

Fire Safety for Young Children

An Early Childhood Education Curriculum



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Dedication

This curriculum is dedicated to the memory of Charles Anaya, Deputy Fire Marshal, Stillwater Fire Department. Chuck provided unfailing support and enthusiasm for the Stillwater Public School implementation project. His dedication to fire safety for children was remarkable and an example for all.



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Development of the Curriculum



The Oklahoma State University, Early Childhood Education Program and Fire Protection Publications have developed this child-sensitive curriculum using developmentally appropriate practices for children in Pre-Kindergarten and Kindergarten. Children in these age groups were selected because their rate of deaths from home fires is more than double, relative to population, the rate for all age groups combined.

This curriculum is the outcome of four years of research and revision.

It is based on a study of how to apply the ways children develop and learn to the eight common fire safety messages. The curriculum equips the early childhood educator, the parent, the firefighter, and the classroom with methods and materials to foster the development of fire safety knowledge and skills in young children.



The curriculum has been created and pilot-tested through projects funded by the Assistance to Firefighters, Fire Prevention and Safety Grant Program through the Department of Homeland Security. It has benefited from a formative and a summative evaluation, along with feedback from more than 100 Head Start, Kindergarten and Pre-Kindergarten educators who have implemented the curriculum in their classrooms.

One new approach in this curriculum is modifying the language of the fire safety messages, making them more comprehensible for young children.

The curriculum also uses a specific sequence for teaching the messages based on how children learn and make sense of new concepts. Children learn through repetition, so the curriculum is perfect for repeated implementations in sequential years in all early childhood education settings. Best wishes to you, the children in your classroom, and their families as you and your local firefighters create a fire safety learning experience for all!

—Nancy Trench, *Fire Protection Publications*



GETTING STARTED

Curriculum Overview

Our Philosophy

Curriculum Introduction

How the Curriculum Meets Learning Objectives

Ways to Integrate the Curriculum

Developmental Characteristics of Young Children

What NOT to Do

How Can Fire Be Good?

Classroom Setup

Using the Materials

Curriculum Sequence

The following icons denote page types used throughout the curriculum:



Teacher Instructions pages



Take Home pages (duplicate and send home—see Appendix, p. 217)



Firefighter Facts pages (duplicate and give to firefighters—see Appendix, p. 217)



Curriculum Lessons

Curriculum Overview

We are excited to have you join our team in teaching this new fire safety curriculum for young children. As you look through the curriculum, please follow these instructions to enhance your teaching experience.

1. Eight fire safety messages are the focus of the curriculum. Learn the messages before beginning to teach the unit (p. 5).
2. Also before teaching the unit, read What NOT To Do on page 10 to understand what to AVOID saying and doing while teaching.
3. Place the materials in the classroom, so the children may learn with them every day of the unit (pp. 12-13, Kit Inventory: 159-160). Purchase a battery-operated smoke alarm with a test button because it is used in several lessons.
4. Each of the unit's three weeks includes Teacher Instructions, Take Home, and Facts for Firefighters pages. The Teacher Instructions pages will help you prepare to teach that week's messages. The Take Home pages should be sent home to the families of your children each week, and the Facts for Firefighters pages should go to the firefighter(s) before the classroom visit and fire station tour. The Take Home and Facts for Firefighters pages are provided throughout the curriculum and at the end as a separate appendix for easy duplication (p. 217).
5. The lessons are in the sequence they should be taught, and they are grouped by day (pp. 14-19). Some lessons use flashcards that you will need to cut apart and laminate (pp. 185-215). There is also a calendar, listing the lessons by day and by time of day, that you can post in the classroom for quick reference (p. 235).
6. Additional lessons beginning on page 127 do not necessarily focus on any one of the eight fire safety messages, but they do reinforce fire safety concepts.
7. Lessons beginning on page 135 can be used throughout the year to encourage learning about fire safety. These activities augment the 15-day unit.
8. The Resources section begins on page 149 and includes songs, fingerplays, and websites. Book summaries begin on page 161, so you can incorporate different books throughout the year.



Our Philosophy

Children do not learn by repeating catchy phrases about fire safety.

They can often repeat phrases, but they don't really know what they mean. Have them show you what they know, instead of just telling you.



Children learn best:

- ◆ when freely exploring and becoming an active part of their learning
 - ◆ when the information is meaningful to them
 - ◆ when they are allowed to choose where they want to play, for how long they want to play there, and with whom they want to play
 - ◆ when they discover it themselves, not when someone “teaches” or “tells” them the information
- ◆ when they are given time to explore the materials at their own pace through creative expression

Teachers know their children best.

Adapt, change, and extend the curriculum to meet the needs of the children. Use your imagination, creativity, and personal experience to make the most of the curriculum.

Make it fit your children.

When using this curriculum, feel free to:

- ◆ read extra books during the group times
- ◆ shorten or lengthen lessons
- ◆ combine lessons
- ◆ use some lessons as transitions for your children
- ◆ change the time of day in which you do the lessons

Only a few arts and crafts activities are included in this curriculum because its purpose is to teach the fire safety messages, not to create arts and crafts.

When we searched for meaningful art activities, we found that many activities ask children to create firefighter-related items, but they do not provide deeper learning of fire safety concepts. Instead of standing alone, these activities should be used in conjunction with the role playing and sequencing activities.

Take cues from your children.

If your children are showing any of the following signs, they are not interested, so you should STOP or change what you are doing:

- ♦ saying “I don’t know,” when you know that they do know
- ♦ looking around a lot
- ♦ having trouble concentrating
- ♦ not using the materials
- ♦ acting sleepy after nap time

You can also extend the lessons if your children seem to lose interest.

- ♦ Incorporate more picture and informational books
- ♦ Introduce more difficult vocabulary and more parts of the fire truck
- ♦ Bring in a box for them to use to create a fire truck or a fire station
- ♦ Make oxygen tanks from pop bottles, water hoses from paper towel rolls or garden hoses, breathing apparatus from milk containers



Curriculum Introduction

Objective

Introduce children to fire safety messages.

Age

Pre-K and Kindergarten

Curriculum Areas

Science

Social Studies

Personal Social Development

Literacy

Messages are in a specific order according to how children learn and make sense of information.

Relevant Learning Domains

Messages	Skills	Dispositions
<ol style="list-style-type: none"> 1. Recognize a firefighter as a helper and friend. 2. Stay away from hot things that hurt. 3. Cool a burn with cool water. 4. Tell a grown-up if you find matches or lighters. Never touch! 5. Stop, drop, and roll if your clothes catch on fire. 6. Know the sound and purpose of a smoke alarm. 7. Practice a fire drill using your escape map. 8. Crawl low under smoke. 	<ul style="list-style-type: none"> ◆ Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. ◆ Children will develop literacy skills by writing, reading, listening, and singing about fire safety. ◆ Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<ul style="list-style-type: none"> ◆ Children will develop a respectful understanding of fire, hot things, and fire safety. ◆ Children will gain self-satisfaction in knowing how to keep themselves and others safe. ◆ Children will develop an appreciation for fire safety and firefighters.

How the Curriculum Meets Learning Objectives

All of the activities in this curriculum meet the guidelines for Developmentally Appropriate Early Childhood Programs. Check with your state's learning objectives to see how the curriculum meets specific objectives and integrates several areas of the core curriculum (language arts, mathematics, science, reading, social studies, and art).

Consider researching objectives in the following areas:

- ♦ **Creative Skills:** fosters group and individual creativity with different activities
- ♦ **Language Arts:** fosters listening, speaking, storytelling, reading comprehension, vocabulary development, phonics, handwriting, and understanding of the writing process
- ♦ **Mathematics:** fosters counting, sorting, matching, identifying patterns, sequencing, comparing, and mapping
- ♦ **Health, Safety, and Physical Development:** fosters gross and fine motor skills through crawling, jumping, fingerplays, cutting with scissors, gluing, coloring, assembling puzzles, and building with blocks
- ♦ **Science:** fosters exploration of cause and effect, asking questions, making predictions, and developing sensory awareness
- ♦ **Social and Personal Skills:** fosters independent and collaborative learning, listening, role playing, empathy, and recognizing fire hazards
- ♦ **Social Studies:** fosters an ability to describe local spaces, an understanding of common human needs for safety, and careers related to fire safety
- ♦ **Art/Music:** fosters drawing, tracing, sculpture media, photography, collage, melody, rhythm, and musical styles

Ways to Integrate the Curriculum

These lessons cover the areas of social studies, science, literacy, and personal social development, and they are intended to be integrated with other concepts you teach in the classroom. Many teachers use this curriculum when teaching about Community Helpers, Health and Safety, and Transportation. Also consider the following integration areas.

Shapes

Circles: tires, wheels, and steering wheel on fire truck

Circular: air tank, lights on fire truck, smoke alarms

Triangles: firefighter helmets, cones

Squares: compartment doors and windows on fire truck
or small fire station

Rectangles: ladders, exit signs



Colors/Color Matching

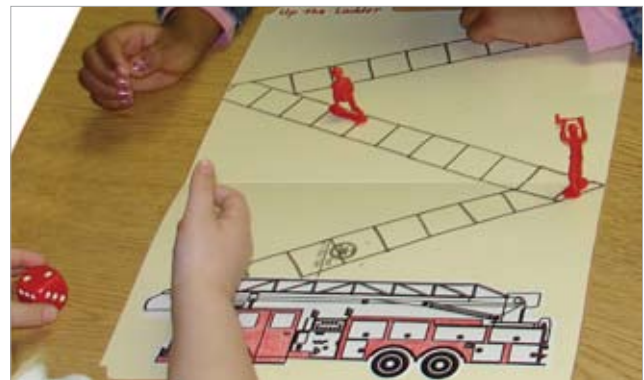
Fire truck

Uniform/Gear

Lights on fire truck

Hydrants

Smoke alarms/Fire extinguishers



Counting & Sequencing

Tires

Lights

Hoses

Seats

Trucks



Literacy

Reading and discussing firefighter books

Using clipboards during the fire station tour or during the smoke alarm hunt

Writing fire safety keywords

Writing questions for the firefighter visit

Developmental Characteristics of Young Children

These developmental characteristics have been adapted from the National Association for the Education of Young Children. Visit <http://www.naeyc.org> for more information.

