchen. Look for things that are or can be hot. When you spot something hot, raise your hand and say: "I spot something hot!" What did you spot? (Stove, Microwave, Coffee Pot, Toaster) That's right, all of those things are hot and unsafe for kids. What should you do? (Stay Away!)</p>	<p>Eating healthy is another way we stay strong and healthy to do our jobs. This is our kitchen and dining area where we take turns cooking meals and eating together.</p> <p>Raise your hand if you like to help out in the kitchen. It's fun to help out! When helping out in the kitchen, it's important for children like you to stay away from anything that can get hot. Working with things that get hot are adult jobs. What do you think are adult jobs in the kitchen? (cooking, putting things in/out of the oven, using the microwave, making coffee). There are still lots of things that are safe for kids to do in the kitchen to help. Can you think of some things that are safe for kids to do in the kitchen? (set table, wash dishes, measure/pour/mix ingredients, crack eggs).</p>	<p>Eating healthy is another way we stay strong and healthy to do our jobs. This is our kitchen and dining area where we take turns cooking meals and eating together.</p> <p>As you get older, you'll begin to have more responsibilities in the kitchen. Can you think of some things that are safe for kids to do in the kitchen? (set table, wash dishes, measure/pour/mix ingredients, crack eggs). While working in the kitchen, it's important for you to be aware of things that have the potential of starting a fire or causing a burn. Can you think of them? (cooking on the stove, putting things in/out of the oven, using the microwave, making coffee, heating water). Some of you may be beginning to do these things, but they should only be done under adult supervision. Never when you are home alone!</p>	<p>We are responsible for cooking our own meals. Although we're at the fire station, there is still the possibility of a kitchen fire. Like you, we have a personal responsibility to practice fire safety when cooking.</p> <p>What are some things you should know and do when cooking? (never leave anything unattended, follow cooking instructions, use appropriate cooking tools and temperature settings, never pour water on a grease fire).</p> <p>How about if you babysit or have younger siblings? (keep 3 foot 'no kid zone' around all cooking appliances).</p> <p>If something you are cooking catches on fire, what should you do? (put a lid on the pan, turn off heat to oven/stove).</p> <p>Do NOT attempt to fight a fire! Get out and call 9-1-1 from outside the house.</p>	<p>When we are at the station, we eat together and take turns cooking meals. Although we are in a fire station, there's still a possibility of a kitchen fire. Most home fires start in the kitchen. We have a personal responsibility, just like you, to practice fire safety when cooking.</p> <p>If you have young children, it's important they are not assigned responsibilities beyond their abilities. Keep a 3 foot 'no kid zone' around all cooking appliances. Children under 8 can help measure, pour, and mix ingredients, clean-up, crack eggs, set the table, etc.; they should NOT be allowed to use cooking appliances (i.e., stove, oven, microwave, toaster, etc.). Older children can begin to help cook, but only under adult supervision. Until they are 11 years old, they should not be allowed to use cooking appliances without an adult present.</p>

	Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
Training Room	<p>Firefighters have to go to school to learn to do our jobs. Even after we become firefighters, we have to keep learning how to do our job better. We use this room to read and study so we can become better and better at keeping people safe from fire.</p>	<p>Education is very important to a firefighter. In order to do our jobs we have to be good readers. We also have to be good at math, science, social studies and spelling. Firefighters have to go to school and pass tests to become firefighters. We have to continue to take classes to learn new and better ways to do our jobs. We use this room to study for classes and tests.</p>	<p>Education is very important to everyone who works at the fire department. In order for us to do our jobs, we have to be good at reading, math, science, social studies and spelling. Firefighters have to go to college and pass tests to become firefighters. After we become firefighters, we continue to take classes to learn new and better ways to do our jobs. We use this room to read books and study for classes and tests.</p>	<p>Most firefighters go to college for two years after high school to become a firefighter and EMT (Emergency Medical Technician). We have to pass tests to become certified. After we are hired by a department, we have 2 years to learn how our department does things. We have rules called Standard Operating Procedures for everything we do. We are always learning how to do our job better. We also have to take classes, attend workshops, and do a lot of reading to maintain our certification.</p>	<p>Most firefighters go to college for two years after high school to become a firefighter and Emergency Medical Technician (EMT). After we are hired by a department, we must learn everything there is to know specific to our department. We have rules called Standard Operating Procedures for everything we do. We must maintain certification for certain functions of our job. This requires ongoing professional development by taking classes, attending workshops, and being aware of new technology and approaches that improve the way we do things.</p>
Day Room	<p>If there isn't a fire or emergency and we have all of our other work done, we can use this room to read books, watch TV, or just hang out. We always have to be ready to go if the alarm sounds and someone needs our help. (Point out smoke alarm and escape map.)</p>	<p>If we get all of our chores, studying, and exercising done, we are able to rest between emergency calls. We can use this room to read books, watch TV, or just hang out. We always have to be ready to go if the alarm sounds and someone needs are help. (Point out smoke alarm and escape map.)</p>	<p>This is our Day Room where we can relax if our studies and chores are complete. We can read, watch television or just hang out. If the alarm sounds, we have to be ready to go regardless of what we are doing. Like every room in the station, our Day Room is equipped with smoke alarms and sprinklers.</p>	<p>Our crews are on duty for ___ hours at a time. As you know, rest is important to be able to do your job well. When we finish other duties such as report writing, studying for a class, and cleaning/maintaining the station and equipment, we can use the Day Room to relax. Our crew is on 24/7, so regardless of what we are doing, we are always ready to go!</p>	

**Preschool/Kinder.
(Ages 3-6)**

We call this the Engine Bay. It's like a garage some people have at their houses. We keep our tools in here and park the fire trucks here too. What color is this fire truck? (*Red/ Yellow*) Are all fire engines ___? All of our fire trucks are ___ but, fire trucks can be other colors too! Every truck has a special number. (*Point out the engine number of a vehicle*). Their number is like their name. What is this truck's name?

**1st/2nd Graders
(Ages 6-8)**

This is the Engine Bay where we keep our fire trucks and ambulances.

This is a fire truck. There is enough water for 100 bathtubs in the fire truck. Here are the hoses we use to spray water on the fire. These are the air packs we wear so we can breathe in a fire. These are some of the tools we use. Some of the tools we use are similar to the tools people have at their houses, like this axe/hose.

This is an ambulance. We take people who are sick or hurt to the hospital in the ambulance. A firefighter with special training to help sick people is called a Paramedic. We have all kinds of Band-Aids and medicines in here (point out storage areas) the Paramedic uses when helping someone.

Have any of you ever ridden in an Ambulance? If you are ever hurt and need to ride in an Ambulance, you will never be by yourself. Your Daddy or Mommy will always be with you.

**3rd-5th Graders
(Ages 8-11)**

This is the Engine Bay. We have multiple types of fire trucks in here. We have (#) ambulances, (#) of fire engines for fighting fires in buildings, and (#) for fighting fires in the woods.

This fire truck, called an Engine, is what we use to fight fires in buildings. Can you guess how much water this truck carries? It can hold ___ gallons! We use different sizes of hoses to get the water from the truck and from hydrants when we are fighting a fire. (Show different hoses). In addition to the water and hoses, the Engine carries a lot of other tools because we never know what kind of building we will go to. We have ___ (choose 2-3 tools such as piercing nozzle, halligan tool, or thermal imager and explain their use).

This fire truck is used for fighting fires in the woods. There are different tools in these trucks. We use__(choose 2-3 commonly used tools and explain their use).

Who can tell me what an ambulance is for? We transport people who are sick or who have been injured to the hospital. We can transport __ patients at once. Our paramedics, who are also firefighters, receive special training to be able to do some of the things doctors do until they can get them to a hospital. Choose 2-3 paramedic tools and explain their use.

**Adolescents
(Ages 12-17)**

This is the Engine Bay. We have multiple types of vehicles depending on the type of call we are responding to. All of our vehicles and equipment require staff to be trained on how to operate them safely and effectively. We have ___ firefighters on duty per shift, including ___ paramedics. We have paid staff and volunteers who give their time and expertise to help their communities. All of them have to be trained to be able to safely and quickly do their jobs.

We run an average of ___ fire calls each year. These include actual fires in residential and commercial property, vehicles, and wooded areas. We also respond to EMS calls, burning complaints, motor vehicle accidents, public assistance and mutual aid to other fire departments/districts.

We have Engines for fighting brush fires and protecting structures. A rescue truck that carries the equipment we need if there is a vehicle accident, a building collapse, or if somebody is hurt on a cliffside. Each truck carries specialized equipment for specific jobs. (Provide an estimate of the cost of an Engine. If applicable, mention that your department meets NFPA Safety Standards. This is a nice way to explain where their tax dollars are going.) You'll notice our vehicles and equipment are very clean and in excellent repair. We do this so they are reliable and last longer. We have a maintenance program to ensure each of our vehicles is serviced yearly.

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
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Witnessing a firefighter slide down the firepole is often the final event for young visitors. Countdown from 5 to ensure all children are watching.

“Firefighter ____ is going to show us how we slide down the pole when we get the call that someone needs our help. We slide down the pole so that we can get ready to go quickly. Help me countdown and we’ll watch Firefighter ____ slide down the pole. 5-4-3-2-1! Thanks Firefighter _____. Only firefighters are allowed to slide down the pole at the fire station. Sometimes parks or playgrounds have poles that you can use to practice.

Engine:

This is Engine # _____. It can seat up to ____ firefighters and carries up to ____ gallons of water. *Show your pride and knowledge while discussing the Engine. Show and explain special features of the Engine and/or explain how the water supply works within an Engine. If you choose to invite visitors into the cabin, explain there is plenty of room inside newer models that allow firefighters to adjust their turnouts and packs.*

Choose two to three advanced tools from each type of vehicle and explain their use (i.e., Jaws of Life, spreaders, manifolds, Siamese, reducers, adapters). You may choose to explain special training and physical requirements for specific tools, how much they cost, and what maintenance they require.

Ambulance:

This is Medic # _____. Medic # _____ is staffed with ____ (paramedics, paramedic/intermediate, or paramedic/basic). Our paramedics are firefighters too.

Medic # ____ runs an average of ____ calls every year. They run from Basic Life Support calls for less threatening emergencies to Advanced Life Support calls for more serious emergencies. The average cost of a single transport is \$ _____. The annual maintenance and supply costs for Medic # ____ are \$ _____. Introduce a few tools and explain their purpose (i.e., air bag, trauma bag, and monitor).

You may choose to discuss various education and certification requirements (i.e. Paramedic, Paramedic-Intermediate, Paramedic-Basic, EMT) and physical demands of the job.

Children in preschool and elementary school are taught about firefighters; what they do, what they wear and what tools, equipment or vehicles they use to perform their job. Firefighters want children to know they are their friends and community helpers who will be there to help them in an emergency. You may choose to demonstrate your personal protective equipment (PPE) so that children know what you wear and how you sound so they will not be frightened and try to hide from you in the event of a fire. A firefighter dressed in his gear can be scary to very young children. Here are some tips to consider when demonstrating your PPE to this age group:

- The firefighter should always enter the room wearing street clothes (i.e., department polo) and carrying his/her turnout gear.
 - Introduce yourself as Firefighter _____. It's not necessary to use your rank, use simple language.
 - Sit in a low chair or on the floor with the children.
 - Use simple language and concepts they understand like "What color are my boots?" and "My boots protect my feet."
 - Explain that firefighters are your friends and there to help you in the event of a fire. In order to help you safely, a firefighter wears special clothing. Let the children see the gear before you put it on.
 - For preschoolers and kindergartners, show them the breathing apparatus (SCBA). You don't have to demonstrate it. It can be very scary. Demonstrating the breathing apparatus is more appropriate in first and second grade.
- After explaining all the gear, SLOWLY put it on. Keep reminding them you are the same person that entered the classroom. The gear is just the clothing you wear in a fire. Stay low and in one place. You may allow the children to approach you to touch the gear after you are fully dressed. Don't force children to do so. Some children will continue to be frightened of you and may choose to keep their distance.
 - After taking off the gear, you can do a fun movement activity. Ask the children to go through the motions of being a firefighter by dressing like one: Have them put on imaginary boots, pull on pants, put suspenders over their shoulders, put on a coat and finally place a helmet on their head. Go through this several times, each time a little faster. Young children love this kind of activity and you will leave them with a positive feeling about their visit.
 - Use the opportunity to reinforce they should "Get Out and Stay Out!" and go to their safe meeting place in the event of a fire.
 - Ensure your gear has been thoroughly cleaned to prevent exposure to any hazardous material. It's never appropriate to allow young children to put on your helmet; it is too heavy.
 - Consider asking a teacher or parent volunteer to put on a set of clean turnouts, while you discuss the purpose of each piece. Watching a familiar adult dress in your gear may be less frightening for some children.