Cognitive (Thought)	
4 and 5 Year Olds	5 Year Olds
<ul style="list-style-type: none"> ◆ Combine 5-6 words in a sentence ◆ Use more advanced sentences ◆ Arrange words differently than adults do, sometimes making it hard to understand meaning ◆ Try to use big vocabulary ◆ Learn new words quickly if the words are meaningful and related to child's interests ◆ Understand how to play simple games ◆ Pretend in Dramatic Play area ◆ Substitute items, like using a carrot for a microphone ◆ Can retell a 4- or 5-part story in order ◆ Can follow 2-step directions ◆ Understand opposites, use of senses, and "is" verses "is not" 	<ul style="list-style-type: none"> ◆ Take turns in conversations ◆ Listen to another speaker if the topics are interesting and new ◆ Talk about experiences and ideas ◆ Know the words to many songs, recite poems, repeat full sentences and TV commercials ◆ Enjoy repeating stories, songs, and poems ◆ Enjoy acting out plays and stories ◆ Like to act out roles in dramatic play ◆ Like to show off or become shy ◆ Can follow 3-step directions in order ◆ Can tell and retell stories

Gross Motor (Large Muscle)	
4 and 5 Year Olds	5 Year Olds
<ul style="list-style-type: none"> ◆ Understand own limits and consequences of unsafe behaviors ◆ Walk up and down steps alternating feet ◆ Climb well ◆ Have quick reactions; may need initial help to jump rope and play games ◆ Can dress and undress 	<ul style="list-style-type: none"> ◆ May act overly self-confident ◆ Like to be busy

Fine Motor (Small Muscle)

4 and 5 Year Olds	5 Year Olds
<ul style="list-style-type: none"> ♦ Are somewhat clumsy and knock things over ♦ Enjoy playing with toys that have small parts ♦ Practice many times to “get it right” 	<ul style="list-style-type: none"> ♦ Are beginning to understand “right” and “left” ♦ Print letters ♦ Use scissors without help

Social & Emotional (Playing with Other Children and Handling Feelings)

4 and 5 Year Olds	5 Year Olds
<ul style="list-style-type: none"> ♦ Express emotions through face and read others’ facial expressions and body language ♦ Have more self-control ♦ Enjoy dramatic play ♦ Play cooperatively and interact with other children without constant supervision ♦ Respond to other children’s need for help ♦ Take turns and share with help ♦ Still have outbursts of anger, but understand that there will be consequences 	<ul style="list-style-type: none"> ♦ Have difficulty following through on a task ♦ Become easily sidetracked, forgetful, need reminding ♦ Are unable to wait very long ♦ Need adults’ help in expressing and controlling feelings ♦ May tease other children ♦ May appear bossy ♦ Copy behaviors of older children or adults ♦ Talk and listen during group time

What NOT to Do

Do not instill fear in the child.

Fear shuts down the brain's response ability, according to brain research.

Do not tell or send children the following messages:

- ◆ Fires are very dangerous.
- ◆ Fires are loud and hot, and the smoke makes it very dark.
- ◆ Fires hurt and destroy things in your home.
- ◆ Fires are scary.
- ◆ Fires and matches burn your skin/fingers and clothes.

Do not ask these questions:

- ◆ Would you know if your home was on fire?
- ◆ What would happen if you were sleeping?

Do not explain the following because these ideas may scare them:

- ◆ They may not see fire.
- ◆ They may not smell smoke.
- ◆ They may not wake up in time to get out safely.

This is why they need smoke alarms.

Do not encourage children to make fires (including drawing and coloring).

However, don't keep them from pretending to make a fire if they are pretending to be a grown-up. Instead, help them keep in mind that they are to stay away from fire as a child, but as an adult, they can safely make a fire.

Do not encourage children to put out fires.

However, don't keep them from pretending to put them out if they are pretending to be the firefighter. Instead, help them remember that as a child they are to get out and away from fire, not to put it out; that is the firefighter's job, not theirs.



How Can Fire Be Good?

- ◆ Fire can be used to cook/prepare food.
- ◆ Fire can be used to keep us warm.
- ◆ Fire was used and is still used today to heat many homes.
- ◆ Fire/smoke can be used as a signal in an emergency situation.
- ◆ Fire is used in many cultures in traditional and spiritual ceremonies.
- ◆ Fire provided light at night before electricity, and still does today in many parts of the world.
- ◆ Fire can bring family and friends together for recreational purposes, such as camping and cooking outside.
- ◆ Fire is used to promote various sporting events, such as pep rallies and celebrations.
- ◆ Fire, from an ecological perspective, generally has positive effects on wildlife habitat and wildlife populations.
- ◆ Fire has been used in the past to manage and maintain quality forage and increase livestock production in areas of the Great Plains.



Classroom Setup

Block Center

- ◆ Miniature firefighters
- ◆ Miniature fire trucks
- ◆ Fire station
- ◆ Dollhouse
- ◆ Dollhouse people
- ◆ Cars, trucks, trains



Library Center

Use the book summaries to help you gather books to include (p. 161)

- ◆ Informational books (nonfiction)
- ◆ Storybooks (fiction)
- ◆ Flannel board story pieces
- ◆ CDs, tapes
- ◆ Folder games
- ◆ Puppets
- ◆ Picture CD (on computer)



Manipulatives Center

- ◆ Small puzzles
- ◆ Floor puzzles



Dramatic Play Center

- ◆ Firefighter gear for dress-up
- ◆ Boots
- ◆ Helmets
- ◆ Equipment
- ◆ Smoke alarms
- ◆ Telephones
- ◆ Fire station
- ◆ Fire safety posters
- ◆ Fire safety pictures
- ◆ Large box that children can decorate as a fire station or fire engine



Writing/Art Center

- ◆ Open-ended art materials such as paper, crayons, scissors, markers, glue, paint
- ◆ Journals
- ◆ Pictures
- ◆ Related or child-chosen words on the wall



Helpful Hints

- ◆ Put quiet centers together and away from noisy centers.
- ◆ Put the Art Center over tile and near a sink.
- ◆ Put the Block Center over carpet to reduce the noise of falling towers.
- ◆ Put pictures and posters on the walls at the children's eye level.

Using the Materials

The learning centers should be set up with all materials and books from the first day on, so children always have access to the materials.

Viewing Pictures on the CD

1. Open My Computer.
2. Open Local disk (C:) or open PreSchool Fire P.
3. Right-click in the white area.
4. Choose View.
5. Choose Thumbnails.

The picture CD can be used to:

- ♦ Print pictures with Photoshop, Photo Editor, or another photo program.
- ♦ View pictures on the computer.

Other good sources for pictures are firefighting or fire safety calendars.

Using the Pictures

You can use the pictures:

- ♦ To hang around your classroom at the children's eye-level.
- ♦ To make puzzles by cutting them into pieces.
- ♦ To make cards that you can use for a matching game.
- ♦ To make a bingo game.
- ♦ To make a game where you match the word cards (made by you) with the pictures.
- ♦ To make sequencing cards (the firefighter putting on his gear, hooking up the hose to the fire hydrant, climbing the ladder).
- ♦ To combine as picture books for your library center.

Using the Take Home & Facts for Firefighters Pages

The Take Home and Facts for Firefighters pages for duplication are provided in black and white format on a separate CD. They are also included as an appendix to this curriculum (p. 217).

Using the Sound CD & DVD

The Sound CD corresponds to a specific lesson (p. 90). The DVD can be used in several lessons to review information about firefighter gear or the fire station.

Curriculum Sequence

Week 1

Messages

1. Recognize the firefighter as a helper and friend.
2. Stay away from hot things that hurt.
3. Cool a burn with cool water.
4. Tell a grown-up if you find matches or lighters. Never touch!

Teacher Instructions

Firefighters Are Our Friends
 Virtual Firefighter Visit to the Classroom (from DVD)
 Virtual Fire Station Visit—only the fire truck equipment (from DVD)
 Burns

Take Home Pages (also on CD)

Letter to Families
 Firefighters Are Our Friends
 Stay Away from Hot Things that Hurt
 Play Dough Recipe
 Cool A Burn with Cool Water
 Tell A Grown-Up if You Find Matches or Lighters. Never Touch!

Facts for Firefighters (also on CD)

Teaching Young Children
 Developmental Expectations for Young Children

Day 1

How Can You Stay Safe from Fire?
 Discussing “How Can You Stay Safe from Fire?”
 Firefighter Fingerplay
 Book: *A Day with Firefighters* &
 Discussing the Firefighter Visit to the Classroom

Don't forget to duplicate the Take Home and Facts for Firefighters pages (see Appendix, p. 217).

Day 2

Listing Questions for the Firefighter
 Firefighter Fingerplay (repeated)
 Discussing Questions for the Firefighter
 Book: *Firehouse Dog*
 Assigning Questions for the Firefighter

Day 3

Assigning Questions for the Firefighter (repeated)
Firefighter Fingerplay (repeated)
Firefighter Visits the Classroom
Firefighter Brings the Fire Truck
What Did We Learn From the Firefighter?
Firefighter Fingerplay (repeated)
Discussing What We Learned From the Firefighter

Day 4

Naming Hot Things to Stay Away from
Discussing Hot Things to Stay Away from
Learning through Making Play Dough
Discussing Cool a Burn with Cool Water

Day 5

Sorting Hot and Cold Objects
Discussing Matches and Lighters
What Should You Do If You Get Burned?
Discussing What You Should Do If You Get Burned

For quick reference, use the calendar with lessons assigned by day and time of day (p. 235).

Week 2

Messages

5. Stop, drop, and roll if your clothes catch on fire.
6. Know the sound and purpose of a smoke alarm.
7. Practice a fire drill using your escape map.
8. Crawl low under smoke.

Teacher Instructions

Smoke Alarms
 Preparing for the Field Trip—Fire Station Visit
 Crawl Low under Smoke

Take Home Pages (also on CD)

Stop, Drop, and Roll
 Smoke Alarms Save Lives
 Letter to Families
 Practice a Home Fire Drill Using Your Escape Map
 Home Escape Map
 Crawl Low under Smoke

Day 6

What's Hot and What's Not Collages
 Discussing Stop, Drop, and Roll
 "Stop, Drop, and Roll" Song
 Picture Hide-and-Seek

Don't forget to duplicate the Take Home pages and the Classroom Escape Map that accompanies the Take Home pages (see Appendix, p. 217).

Day 7

Tell A Grown-Up Sequence Cards
 "Stop, Drop, and Roll" Song (Repeated)
 Book: *No Dragons for Tea* &
 Discussing the Sound of Smoke Alarms
 Picture Hide-and-Seek (Repeated)

Day 8

Picture Hide-and-Seek (Repeated)
Stop, Drop, and Roll Sequence Cards
“Get Out” Song
Discussing Escape Maps & Practicing Fire Drills
Practicing the Fire Drill
Explaining Family Escape Maps

Day 9

Practice the Fire Drill (Repeated)
“Stop, Drop, and Roll” Song (Repeated)
“Get Out” Song (Repeated)
Book: *Arthur’s Fire Drill & Smoke Alarm Hunt*
Sounds Game

Day 10

Picture Hide-and-Seek (Repeated)
Classroom Escape Maps
“Stop, Drop, and Roll” Song (Repeated)
Follow the Leader
Practicing the Fire Drill (Repeated)
Sounds Game—in Listening Center (Repeated)
Sharing Family Escape Maps

For quick reference, use the calendar with lessons assigned by day and time of day (p. 235).

Week 3

Messages

All eight messages are reviewed and reinforced.

Teacher Instructions

Field Trip—Fire Station Visit
Virtual Fire Station Visit (from DVD)
First-Aid Kit Checklist

Facts for Firefighters (also on CD)

Teaching Young Children
Developmental Expectations for Young Children

Day 11

Practicing the Fire Drill (Repeated)
Classroom Escape Maps, Finish (Repeated)
“Stop, Drop and Roll” Song (Repeated)
“Get Out” Song (Repeated)
Crawl Low under Smoke
Sounds Game—in Listening Center (Repeated)
Sharing Family Escape Maps (Repeated)

Don't forget to duplicate the Facts for Firefighters pages (see Appendix, p. 217).

Day 12

Crawl Low under Smoke Obstacle Course
“Stop, Drop, and Roll” Song (Repeated)
“Get Out” Song (Repeated)
Smoke, Smoke, Beep
Practicing the Fire Drill (Repeated)
Picture Hide-and-Seek (Repeated)
Sharing Family Escape Maps (Repeated)
Smoke, Smoke, Beep (Repeated)

Day 13

Practicing the Fire Drill (Repeated)
Discussing the Fire Station Visit
Listing Questions for the Fire Station Visit
Firefighter Fingerplay (Repeated)
Discussing Questions for the Fire Station Visit
Book: *Here Come Our Firefighters!*

Day 14

Discussing Questions for the Fire Station Visit (Repeated)
Assigning Questions for the Fire Station Visit
Practicing the Fire Drill (Repeated)
Firefighter Fingerplay (Repeated)
Book: *Firefighters A to Z*

Day 15

Fire Station Visit
What Did You Learn from the Fire Station Visit?
Discussing What We Learned from the Fire Station Visit &
Book: *Stop, Drop, and Roll*

For quick reference, use the calendar with lessons assigned by day and time of day (p. 235).



Teacher Instructions

Firefighters Are Our Friends

- ◆ Several weeks in advance, invite a firefighter to visit the classroom. Also schedule the field trip to the fire station, which comes at the end of the unit.
- ◆ Copy the Facts for Firefighters pages and give them to the firefighter in advance. Discuss these pages with the firefighter before he/she visits with the children (p. 23-24, 217).
- ◆ Remind the firefighter NOT to come already dressed in protective gear. Remember to have the firefighter put on the gear in front of the children while talking about each piece.



- ◆ Before the firefighter visits the classroom, prepare the children for the kinds of things the firefighter will discuss and the equipment that will be demonstrated.
 - ◆ Talk about how the firefighter will look and sound different after putting on all the gear.
 - ◆ Upon arrival, introduce the firefighter to the children.
 - ◆ Remain with the children during the firefighter's visit to facilitate discussion and to maintain order.
- ◆ Encourage the firefighter to help the children feel more comfortable by asking what they know about firefighters and helping people.
 - ◆ Remind the children not to hide from firefighters when they come to help.



Take Home Page | Letter to Families



Dear Families,

During the next three weeks, your child will be participating in a new fire safety curriculum created by Early Childhood Educators from Oklahoma State University. We will be learning all kinds of new things about how to prevent fires and how to stay safe if there is a fire.

The children will be involved in several activities that will teach them eight valuable fire safety messages. You will be receiving Take Home pages that include important fire safety information, quick summaries of what your child

has learned in class, and suggestions for how you can reinforce the classroom discussions and fire safety messages. We encourage you to talk about them with your child. There is also an activity where you will be asked to create a map of your home with your child, drawing two ways out of your home and an outdoor meeting place.



It will be a lot of fun for all of us.

Thank you,



The Eight Fire Safety Messages

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



Take Home Page

Firefighters Are Our Friends

The first message your child will learn during this fire safety unit is “Recognize the firefighter as a helper and friend.” You can help your child better understand this message by emphasizing the following ideas.

- ◆ Firefighters are community helpers who provide safety for their community.
- ◆ A firefighter works for the fire department and can be a helper in many ways, such as putting out fires or educating people about fire safety and how to prevent fires.



Equipment to Stay Safe

- ◆ The equipment firefighters wear and carry can be upsetting and scary to children unless the need for the equipment is explained.
 - ◆ Firefighters wear special clothing that protects them from the heat of the fire. They wear protective coats, gloves, pants, boots, hoods, masks, and helmets.
- ◆ Firefighters have an alarm device that sounds if they need help. It goes off automatically if the firefighter is still for too long.
 - ◆ Firefighters also wear a breathing apparatus that allows them to breathe when going into a fire. This also has another alarm device that sounds when the oxygen is getting too low.





Facts for Firefighters Teaching Young Children

- ◆ Make sure your protective clothing is clean and safe for the children to touch.
- ◆ Do not have full gear on when first meeting the children. The protective equipment may scare some children.
- ◆ Squat down to get at the children's eye level when you speak to them, or sit on the floor.
- ◆ Let the children approach you. Do not move towards them, especially when wearing the firefighter protective equipment.
- ◆ Pass pieces of the gear around to let the children study them, touch them, and ask questions. Do not pass the helmet for children to try on. It may be too heavy and could harm a child's neck.
- ◆ Prepare questions to ask the children:
 - What is this piece of gear?
 - Where do you think this goes?
 - Why do you think firefighters should wear this?
 - What do you think I will look like with the gear on?
 - Have you ever seen a firefighter wearing firefighting clothing?
- ◆ Talk about how you will look if you come to their homes to help them out of a fire. Make sure you use the words "help you" not "get you." Explain that you come to help families and that you are their friend. You want to help them stay safe. Children should never hide from you if you come to help them.
- ◆ Put on your gear slowly and ask the children questions. Use the following order for the gear: boots, pants, hood, coat, air tank, mask, helmet, gloves.
- ◆ After putting on the SCBA mask, demonstrate the sound it makes when you breathe and talk. Warn children that there may be a loud ringing sound when this equipment is turned on and off.
- ◆ Address some of the fire safety messages explored in the classroom:
 - Recognize the firefighter as a helper and friend.
 - Stay away from hot things that hurt.
 - Cool a burn with cool water.
 - Tell a grown-up if you find matches or lighters. Never touch!
 - Stop, drop, and roll if your clothes catch on fire. (You can demonstrate.)
 - Know the sound and purpose of the smoke alarm.
 - Practice a fire drill using your escape map.
 - Crawl low under smoke. (You can demonstrate.)



- ♦ Be ready for the children to ask lots of questions. Some questions may be unrelated to the topic.
- ♦ Demonstrate how the protective equipment glows by turning out the lights and using a flashlight. Check with the teacher before turning off the lights.
- ♦ Have fun. Enjoy the children, your time in their classroom, and their visit to your fire station.

Developmental Expectations for Young Children

These expectations may vary from child to child and by activity. Young children have short attention spans but are eager to learn new things. You may expect the following from each age group.

4 Year Olds

- ♦ Sometimes may become overexcited and less self-regulated during group activities.
- ♦ Sometimes copy the behavior of adults.
- ♦ Can retell a story in sequence.
- ♦ Are unable to wait very long or “sit still” for long periods.
- ♦ Show increasing ability to control intense feelings like fear and anger.

5 Year Olds

- ♦ Listen to a new speaker if the information is new and interesting.
- ♦ Show off in front of new people or become unpredictably very shy.
- ♦ Can tell definitions of certain words.
- ♦ Can follow requests.
- ♦ Can follow short and easy directions.

DAY 1

**How Can You Stay Safe from Fire?
 Discussing “How Can You Stay Safe from Fire?”
 Firefighter Fingerplay
 Book: *A Day with Firefighters &
 Discussing the Firefighter Visit to the Classroom***

Relevant Learning Domains		
<p>Assessment What do the children already know about fire safety?</p> <p>Message 1 Recognize the firefighter as a helper and friend.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



How Can You Stay Safe from Fire?

Description

Ask the children one at a time during center time, “How can you stay safe from fire?” or “How can you keep from getting a burn?” You can invite them to talk with you at a small table, or you can approach children where they are playing in the classroom. Have a pen and paper ready to write their answers.