Older youth and adults may appreciate more technical information about your gear. Share with them advances in technology, the different gear used for structural versus wildland firefighters, "Nomax" clothing, hazardous materials suits, and required training.

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
<p>When there is an emergency, firefighters, police officers, EMT's or paramedics come to help. They wear special clothes called uniforms that identify them as community helpers.</p> <p><i>Explain and show the uniform (badge, patches, etc...).</i> Firefighters come to help when there is a fire, but also when there are other emergencies like a car accident or when someone is hurt.</p> <p>When I get dressed to go to a fire emergency, I wear special clothes that help protect my body from the heat and smoke the fire makes.</p>	<p>When we are working, we wear uniforms so you can recognize us as someone who can help you. (show insignias, patches). Firefighters come to help when there are medical emergencies like someone falls and breaks their leg, or are hurt in a car accident. When they help out at medical emergencies, they wear these uniforms. When they help out in a fire they wear a special uniform called 'bunker gear' or 'turn-outs'.</p> <p>Firefighters wear bunker gear to keep them safe while putting out a fire. Remember, firefighters are our friends. They come to help us in an emergency. We want them to be safe when they are helping us, that's why it's important for them to wear these special clothes. Firefighter ____ is going to show you how we put on these clothes and we will talk about each piece as he/she puts in on.</p>	<p>Firefighters wear different types of uniforms depending on the job we are doing. Wearing uniforms is important not only for our safety, but for yours as well. When you see a community helper, like a firefighter or a police officer, you recognize us by our uniform and you know if you need our help, you can trust us.</p> <p>You're probably most familiar with our turn-outs or bunker gear we wear when fighting fires. But my station uniform, like the one I'm wearing now, is also designed for safety. My shirt is fire resistant and keeps me cool when I'm doing chores at the station or working outside on hot days. My pants are made from special fire resistant material. These boots provide extra protection for my feet when I'm working around the station or on emergencies other than fire.</p>	<p>Our firefighters wear different types of uniforms depending on the job that we are doing. We have 'station wear' or 'Class B uniforms' like I'm wearing today.</p> <p>We wear these types of uniforms for general use around the station and calls not requiring additional protection, like motor vehicle accidents. Although it looks simple, it's designed for safety. My shirt is made from fire resistant material and has buttons/velcro so it can be removed quickly to put on my turnouts. My pants are made from a special fire-resistant material called Nomex. The waistline is fitted with special rubber to help keep my shirt tucked in while active and to ensure my pants stay up if I'm wearing personal tools like a Leatherman, flashlight, or radio. I wear these 'uniform' boots when working here at the station and when responding to calls not requiring full turn-outs. They have steel toes and shanks. The shank, which is built in between the inner and outer sole, protects my feet from sharp penetrating objects like nails. It also supports my arches when we are standing on objects like ladders for long periods of time. The laced-in zippers allow me to quickly change out of them when we receive an alarm.</p>	<p><i>You may choose to explain Class A uniforms and when these would be worn. If applicable, you may also choose to explain the difference between your structural and your wildland gear when demonstrating PPE to older children and adults.</i></p>

	Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
Boots	The first thing I put on when I'm getting ready to go to a fire emergency are my boots. What color are my boots? What part of my body do you think my boots protect? My feet look bigger, but I'm still Firefighter ____.	Firefighters have to wear special boots to keep our feet safe. They keep our feet dry and protected from the heat. They have hard toes so our toes don't get smashed.	Like my uniform boots, my turnout boots protect my feet from things that are sharp, heavy or hot. They have steel in the toe to protect them from things that might fall and steel under the sole to protect my feet from sharp things that might poke up through the bottom like a nail. They're rubber so my feet stay dry and have straps that help me pull them on quickly.	Like our uniform boots, our turnout boots have steel toes and steel shanks to protect our feet from heat, sharp objects and heavy objects that might fall. Like many work and military boots, they are made from a special rubber compound called Vibram, which can grip almost any surface without slipping and is resistant to heat, abrasives, and corrosives.	
Pants	The next thing I do is pull up my special pants. What color are my pants? What part of my body do you think my pants protect? These suspenders help my pants stay up. What color are my suspenders? My legs look different, but I'm still Firefighter ____.	Our pants keep our legs safe. They are kept with our boots so we can get dressed very quickly. We wear suspenders to help keep the heavy pants up.	These are my 'turnout pants' that protect my lower body when fighting a fire. They're designed with snaps and Velcro so they can be put on quickly and easily. They're made from a special fire resistant material and have large pockets for my gloves, tools, or any other equipment I might need. Smoke is dark and dangerous. These reflective stripes help other firefighters see me when we are in dark smoke or when it is dark outside. It's important for us to be able to see one another in case I need their help or they need mine. We use suspenders so that we can get dressed quickly and keep our hands free while fighting fires. Do you know why they are called 'turnouts'? Because we keep them turned inside out and attached to our boots, so when we get a call we can pull them up with the right side out quickly.	The pants we use when fighting fires are called 'turnout' or 'bunker' pants. The name 'turnouts' came from the way we 'turn out' our pants over our boots so we can get them on quickly. 'Bunker' gear comes from the days when we stored our gear next to our 'bunks'. We now keep them in the Engine Bay/Locker Area to ensure chemicals from smoke and fire do not contaminate our living area. They have multiple protective layers. The outer layer is made from special material called Nomex, or sometimes Kevlar. The material was first introduced by scientists in the 1960's. Its chemical structure makes it extremely resistant to heat. It neither melts nor ignites. It's resistant to tears, abrasions, and corrosives. The middle layer provides a moisture barrier that keeps water, germs, and chemicals out. Because of the intense heat of the fire, if water were allowed in it would turn to steam and burn my skin. The inner-most thermal layer insulates my body from the heat, allowing my skin to sweat and breathe.	

	Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
Coat	I put my jacket on next. What color is my jacket? What part of my body do you think my jacket protects? My jacket makes me look a little bigger, but I'm still Firefighter ____.	Our coat covers our back, stomach, arms and neck to keep those parts of our body safe. It's heavy like a winter coat, but we have to wear it every time we fight a fire – all year long.	Our coats are made of the same protective material as our pants. The outer layer keeps me safe from water and heat from the outside. Inner layers keep me cool when it's hot and warm when it's cold. We use the large pockets for our radios, gloves, hose straps or other tools that we might need. They have special wrist and thumb holes to protect my hands and wrists. My jacket also has protective striping so that other firefighters can see me at night and through black smoke. You'll notice most of our gear has our names on it. This is important for a couple reasons. Besides helping us find our own gear, it helps us to recognize one another when we are wearing everything. When we are fully dressed, we all look pretty much the same.	Our coats are made with the same protective materials and layers that our pants are made from. Additional pockets allow us to carry our radio, gloves, hose straps or other tools we might need while allowing our hands to be free. Reflective striping makes it possible to see one another at night or in smoke. We label all of our gear with our names. This helps us to identify our own gear and helps us to identify one another when we're on scene. You can imagine how difficult it is to recognize one another when we're fully suited up.	
Hood	Next I put on this special hood. What color is my hood? What part of my body do you think it protects? My hood makes my head and face look different, but I'm still Firefighter ____.	The hood covers the firefighter's head, hair, neck, and ears to keep those parts of our body safe.	Under our helmets we wear a special hood to protect our head, ears, neck and face from fire.	A fire resistant hood covers the firefighter's head and neck, protecting ears and other parts that would be exposed under a helmet. When properly worn, no part of the firefighter's skin is exposed or unprotected. Without the hood, hot embers can burn my ears or get down the back of my jacket. It provides protection from fire and heat. It also protects my skin from smoke filled with hazardous chemicals. The hood is also made from Nomex, the same material used in the outer layer of the turnout gear. The hood may be the smallest and the least expensive piece of our gear but, is no less important to our safety.	

	Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
Face Mask	<p>Fire makes dangerous smoke. Smoke is dangerous to breathe. My face mask covers my nose and mouth to help me breathe fresh air. My face mask makes me look and sound different, but I'm still Firefighter ____.</p>	<p>Firefighters use this face mask to keep our eyes/face and insides safe. The mask makes it possible for me to breathe good air from the tank.</p>	<p>The face piece or mask protects our lungs from the heat of the fire and chemicals in smoke. It protects our face and eyes from the intense heat of a fire. The webbing on the back holds the mask securely to my face and is made from the same fire resistant material as my coat and pants.</p>	<p>The face piece is a positive pressure mask. When it is connected to the SCBA, air is always flowing in whether I'm inhaling or exhaling. This prevents contaminants from entering past the side seals. The mask also serves other functions: it protects our face and eyes from debris, embers, and the intense heat of a fire. The mask also protects our lungs from heat and toxic chemicals in smoke.</p>	
SCBA/Air Tank	<p>This is a fresh air tank that I wear. It has this hose that connects to my Face Mask so that I have nice clean air to breathe.</p>	<p>When there is a fire, there's also a lot of smoke. Smoke is very dangerous to breathe. This tank is filled with fresh air for me to breathe when I'm fighting a fire.</p>	<p>Smoke is dark, dangerous and deadly. It is critical we have fresh air to breathe when fighting a fire. My air tank allows me to go into a smoke-filled environment without hurting my lungs. It's also called an SCBA. Does anyone know what that stands for? (<i>Self-Contained Breathing Apparatus</i>) It holds enough air for me to breathe safely for about 30 minutes depending on how hard I'm breathing. It's strapped into a pack made of fire resistant materials that is worn over my shoulders and buckled across my waist. The hose connects the tank to my mask. If I'm running out of air or if I get hurt and stop moving, a loud piercing sound notifies other firefighters that I may need their help.</p>	<p>The SCBA has a number of vital parts. The air tank or cylinder holds __ psi. That's about __ minutes of fresh air. When turned on, it automatically activates a safety device called a PASS (Personal Alert Safety System) or ADSU (Automatic Distress Signal Unit). If a firefighter runs out of air, a loud, piercing noise sounds to notify other firefighters help is needed.</p> <p>The tank is affixed to the harness and can quickly be swapped out. We often go through several tanks when fighting a fire. The harness is made from Kelvar or Nomex, like our pants and coat, to protect it from heat and corrosion.</p>	

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
<p>Next, I put on my helmet. What color is my helmet? What part of my body do you think it protects? It's very hard and very heavy. It makes me look different, but I'm still Firefighter _____.</p>	<p>Our helmet keeps our heads safe. It's very heavy and very hard like a turtle shell. The shield can move down to protect our eyes.</p>	<p>Fire helmets come in many shapes, sizes, and colors. Although helmets look different, they all have similar characteristics. They are specially designed to keep debris, water, and embers away from our face. Our helmets are hard and durable to protect us from falling objects, fire, water, and debris. Protective flaps hang down to protect our ears and neck. The face shield protects our face and eyes from the heat and debris. Just like our coats, our helmets have our name on them so that we can identify one another. It also has the number or our department, company, and is color coded for our rank or position in the department.</p>	<p>Fire Helmets come in many shapes, sizes, and colors. Although helmets look different, they all have similar characteristics. They are specially designed to keep debris, water, and embers away from our face. (<i>Describe the helmets your department use (i.e., material, color, cost).</i>) It's hard to protect me from anything that may fall and it also protects my head from the fire. The chinstrap ensures it stays firmly on my head, protective flaps that hang down protect my ears and neck. Each helmet is equipped with a face shield to protect our face and eyes from heat, debris, and water. Our helmets are color coded by rank or position in the department. They also have our name and the number of our department and company.</p>	