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

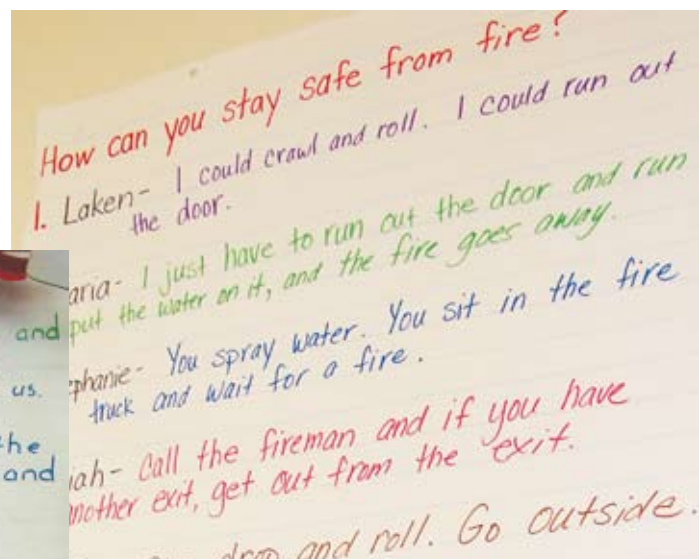
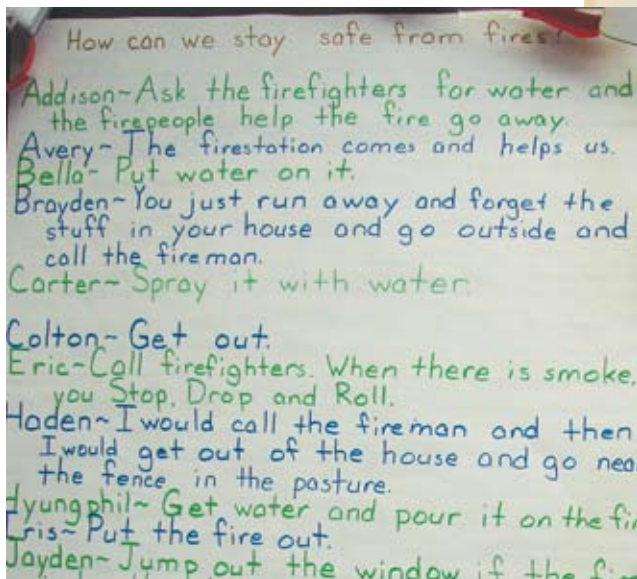
Area

Morning center time
(individually)

Materials

- ◆ Paper
- ◆ Pen/pencil
- ◆ Poster board
- ◆ Marker

Next, take a piece of poster board, and write “How can you stay safe from fire?” across the top. Then write their names down the side, and write their answers next to their names.



Discussing “How Can You Stay Safe from Fire?”



Description

After each child has responded with something she/he knows about staying safe from fire, and the responses have been recorded, have a group time to discuss those responses.

- ◆ Point to the words as you are reading them to develop literacy skills.
- ◆ Encourage children to recognize their names.
- ◆ During this time discuss the different things the children say.
- ◆ See if they have any ideas about where they can find out more about fire safety.
- ◆ Leave the poster board in an area where the children can see it throughout the day.
- ◆ Be willing to add things to it as children think of more.

Area

Morning group time
(whole group)

Materials

- ◆ Chart of responses to “What do you know about staying safe from fire?”

Questions

- ◆ What do you know about fire?
- ◆ What do you know about being safe around fire and hot things?
- ◆ Where can we find out more about how to be safe from fires?
- ◆ Who can we ask?

Firefighter Fingerplay

Description

Show the children how the fingerplay goes one time. Then ask the children to join you in doing it the second time. You can start the second time by saying something like, “Show me your firefighters,” and hold up your fingers. After doing it once with the children, you may even want to do it one more time, just so they really get it.

Area

Afternoon group time
(whole group)

Materials

- ◆ Fingerplay chant on poster board



Don't worry about teaching it to them; they will learn it by repeating it a couple times each day. But you do want to speak clearly and slowly, so they can understand you.



Chant

Five brave firefighters, sleeping so.

The fire bell rings. Down the pole they go.

Jump in the fire truck. Hurry down the street. Climb up the ladder.

Feel the fire's heat,

Five brave firefighters,

Put the fire out.

Hip! Hip! Hooray! All the people shout!

Movement

Hold up a hand with fingers flat across palm

Open the hand and make a downward motion

Make the fingers climb

Wipe sweat from your brow/forehead

Hold up five fingers

Make a wiping motion

Shout

Book: *A Day With Firefighters & Discussing the Firefighter Visit to the Classroom*



Description

Read *A Day With Firefighters* to create an interest in firefighters and fire safety. Inform the children that a firefighter is going to visit the classroom. Talk with them about what to expect. Encourage them to think about what they should do to get ready for the firefighter.

Book Summary & Messages

This book explains the daily life of firefighters. It highlights the events that take place when firefighters are called out on duty such as putting on protective gear, hurrying to the scene, and putting out fires.

Message 1: Recognize the firefighter as a helper and friend.



Book Questions

- ◆ Where do firefighters work?
- ◆ What happens when the bell rings?
- ◆ What do they wear to the fire?
- ◆ How do they get to the fire?
- ◆ What happens when they get to the fire?
- ◆ Why do the firefighters feel happy when the fire is out?

Area

Afternoon group time
(whole group)

Materials

- ◆ Book: *A Day with Firefighters*



Discussing the Firefighter Visit to the Classroom

Help the children realize that they need to think of questions to ask the firefighter. Ask them to think about what they would like to know about fire safety, firefighters, and the fire station. Let them know that you will be asking them to tell you the questions that they have for the firefighter throughout the next day or two.

Lead the discussion by asking the children if they want to know more about where the firefighters work, or what they wear to protect their bodies from fire and smoke, how they can walk into burning buildings and not get hurt, or how they help us stay safe.

Questions to Begin Discussion

- ◆ What kinds of questions do you want to ask the firefighter?
- ◆ What do you want to know more about?
- ◆ What do you want the firefighter to bring or talk about?

DAY 2

Listing Questions for the Firefighter

Firefighter Fingerplay (repeated, see p. 28)

Discussing Questions for the Firefighter

Book: *Firehouse Dog*

Assigning Questions for the Firefighter

Relevant Learning Domains		
<p>Message 1 Recognize the firefighter as a helper and friend.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Listing Questions for the Firefighter

Description

Ask the children one at a time during center time what questions they have for the firefighter. You can invite them to talk with you at a small table, or you can approach children where they are playing in the classroom.

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

Have a pen and paper ready to write their answers. Next, take a piece of poster board, and write something like, “What we want to know from the firefighter” or “Questions for the firefighter,” across the top. Then write their names down the side, and write their answers next to their names.

If your class cannot host a firefighter for a visit, see the DVD to watch a firefighter visit to the classroom. Or use the DVD to review the gear order.

Area

Morning & afternoon center time (individually)

Materials

- ◆ Paper
- ◆ Pen/pencil
- ◆ Poster board
- ◆ Marker

Discussing Questions for the Firefighter

Description

After you have an answer from each child and have written them on poster board, have a group time where you discuss the children’s answers.

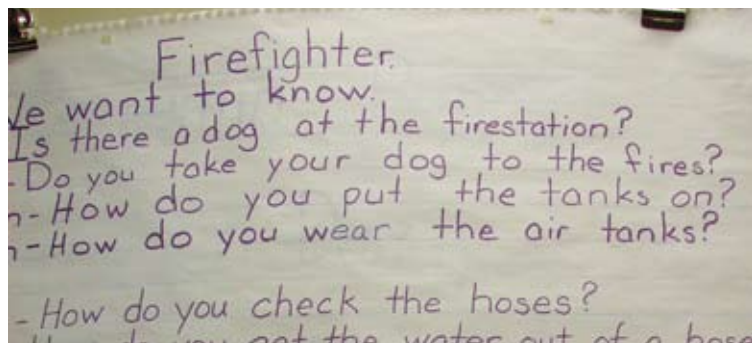
- ◆ Point to the words as you are reading them to develop literacy skills.
- ◆ Encourage children to recognize their names.
- ◆ During this time discuss the different things they say.
- ◆ See if they have any more questions that they would like to ask.
- ◆ Leave the poster board in an area where the children can see it throughout the day.
- ◆ Be willing to add things to it as children think of more.

Area

Morning group time (whole group)

Materials

- ◆ Children’s questions





Questions

- ◆ What would you like to ask the firefighter?
- ◆ What do you want to know about?
- ◆ What do you wonder about?
- ◆ What do you want to find out about fire safety, firefighters, and the fire station?
- ◆ What do you want to talk to the firefighter about?



Book: *Firehouse Dog*

Description

This book excites children about fire safety. Read the book out loud, and emphasize while you're reading where the firefighter works and what firefighters wear to protect their bodies from fire and smoke.

Book Summary & Messages

This story is about a dog, Hooper, who lives at the fire station. Hooper explains the daily activities at the fire station. Hooper also visits the school with the firefighter to teach children about fire safety. Several fire safety tips shared by Hooper and the New York City Fire Department are at the end of the book.

- ◆ Message 4: Tell a grown-up if you find matches or lighters. Never touch!
- ◆ Message 5: Stop, drop, and roll if your clothes catch on fire.
- ◆ Message 6: Know the sound and purpose of a smoke alarm.

Book Questions

- ◆ Where does Hooper live?
- ◆ What do the firefighters wear? (Boots, pants, gloves, hood, helmet, coat, air tank, face mask) Why?
- ◆ Point to the fire chief on page 29 of the book. What does the chief do?
- ◆ What happens when firefighters breathe in too much smoke? (It makes them sick)
- ◆ What is a face mask? Why do they need to wear it and the air tank?

Area

Morning group time
(whole group)

Materials

- ◆ Book: *Firehouse Dog*



Smoke inhalation kills firefighters and people, but we want to avoid saying that to the children as it may be frightening.