Preschool/Kinder. (Ages 3-6)	1st/2nd Graders (Ages 6-8)	3rd-5th Graders (Ages 8-11)	Adolescents (Ages 12-17)	Adults (18+)
<p>The last thing I put on are my gloves. What color are my gloves? What part of my body do you think they protect? My gloves make my hands look bigger, but I'm still Firefighter _____.</p>	<p>The gloves cover our fingers, hands and wrists to keep them safe.</p>	<p>Our gloves are the last thing we put on before fighting a fire. Like the other pieces, they are made from fire resistant material. They protect our hands from heat and from sharp objects.</p> <p>All of our gear together weighs about 50 pounds. The extra weight makes it necessary for us to be healthy and in good physical shape.</p>	<p>Our gloves are the last piece of gear we put on. The outer layer of our gloves is heavy duty leather and the inner layer is made from a fire resistant material like Nomex or Kevlar. Our gloves protect us from sharp objects, heat, liquids, and chemicals.</p> <p>The total weight of our turnout gear is about 50 pounds. That doesn't include tools or the weight of a hose. The gear is not easy to maneuver in. Training is essential to be able to do our jobs and do our jobs well.</p> <p>The total cost of a complete set of turn-outs is well over \$3000.00. This doesn't take into consideration routine cleaning and repairs. Our gear must meet national standards established by the National Fire Protection Association (NFPA 1971) for design, testing, performance, and certification. We have additional standards (NFPA 1851) for selecting, cleaning, inspecting, and repairing gear.</p>	

Sample: Confirmation Letter

Dear _____,

We are pleased you will be visiting the _____ Fire Department. This letter confirms you are scheduled to arrive with (specify group i.e., twenty third grade students) on (date) at (time).

The _____ Fire Department is located at (street address).

Station Tours are an important part of our public education program. We are happy to be able to provide your visiting group with the opportunity to learn important fire safety messages, the responsibilities of fire station personnel, our facilities, tools and equipment.

It is important for you to arrive on time. In addition to responding to emergency calls and completing routine tasks at the station, our crews have scheduled trainings and meetings to attend.

Please keep in mind the Station will remain 'in-service' and our crews 'on-duty' during your tour. If it is necessary to end your tour to respond to an emergency call, your group will be directed to a safe area before returning to your vehicle(s). Your tour will need to be rescheduled.

The _____ Department's policy for Station Tours requires a sufficient number of teacher/parent chaperones to accompany groups for safety and supervision purposes. For children in Pre-K through 5th grades, we require 1 adult for every 5 students. For older youth, we require 1 adult for every 10 students.

For the safety of your group and the safety of our crews, it is important that visitors follow station rules while touring the station. Please review the follow station rules with your group prior to your arrival:

- Be respectful of staff, station, and equipment at all times.
- Follow instructions of department staff.
- Visitors must remain with group at all times.
- Visitors must walk indoors and keep hands to self (no running or horseplay, ask before touching).
- Food and beverage items will not be allowed into the station.
- Listen! Ask Questions! Learn! Have fun!

Arrival Instructions: Please park (provide parking description, i.e., south side of building). This designated area will allow your group sufficient room to enter and exit the facilities safely. This will also ensure our engines have the necessary access to enter and exit the station in the event of an emergency.

We look forward to welcoming you to the _____ Fire Department and sharing our station and life saving knowledge with you. If you have any questions about your station tour, please call #____.

Sincerely yours,

SAMPLE: Standard Operating Guideline for Station Tours

Section: Fire Prevention	Chapter: 210.00
Title: Station Tours	Effective Date: January 24, 2011 Revision Date(s):
Standard Operating Guideline	No. Of Pages: 2

1. Purpose:

To establish a consistent procedure for conducting tours.

Station tours are an integral part of the department's fire education and public relations programs. The department has the responsibility to provide citizens with information on the community's fire problem, and information on how our citizens can prevent injury and loss from fire. Station Tours provide the opportunity for the City Fire Department to share this information; as well as showcase the facilities, tools, equipment and personnel.

& expectations, parking instructions, requirements for teacher/parent supervision, and what the group can expect from the tour.