- ◆ How does the fire gear help the firefighter?
- ◆ Why do they practice getting dressed so fast?
- ◆ Where does the water come from?
- ◆ How do they get water out of the hydrant? (They have a special key and hose)
- ◆ Are the hoses heavy or light?
- ◆ Why do the firefighters exercise?
- ◆ What does Hooper the dog do? (Visits schools, teaches children about fire safety)
- ◆ What does Hooper teach about smoke alarms, matches and lighters, and if your clothes catch on fire?
- ◆ How do the firefighters put out the fire?
- ◆ What does Hooper do while the firefighters are putting out the fire?
- ◆ Why do the firefighters turn on the lights and sirens when they are going to a fire?
- ◆ Do the firefighters live at the fire station?

Assigning Questions for the Firefighter

Description

Talk about which questions the children are going to ask the firefighter and help them decide who is going to ask them. Allow each child to have one or two questions to ask the firefighter. Write down who is going to ask which questions. Explain to them that they will be responsible for asking the questions. Remind them that they should write down (or draw) the answer to the question to remember the answers, so the class can talk about them later.



Area

Afternoon center time (whole group)

Materials

- ◆ Poster board
- ◆ Marker

Questions

- ◆ Which questions should we ask the firefighter?
- ◆ Who wants to ask this question?
- ◆ How are you going to keep track of the answers the firefighter gives you?

DAY 3

Assigning Questions for the Firefighter (repeated, see p. 34)

Firefighter Fingerplay (repeated, see p. 28)

Firefighter Visits the Classroom

Firefighter Brings the Fire Truck

What Did We Learn from the Firefighter?

Firefighter Fingerplay (repeated, see p. 28)

Discussing What We Learned from the Firefighter

Relevant Learning Domains

Message 1

Recognize the firefighter as a helper and friend.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.



Firefighter Visits the Classroom

Description

During the firefighter's visit, you need to stay in the classroom and maintain order. Remind the children how they are supposed to act with visitors (Be specific: Keep hands and feet to self, listen, etc.). Ask a firefighter to come to your classroom to visit with the children. The firefighter should bring protective gear and equipment, but remind the firefighter not to wear the gear until the children have had the opportunity to learn more about him or her as a person.



Ask the firefighter to dress in the gear in front of the children, so the children see how the firefighter changes from looking like a regular person to looking different and somewhat scary.

Make sure the firefighter uses the following order for putting on the gear: boots, pants, hood, coat, air tank, mask, helmet, gloves.

Let the children touch the gear. If the helmet is passed around, do not let the children put it on their head because it is too heavy and could cause neck injuries. Instead, you could ask if you, as the children's teacher, can show the children how to put on some of the gear. This would help the children begin to understand that the change in the way a person looks when he/she is wearing the protective gear is not meant to be scary.

Talk to the children about what the firefighter is doing as he/she puts on his/her fire gear. Before the firefighter turns on the breathing apparatus, either you or the firefighter should warn the children that it will make a loud ringing sound when turned on and off. After the firefighter puts on the oxygen mask, let the children hear the sound it makes and feel the cold air.

Area

Morning group time
(whole group)

Materials

- ◆ Children's questions on poster board with names
- ◆ Paper and writing tool for each child
- ◆ Recorder or teacher's note pad and pencil



Be sure to speak with the firefighter before he/she comes to your classroom and explain what you and the children have already discussed about firefighters. Tell him/her that you are trying to teach the children the safety message that firefighters are helpers and friends. Explain to the firefighter that you want him/her to visit with the children and to put the equipment on after visiting with the children. Give the firefighter the Facts for Firefighters pages as reminders (pp. 23-24, 217).



Explain to the children that if they ever see anyone dressed like this, that person is a helper, and they should not hide from him or her. Help the children remember the questions they were wanting to ask the firefighter. Help them remember to write down (or draw) the answers to the questions. Make sure that you are recording the meeting or taking your own notes, so you can talk about it later as a class.

Questions

- ◆ Does the firefighter look like a firefighter without his/her protective fire clothes?
- ◆ What is he/she putting on now?
- ◆ Why is he/she putting that on?
- ◆ What helps the firefighter breathe?
- ◆ What do firefighters wear to keep their feet safe?
- ◆ Does the firefighter look different with all that gear on?
- ◆ Why do we need firefighters?



Firefighter Brings the Fire Truck

Description

You can have the firefighter bring the fire truck at the same time that he/she visits the classroom or on another day. Ask the fire department if it could bring a fire truck to the school for the children to see and to touch. Emphasize that having the truck at school for the children to touch gives the children a hands-on opportunity to better understand the safety vehicle used by firefighters.

Remind the children where they are allowed to stand and what they are allowed to touch. Be specific about how you want them to behave. Let them know the rules ahead of time to keep them safe.

When the fire truck is brought to school, you should remind the children that the firefighters use the fire truck to help keep people safe. The fire truck helps the firefighters get to the fire and smoke quickly.

Area

Morning group outside (whole group)

Materials

- ◆ Fire truck
- ◆ Children's questions



Questions

- ◆ What do you see on the fire truck?



- ◆ What do the firefighters use the truck for?
- ◆ What does the truck sound like when they are going to put out a fire?
- ◆ Why does it need to sound so loud?

Remember, you can use the DVD to review the firefighter visit to the classroom and topics related to the fire truck.

What Did We Learn from the Firefighter?

Description

Ask the children one at a time during center time what they learned from having the firefighter visit the classroom.



You can invite them to talk with you at a small table or you can approach children where they are playing in the classroom. Have a pen and paper ready to write their answers.



Next, take a piece of poster board, and write something like, “What we learned from the firefighter,” across the top. Then write their names down the side. Write their answers next to their names.

Area

Afternoon center time (individually)

Materials

- ◆ Paper
- ◆ Pen/pencil
- ◆ Poster board
- ◆ Marker

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

Discussing What We Learned from the Firefighter

Description

After you have an answer from each child and have written them on poster board, have a group time where you discuss their answers. Point to the words as you are reading them to develop literacy skills. Encourage children to recognize their names.

During this time discuss the different things the children say. See if there is more that they learned.

Leave the poster board in an area where the children can see it throughout the day. Be willing to add things as children think of more. You can also ask if they still have things they want to find out about fire safety, and you can add them to another poster board “What we want to know about fire safety.”

Area

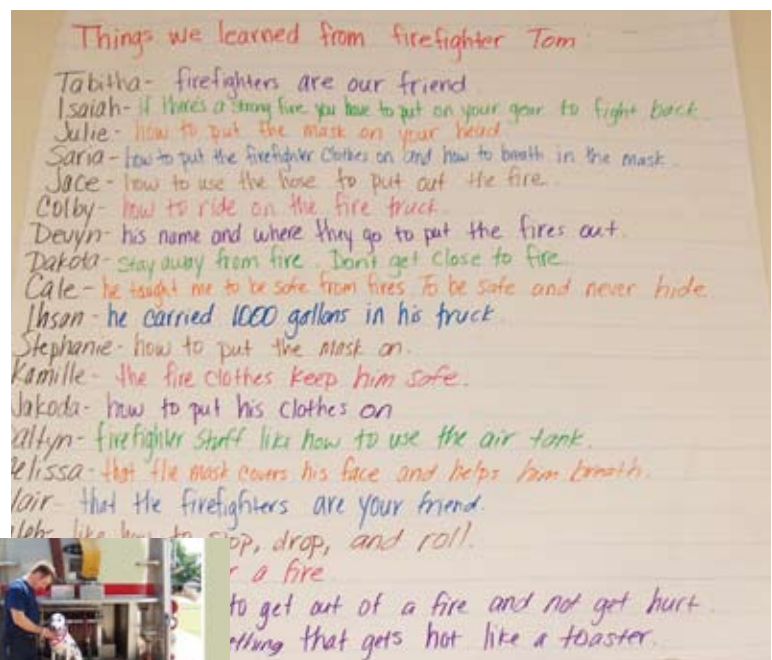
Afternoon group time
(whole group)

Materials

- Children’s answers about what they learned

Questions

- What did you learn from the firefighter?
- What do firefighters do? (Help us)
- What did you find out that you didn’t know before?
- What do you still want to learn?



DAY 4

Don't forget to duplicate the Take Home pages (pp. 43-45, 217).

Naming Hot Things to Stay Away from
Discussing Hot Things to Stay Away from
Learning through Making Play Dough
Discussing Cool a Burn with Cool Water

Relevant Learning Domains		
<p>Message 2 Stay away from hot things that hurt.</p> <p>Message 3 Cool a burn with cool water.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions

Burns

- ◆ Burns are injuries to tissues caused by heat, friction, electricity, radiation, or chemicals.
- ◆ Burns are defined by the degree of their severity: first degree, second degree, and third degree.
- ◆ A first degree burn is the most minor burn, resulting in redness and swelling of the outer layer of skin known as the epidermis.
- ◆ A second degree burn is more severe, resulting in redness, swelling, and blistering of the skin; it may mean that skin below the epidermis is damaged.
- ◆ A third degree burn is the most severe as every level of skin is destroyed; it almost always results in scarring.

Causes

- ◆ Burns are usually caused by exposure, even only brief exposure, to heat sources radiating at least 120 degrees Fahrenheit.
- ◆ Heat sources may be the sun, hot liquids, steam, fire, electricity, friction, and chemicals.

Signs & Symptoms

- ◆ Typically burns result in some redness of the skin and possible swelling while also being painful to the touch.
- ◆ At least one level of skin usually blisters and then peels. More severe burns may result in several layers of the skin peeling or in the skin looking white or charred while also being numb to the touch.
- ◆ Several hours after heat exposure, the burn victim may have a headache or a low-grade fever. An over-the-counter pain reliever may bring some relief of these symptoms.

Visit WebMD for more information: <http://www.webmd.com> [Search “burns”]



Take Home Page

Stay Away from Hot Things that Hurt

We have been discussing the message, “Stay away from hot things that hurt,” this week in class. To help your child better understand, we offer these suggestions as ways you can reinforce the related fire safety concepts.



1. Teach children that hot things can hurt.
2. Explain that “hot things” may not be hot right now but could get hot.
3. Remember that children are surrounded by things that can burn them at school, home, and outside.
4. Help children learn what things are hot—including matches, cigarette lighters, and hot liquids—and to avoid them.