1.1.4 The crew on shift shall be notified of tour and schedule appropriate staffing, with chief's approval, to accompany each visiting group.

1.1.5 Prior to any tour and/or visitation, all apparatus and facilities will be cleaned and made presentable. Professionalism is a must.

1.1.6 Staff conducting tours should review 'A Guide to Station Tours' published by the Office of State Fire Marshal and become familiar with the scripts that outline key safety messages for each age group.

2. Procedures and Guidelines:

1.1 The following should occur in scheduling and preparing for a station tour:

1.1.1 All staff coordinating and conducting station tours shall receive appropriate training prior to conducting a tour.

1.1.2 Station Tours shall be scheduled two weeks in advance to ensure appropriate staffing and preparation.

1.1.3 A confirmation letter shall be sent to the visiting group leader outlining the following: date/time of visit, station rules

1.1.7 Staff shall conduct a walk-through and look at each area from the height of your visitors. Check for hazards such as wet floors, hot liquids, or kitchen tools within reach of young children. Fire pole doors on upper level must be locked. Make sure that computer screens and written reports that may contain confidential information are not in view of or accessible to visitors (i.e., EMS reports, staff records, etc.).

- 1.2 Upon the arrival of a visiting group, no less than two staff will be assigned to the group; including one company officer. All other personnel will be notified of the visitors in the building.
- 1.3 ALL station personnel shall wear shirts with badges or the department POLO.
- 1.4 Staff assuming lead role will welcome visiting group and explain if and how group will be split. For each group, use department staffing patterns outlined in section 2.1.4. A teacher or parent chaperone must remain with every classroom group or youth visitor at all times.
- 1.5 Explain that the station may receive calls during the tour and prepare them for what to expect. Group is to convene in the conference room during tone-out and await further instruction. If staff conducting tour is required to respond to a call and other staff is not available to complete tour, the visit will be rescheduled.
- 1.6 Explain station rules to group prior to beginning tour. Specifically:
 - Hands must be kept to yourself. Only touch equipment that the firefighter says is 'OK'.
 - Everyone, including staff, must walk while inside the station. Running and horseplay is dangerous.
 - If you have a question, raise your hand. We will have time for questions at the end of the tour.
- 1.7 Using scripts provided in "A Guide to Station Tours", walk the group through the station to demonstrate how and where firefighters carry out their work, and how they live while at the station.
- 1.8 Upon completion of touring the command area and living quarters, groups may visit the engine bay. For each group, show 1-2 vehicles and 1-2 pieces of equipment using age appropriate language.
- 2.3 At the end of the tour, return group to reception area. Review key safety messages and provide time for questions and answers. Distribute hand-out materials at this time. If working with a classroom or group of children, arrange with the group supervisor for materials to be distributed upon their return to the classroom.

These additional fire education resources are available from the Oregon Office of State Fire Marshal's Youth Fire Prevention and Intervention Program:

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

Start Safe was developed by the Home Safety Council with funding through a grant from the U.S. Department of Homeland Security/Office of Domestic Preparedness. Start Safe provides resources for preschool teachers and administrators to work hand-in-hand with a local fire department. Working together, using developmentally-appropriate teaching tools from Start Safe, teachers and local fire safety experts can deliver life-saving lessons to the preschoolers. Perhaps even more importantly, they can also reach parents and caregivers with key safety messages and help them take action to reduce the risk of fires and burns at home.



Oregon's Fire Awareness Curriculum for Elementary and Middle Schools

The Office of State Fire Marshal (OSFM) worked closely with the Oregon Department of Education to develop a comprehensive fire awareness curriculum for elementary and middle schools. The curriculum is designed with a 'scope and sequence' to provide developmentally appropriate lessons from Grade 1 through Grade 8, with each lesson building on knowledge and skills developed in preceding lessons. The elementary and middle school curriculum is aligned with the Department of Education's Health Education Standards and meets ORS. 336.071 and OAR 581-022-1210.



For more information contact:

Oregon Office of State Fire Marshal
Youth Fire Prevention and Intervention Program
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Salem, Oregon 97305
e-mail: youthfireprevention@state.or.us
website: http://www.oregon.gov/OSP/SFM/JFSI_Home.shtml