5. Emphasize the difference between “hot” and “spicy,” which can mean the same to a child.

6. Emphasize that a grown-up should always be around when children are bathing or around hot water.



7. Discuss with children how different foods—popcorn, brownies, or pizza—are hot when they come out of the oven or off the stove, but later are cool enough to eat.

8. Ask children to share if they have ever been burned.

9. Take a tour on a warm day outside on the playground, and point to things that can get hot outside (e.g. slide, sand, sidewalk).

10. Revisit this message periodically throughout the year during holidays, birthdays, and especially during summer.





Take Home Page

Play Dough Recipe

Making play dough is an educational activity that you can share with your child to help him/her learn about hot versus cold. Read the recipe out loud as you make it, and let your child pour in the ingredients or stir the mixture as long as the mixture is cool.



When turning on the burner or mixing on the stove, emphasize how the pot and burner are hot and how we need to stay away from hot things that can hurt us. Point out the steam that you will see when the water boils. Talk about how the steam tells you when the water is hot.



After the play dough forms a ball, let your child have a small piece to knead. As you begin to create things with the dough, talk about how the dough feels warm and then how it is cooling down. Put the dough in a plastic bag to keep it fresh. This recipe makes enough play dough for 10 children.

Ingredients

- 2 cups baking soda
- 1 1/2 cups water
- 1 cup cornstarch

Directions

1. Place the ingredients in a bowl.
2. Mix the ingredients with a fork.
3. Place the mixture in a saucepan.
4. Bring the saucepan to a boil on medium heat.
5. Turn off the burner, but do not remove the saucepan.
6. Cook, stirring constantly with a spoon, until the mixture thickens and looks like mashed potatoes.
7. Transfer the mixture to a bowl, and let it cool before splitting the play dough into child-size portions. For variety, you may add food coloring or scented oils to individual portions or to the whole batch.





Take Home Page

Cool a Burn with Cool Water

Today your child began learning the message, “Cool a burn with cool water.” Because this is a difficult concept for young children to understand, we’re offering the following information for you to keep in mind, so you can reinforce the related fire safety concepts and keep your child safe.

Burn Treatment

- ◆ Cool a burn immediately with cool water, not ointment or medicine.
- ◆ Get cool water on the burn as quickly as possible. Use cool water for 3-5 minutes to prevent further injury.
- ◆ Put cool, water-soaked cloths on the burn.
- ◆ If possible, avoid ice-cold water and ice cubes; this could cause further damage to burned skin.
- ◆ Never apply ointment, grease, or butter to the burned area. These materials will confine the heat of the burn to the skin, meaning the skin cannot cool and will continue to “simmer.”



Burn Prevention

- ◆ Know that most fires and burns happen at home.
- ◆ Teach your child to never touch matches or lighters. Keep matches and lighters away from children.
- ◆ Set the water heater no higher than 110 degrees Fahrenheit to prevent hot tap water from causing burns.
- ◆ Check the temperature of a bath before allowing your child to get into the tub.
- ◆ Turn pot handles on the stove out of the reach of children.
- ◆ Drink hot liquids out of the reach of children.
- ◆ Install smoke alarms outside bedrooms and on every level of the home. Test smoke alarms monthly. Install new smoke alarms every ten years.
- ◆ Plan and practice a home fire drill using your escape map that includes an outdoor meeting place. Call 911 or your local emergency number after you are out.



Naming Hot Things to Stay Away from

Description

Ask the children one at a time during center time if they can name some things that are hot. You can invite them to talk with you at a small table, or you can approach children where they are playing in the classroom. Have a pen and paper ready to write their answers.

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

Area

Morning center time
(individually)

Materials

- ◆ Paper
- ◆ Pen/pencil
- ◆ Poster board
- ◆ Marker

Next, take a piece of poster board, and write, “Hot Things to Stay Away from,” across the top. Then write their names down the side, and write their answers next to their names.



Discussing Hot Things to Stay Away from

Description

After you have an answer from each child and have written them on poster board, have a group time where you discuss what the children gave as their answers. Point to the words as you are reading them to develop literacy skills. Encourage children to recognize their names. During this time discuss how hot things hurt us and that we should stay away from them.

Area

Morning group time
(whole group)

Materials

- ◆ Children’s list of hot items
- ◆ Flashcards of hot and cold objects (pp. 185-197)



Leave the poster board in an area where the children can see it throughout the day. Be willing to add things to it as children think of more.

Cut out and show the flashcards of hot and cold objects (pp. 185-197), and discuss them.



Questions

- ◆ How do you know when something is hot? (Red, smoke, steam, waves of heat)
- ◆ Have you ever touched anything hot?
- ◆ How did it make you feel when you touched the hot thing?
- ◆ What do you think you should do to keep from being hurt by hot things? (Stay away from hot things that hurt)
- ◆ Show the flashcards asking, “Is this hot?” after each one.

Learning through Making Play Dough



Description

This activity works well at group time when all the children come and sit or during center time. Some children will want to come over to the table while the others continue learning in other centers. If you

use this during center time, make sure that you let all the children know what is going to happen, and invite all of them to come watch. With younger children, making it a choice is usually better.

If you don't have a hot plate, use an electric teapot to boil the water, and add the water to the rest of the ingredients. If you don't have the ingredients to make play dough, make Jell-O gelatin, and let the children eat it. Provide a spoon and bowl for each child.

Have the children sit around a small table where they can see you make the play dough (or Jell-O). If they are sitting in chairs, it is easier to keep track of how far they are from the hot plate, which keeps them safer. If your children are older, they may not need to sit in chairs, so they can just stand around the table. Make sure that you still remind them to stay away from the hot burner.

Talk with the children while you are making the play dough. Tell them what you

Area

Afternoon center time (small group) or Afternoon group time (around a small table)

Materials

- ◆ Large pot or saucepan
- ◆ Hot plate
- ◆ Fork
- ◆ Wooden spoon
- ◆ 2 cups baking soda
- ◆ 1 1/2 cups water
- ◆ 1 cup cornstarch
- ◆ Recipe for play dough (p. 44)



are doing. Point to the recipe as you read what you need to add. You can let the children take turns adding ingredients, if you think they can be safe about it.

Make sure you talk about how the pot and burner are hot and how we need to stay away from hot things that can hurt us. Point out the steam that you will see when the water boils. Talk about how the steam tells you when the water is hot. Talk about how the steam is very hot, so they should stay away from it, too.

Turn the burner off, and let the children take turns stirring the play dough while you hold the handle of the pot for them. After the play dough forms a ball, let the children each have a small piece to knead. Let the children create different things with the dough. You can add cookie cutters, rolling pins, etc.

Talk about how it feels warm and how it is cooling down. Later, talk about how it feels cool.



Questions

- ◆ What do you see?
- ◆ How do you think it feels?
- ◆ How do you know it is hot?
- ◆ What should we do when we see hot things?
(Stay away from hot things that hurt)
- ◆ What is happening to the water?
- ◆ What does the play dough feel like?

Discussing Cool a Burn with Cool Water

Description

Talk to the children about the items they listed on the poster board as being hot. Point to the words on the poster board as the children say their answers. See if they can think of more hot things. Explain to them that sometimes people accidentally touch hot things and get burned. Tell them that it hurts a lot to touch hot things, but they can do something to help it feel better.

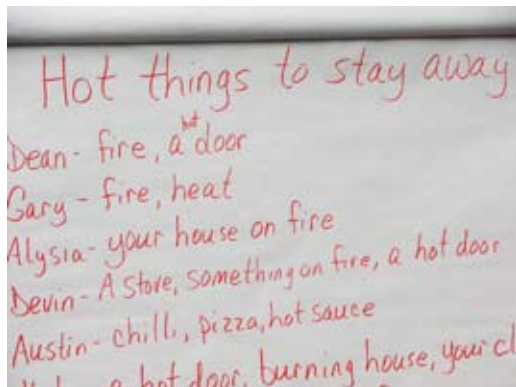
Explain that if they touch a hot object and get a burn, they need to run cool water over the burn. This will make the burn feel better because it cools down the hot skin. Talk about how putting medicine and bandages on burns doesn't help them feel better, only cool water helps. Show the flashcards of the water, medicine, and a bandage as you discuss them.

Area

Afternoon group time
(whole group)

Materials

- ◆ Poster board listing "Hot Things to Stay Away from"
- ◆ Burn treatment cards (p. 199)



Questions

- ◆ What were some of the things that you said were hot?
- ◆ How do you know those things are hot?
- ◆ What should you do to stay safe from those hot things? (Stay away from hot things that hurt)
- ◆ What would happen if you touched one by accident?
- ◆ How would that feel?
- ◆ Have you ever touched something hot and gotten a burn?
- ◆ How did it make you feel?
- ◆ What did you do to make it feel better?
- ◆ Do you know what you are supposed to do if you get a burn?
- ◆ If you or someone else ever gets a burn, what will you do to make it feel better? (Cool a burn with cool water)
- ◆ Show the flashcards of water, medicine, and a bandage (p. 199). With each one ask "Should we put this on a burn?" (Only water should be put on a burn)

DAY 5

Don't forget to duplicate the Take Home pages (pp. 52, 217).

Sorting Hot and Cold Objects
Discussing Matches and Lighters
What Should You Do if You Get Burned?
Discussing What You Should Do if You Get Burned

Relevant Learning Domains		
<p>Message 2 Stay away from hot things that hurt.</p> <p>Message 3 Cool a burn with cool water.</p> <p>Message 4 Tell a grown-up if you find matches or lighters. Never touch!</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



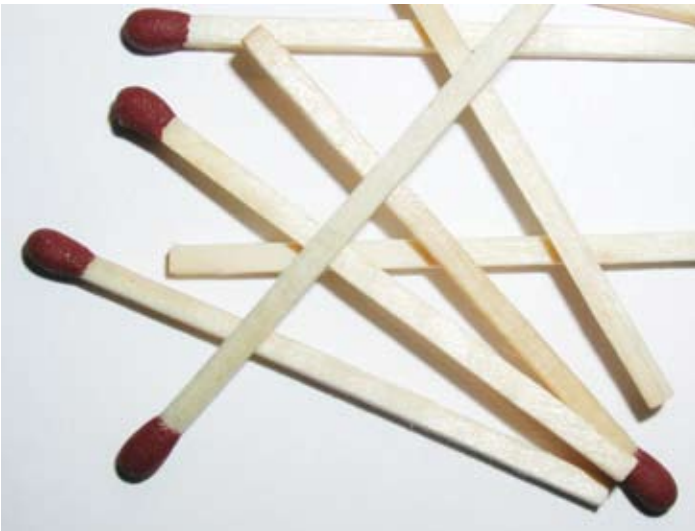
Take Home Page

Tell a Grown-up if You Find Matches or Lighters. Never Touch!

In class today, we began discussing the message, “Tell a grown-up if you find matches or lighters. Never touch!” To reinforce this message, we’re offering you the following strategies and information concerning matches and lighters.

Prevention Strategies

- ◆ Remind your child that matches and lighters are for grown-ups only. Children should never touch matches or lighters.
- ◆ Store matches and lighters up high in a locked cupboard out of a child’s reach.
- ◆ Teach children that matches and lighters can get hot and can hurt children.



Additional Information

- ◆ Young children are more frequently killed or injured by fires started by children playing with matches or lighters. They do not realize the fire will grow quickly, leaving them little, if any, time to escape.
 - ◆ Children do not understand the power of fire or how it can hurt people and destroy property. They have trouble understanding how a small fire can grow into a large, destructive fire quickly.
- ◆ Parents, teachers, and other adults need to continually supervise young children to prevent fire-related accidents.
 - ◆ Children are very curious. Because of this curiosity, children can be adventurous and will try to experiment with different objects such as matches and lighters.
 - ◆ If a child continues to play and experiment with fire, assistance in correcting this behavior is available. Contact your local fire department or check with a counselor in your area who specializes in working with young children to help them develop a safe respect for fire.

Sorting Hot and Cold Objects

Description

Put a strip of masking tape down the middle of the table to separate the right and left sides. Put a separate piece of tape at the top of each side and write the word “hot” on one and “cold” on the other. Locate the flashcards of hot and cold objects (pp. 185-197).



Next, mix up the flashcards, and encourage the children to sort them into the correct sides of the table.

Touch the words “hot” and “cold,” and read them to the children. Allow children ample time to approach the flashcards on their own.

The children can choose to come to the center one at a time, or they may choose to help each other. You might want to extend this activity by doing it as a whole group during group time.

Area

Morning center time (individually or small group)

Materials

- ◆ Flashcards of hot and cold objects (pp. 185-197)
- ◆ Masking tape
- ◆ Marker

Questions

- ◆ What things are hot?
- ◆ What things are cold?
- ◆ How do you know they are hot or cold?
- ◆ What should you do if you see something hot? (Stay away from hot things that hurt) Why?
- ◆ What would happen if you touched something hot?
- ◆ How would it make you feel?
- ◆ What should you do if you get a burn from something hot? (Cool a burn with cool water)

You can cut pictures from magazines or find some on the internet. You could also sort real objects (make sure they are not really hot at the time) or minatures. Try using sorting rings, plates, or towels when sorting the objects.





Discussing Matches and Lighters

Description

With the group, discuss hot things and how to stay away from them because they can burn us. Find out what the children know about matches and lighters. Explain that matches and lighters are only for grown-ups to use. Explain that grown-ups can use matches to make fires so that we can cook, stay warm, burn candles, or camp out. Show the flashcards to the children and discuss them (p. 201).

Explain that matches and lighters are not safe for children to use. Explain how they make fire and that fire is hot and can burn us. Reinforce the main message: Tell a grown-up if you find matches or lighters. Never touch!

Area

Morning group time
(small or whole group)

Materials

- ◆ Flashcards of matches and lighters—big version (p. 201)
- ◆ Marker
- ◆ Large paper with children's names down the side

Be prepared for children to say that matches are used to light cigarettes and that their parents smoke. When this happens, let them know that they are right, but remind them to think about how parents are grown-ups. Only grown-ups use matches and lighters.

Don't make the children feel like people who smoke are bad, unsafe people. You can talk about smoking not being healthy for a person's body and breathing, but it is best to continue the lesson, focusing on fire safety.



Questions

- ◆ What are some things that are hot?
- ◆ What should we do to stay safe from hot things? (Stay away from hot things that hurt) Why?
- ◆ What should you do if you get a burn? (Cool a burn with cool water)
- ◆ What do you know about matches and lighters?
- ◆ What are these? Hold up the flashcards one at a time (p. 201).
- ◆ Who uses them?
- ◆ What are they used for?
- ◆ Why shouldn't children use them?

- ◆ What should you do if you find matches or lighters? (Tell a grown-up. Never touch!)
- ◆ Should you ever touch matches or lighters?
- ◆ Should you ever pick up matches or lighters?



What Should You Do if You Get Burned?

Description

Talk to the children individually about what they know about hot things. Find out if they remember what to do if they get a burn: Cool a burn with cool water. Write down their answers, so you will know which ones need to hear the message more and which ones understand it already.



You may want to write their answers on poster board like you did for the activity where they listed hot things.

Write down each response even though some children may give incorrect answers. During group time, you can ask the children to name the correct responses.

Area

Afternoon center time (individually)

Materials

- ◆ Paper or poster board
- ◆ Pen/pencil or marker

What should you do if you get burned?

Sierra- put cold water on it
 Jason- stop, drop, roll
 Zackary- get cool
 Dakota- wash it
 Gage- cold water on it
 Dayea- wash it, medicine, then a band-aid
 Jamsree- Stop and roll



Discussing What You Should Do if You Get Burned

Description

After each child has responded with something she/he knows about what to do for a burn, and the responses have been recorded, have a group time to discuss those responses. Point to the words as you are reading to develop literacy skills. Encourage children to recognize their names.

During this time discuss the different things the children say. Discuss how the best way to help a burn feel better is to cool it with cool water.

Area

Afternoon group time
(whole group)

Materials

- ◆ Children's responses to caring for a burn
- ◆ Burn treatment cards (p. 199)

Questions

- ◆ What should you do if you see something hot? (Stay away from hot things that hurt)
- ◆ Can you think of something hot that you would need to stay away from?
- ◆ Why would you need to stay away from it?
- ◆ What would happen if you touched it?
- ◆ How would that feel?
- ◆ Have you ever touched something hot and gotten a burn?
- ◆ How did you make it feel better?
- ◆ What do you need to do if you get a burn? (Cool a burn with cool water)
- ◆ Show the flashcards about cooling a burn (p. 199)
Ask "Would you put water on the burn?" (Yes)
"A bandage?" (No)
"Medicine?" (No)



DAY 6

Don't forget to duplicate the Take Home pages (pp. 58, 217).

What's Hot and What's Not Collages
Discussing Stop, Drop, and Roll
"Stop, Drop, and Roll" Song
Picture Hide-and-Seek

Relevant Learning Domains		
<p>Message 2 Stay away from hot things that hurt.</p> <p>Message 3 Cool a burn with cool water.</p> <p>Message 4 Tell a grown-up if you find matches or lighters. Never touch!</p> <p>Message 5 Stop, drop, and roll if your clothes catch on fire.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Take Home Page

Stop, Drop, and Roll

Today we began learning the message, “Stop, drop, and roll if your clothes catch on fire.” Repetition is key for young children learning the fire safety messages, so we hope the following information and suggestions will help you reinforce this message.

Important Facts about Stop, Drop, and Roll

- ◆ Research suggests that young children are often confused about when to stop, and then drop, and roll. Some believe this is the right response to a smoke alarm. They need to be reminded repeatedly that this is what you do only if your clothes catch on fire.
- ◆ When practicing stop, drop, and roll, children may see it as a game. Remind them that they are learning how to be safe from fire.
- ◆ For children age 6 and under, continual practice will help them understand when to stop, drop, and roll. Four year olds will need assistance when first beginning to practice this safety technique. Five years olds generally catch on quickly.

Stop moving around.

Drop your body to the ground and cover your face with your hands.

Roll back and forth across the floor until the fire is gone.

Practice, Practice, Practice

- ◆ Be sure they understand that this action is to be taken only when fire is on their clothes.
- ◆ Emphasize that they need to roll until the fire is completely gone.
- ◆ Demonstrate or practice the actions with your child during various activities, both outside and inside.

What's Hot and What's Not Collages

Description

Give each child a sheet of construction paper, and help them all fold their paper in half. You may want to do this in advance or have the children do it by themselves. Next, help them write “hot” at the top of one side and “cold” at the top of the other.

Again, depending on each child, you may want to write this in advance and just point and tell them what it says, or you may want to encourage them to write the letters as you say them. Remind the children of the main messages, and encourage them to find their own pictures of hot and cold things in magazines, cutting them out and gluing them on the correct sides of their paper.

Area

Morning center time
(small group)

Materials

- ◆ Magazines
- ◆ Scissors
- ◆ Construction paper
- ◆ Glue



Questions

- ◆ Do you see anything hot?
- ◆ Can you find a picture of something cold?
- ◆ Where would you glue it on your piece of paper? Under “hot” or “cold”?
- ◆ How do you know it is hot?
- ◆ How does it feel to touch something hot?
- ◆ What should you do to stay safe from things that are hot? (Stay away from hot things that hurt) Why?
- ◆ What should you do if you touch something hot and get a burn? (Cool a burn with cool water)



Discussing Stop, Drop, and Roll

Description

Ask the children to think about what they have experienced. Have they ever had an occasion to do “stop, drop, and roll?” Allow children with experience to tell their stories to the class. Give them an opportunity to discuss the reason why a person would stop, drop, and roll.

Remind the children that as a class you have all been learning about things to do to keep people safe. Knowing how to stop, drop, and roll is a good way to stay safe if their clothes catch on fire, but running makes the fire bigger. Let them know that if someone’s clothes were to catch on fire that person should:

Stop moving around.

Drop your body to the ground and cover your face with your hands.

Roll back and forth across the floor until the fire is gone.

Area

Morning group time
(small or whole group)

Materials

- ♦ Words “Stop,” “Drop,” and “Roll” written on a big piece of paper or poster board (cut into three parts)

Make sure either you or a child demonstrates as you discuss how to stop, drop, and roll.

Point to the words as you say them. Let the children know that this will make the fire go out and keep the fire from burning the clothing and hurting them. You should then show them how to stop, drop, and roll. Ask the children to say the words with you as you perform the actions. You could even have them try to tell you what to do next as you demonstrate each step.



Questions

- ♦ What should you do if you get a burn? (Cool a burn with cool water)
- ♦ How can you keep yourself from getting a burn? (Stay away from hot things that hurt)



- ◆ What would you do if you got some fire on your clothes? (Stop, drop, and roll) Ask a few children to demonstrate the actions for you.
- ◆ Why should you stop, drop, and roll?
- ◆ How can you keep from getting fire on your clothes? (Tell a grown-up if you find matches or lighters. Never touch!)
- ◆ What should I do first if I have fire on my clothes? (Stop)
Then what should I do? (Drop)
What should I do last? (Roll)

“Stop, Drop, and Roll” Song

Description

After introducing the children to the physical process of stop, drop, and roll, add this song to remind them of the three distinct steps. (This song is actually a verse from the song “Hot Things Hurt” on page 151.) Demonstrate or have a child demonstrate the stop, drop, and roll actions, and encourage the children to mimic these actions while singing the song.

Area

Morning group time
(small or whole group)

Materials

- ◆ Song lyrics on poster board or chart paper

Stop, Drop, and Roll

To the tune of “The Farmer in the Dell”

Stop drop and roll__ Stop drop and roll.

If your cloth - es__ catch on fire__ Stop drop and roll.

You should try to sing this song during most of the group times. If you have enough space in your group time area, have the children actually stop, drop, and roll as they sing these parts in the song. If space is too tight, use the following hand motions.



Stop Put hands straight out.

Drop Put hands down.

Roll Roll hands straight out.



When teaching any new song, you might want to follow this process:

- ◆ Have the words written in large letters on poster board or chart paper to develop literacy skills.
- ◆ Sing the words of the song clearly and slowly for the children while doing the hand motions.
- ◆ Ask the children to sing the song and do the motions slowly with you.
- ◆ Sing the first verse together. Then have the children echo each phrase of the second verse after you.
- ◆ Point to each word with your finger as you sing the song.

Picture Hide-and-Seek

Description

During group time, show the children the flashcards of the matches and lighters (big version, p. 201). Talk about what they are and what they are used for (to start fires for cooking, keeping warm, camping). Talk about how these tools are only for grown-ups to use. Emphasize that they are to “Tell a grown-up. Never touch!” if they find matches or lighters.



Show the children the smaller flashcards you have laminated (p. 203). Tell them you are going to hide the pictures in the room and they are going to try to find them.

Area

Afternoon group time
(small or whole group)

Materials

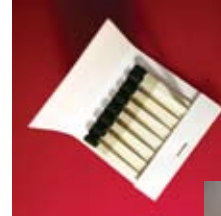
- ◆ Flashcards of matches and lighters—big version (p. 201)
- ◆ Flashcards of matches and lighters—small version (p. 203)



When they find them, they should say, “Tell a grown-up. Never touch!” Make sure they know not to touch them even though they are just pictures. Remind the children that they are practicing what to do if they find real matches or lighters.

Questions

- ◆ What do you see in these pictures?
- ◆ What can you tell me about matches or lighters?
- ◆ Why do we need to stay away from them?
- ◆ What are matches used for?
- ◆ Who uses matches?
- ◆ What should you do if you find them? (Tell a grown-up. Never touch!)
- ◆ Should you ever touch matches or lighters?
- ◆ Should you ever pick up matches or lighters?



You may want to repeat this activity several days throughout the remaining lessons. You can do this by hiding the pictures first thing in the morning before the children arrive. Ask the children to look throughout the day for the pictures as they play, and remind them that when they find one, they should, “Tell a grownup. Never touch!”

DAY 7

Don't forget to duplicate the Take Home pages (pp. 68-69, 217).

Tell a Grown-up Sequence Cards
“Stop, Drop, and Roll” Song (repeated, see p. 61)
Book: *No Dragons for Tea & Discussing the Sound of Smoke Alarms*
Picture Hide-and-Seek (repeated, see p. 62)

Relevant Learning Domains		
<p>Message 2 Stay away from hot things that hurt.</p> <p>Message 4 Tell a grown-up if you find matches or lighters. Never touch!</p> <p>Message 6 Know the sound and purpose of a smoke alarm.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions

Smoke Alarms

Impact of Smoke Alarms

- ◆ The first battery-operated smoke alarm for homes was developed in the late 1960s and was patented in 1969 by Randolph Smith. These alarms were professionally installed.
- ◆ In the early 1970s, people continued to pay professionals to install their smoke alarms, which meant the cost of these alarms was approximately \$1000 for a 3-bedroom home, so less than 5% of U.S. homes had smoke alarms. Today, because homeowners can install their own alarms easily, the cost is less than \$50 to fit the same 3-bedroom home. Most alarms cost \$10-25 per alarm, depending on its features.
- ◆ In 1976, Montgomery County, Maryland, passed the first law requiring smoke alarms in all homes. Many states followed passing similar legislation for both new construction and existing homes.
- ◆ By 1995, almost 93% of U.S. homes, including apartments, dorms, and nursing homes, had smoke alarms.
- ◆ Fire and life safety educators, part of many fire districts, have been extremely important in motivating people to buy and maintain smoke alarms. Their presentations at community meetings and schools, along with demonstrations of fire safety trailers, have enabled people to understand the need for smoke alarms.
- ◆ The purpose of the smoke alarm is to awaken people who are sleeping, the time period when the most fatal fires occur because people are unaware of their surroundings. The smoke alarm provides an early warning to your family, so you can get up, get out, and get safe.
- ◆ Smoke alarms save lives, but residential sprinkler systems remain the best way to prevent fire fatalities.

Smoke Alarm Features & Availability

- ◆ Residential smoke alarms are available for purchase at reasonable costs in many retail stores or online.
- ◆ Battery-operated smoke alarms are easy to install with basic tools. The batteries must be replaced every year, and the alarms should never be disabled. Some alarms come with a 10-year lithium battery that should last 10 years, the life of the alarm.
- ◆ Smoke alarms can be wired into the home's electrical system, meaning no need to worry about changing the batteries. Yet, without a battery backup, the alarms stop working when there is a power interruption.



- ◆ Dual-chamber smoke alarms use both photoelectric and ionization sensors. The photoelectric sensors are more sensitive to slow, smoldering fires; an example of this kind of fire occurs when a burning cigarette is dropped in a chair. Ionization sensors are more sensitive to fast burning or flaming fires; an example of this kind of fire occurs when heat ignites gasoline or propane.
- ◆ The normal life of a smoke alarm is 10 years. As a result, they should be replaced every 10 years. However, they should be checked regularly and replaced earlier if necessary.
- ◆ Some smoke alarms can be tested and silenced by household remote controls. Check the packaging for this feature.
- ◆ The most recent technology is wireless interconnectivity. These alarms are battery operated, and when one sounds, they all sound.
- ◆ For people who cannot afford to purchase smoke alarms, there are many smoke alarm give-away programs, such as those sponsored by health departments, fire departments, or American Red Cross chapters.

Sources of Information

- ◆ Popular Mechanics Website
<http://www.popularmechanics.com>
- ◆ “Smoke Detector Legislation: Its Effect on Owner-Occupied Homes”
<http://www.ajph.org/cgi/reprint/75/8/858>



Take Home Page

Smoke Alarms Save Lives

Talking with the Family

- ◆ Talk about how it is good to have smoke alarms in your house.
- ◆ Look at smoke alarms with your children, and talk about their importance.
- ◆ Point out how smoke alarms tell you when there is smoke or fire.
- ◆ Remind your children not to wait for the smoke alarm to sound if they smell smoke—get out.

DANGER

Recent studies show that children may sleep through the sound of a smoke alarm. Do not tell your children that they might sleep through the sound; this will scare them, and they will worry about fires at night. Assume that your child will sleep through the sound, and adjust your escape plan so that an adult escorts each child outside. Make sure to practice your plan.

Buying Smoke Alarms

- ◆ Smoke alarms are readily available from most retail stores such as home repair, discount, and drug stores. They cost \$10 to \$30 each.
 - ◆ Make sure the smoke alarm has a UL 217 label.
 - ◆ Consider purchasing an alarm with a dual chamber that uses both photoelectric and ionization sensors.
 - ◆ Some smoke alarms come with a lithium battery that should last for 10 years, the life of the alarm.
 - ◆ Some smoke alarms can be tested and silenced with a household remote control. This is a handy feature to consider when you buy an alarm.

Since smoke alarms were introduced to the home in the late 1970s, fire fatalities have been reduced by 50%.

Smoke Alarm Lifesaving Tips

- ◆ Install a smoke alarm on each level of your home and outside all sleeping areas.
- ◆ Smoke alarms should be on the ceiling or high on the side wall, according to the manufacturer's instructions. Avoid the corner by at least four inches.
- ◆ Test your smoke alarms every month by following the manufacturer's instructions.
- ◆ Change the smoke alarm batteries once a year, or buy smoke alarms with 10-year lithium batteries.



- ◆ Teach children what the smoke alarm sounds like and what to do when they hear it, for example, following the first step in your escape plan or crawling low to stay under smoke.
- ◆ If smoke from cooking or steam from the bathroom sets off the alarm, do not disable it. If your alarm continues to have false alarms under these circumstances, you may need to relocate your alarm.
- ◆ Do not remove the batteries to put in other appliances such as stereos or games.
- ◆ Smoke alarms wear out over time. They are designed to be replaced every 10 years.
- ◆ Plan and practice a home fire drill using your escape map with all family members. Include a meeting place outside.
- ◆ Know how to call the fire department.
- ◆ There are visual and tactile smoke alarms that meet the needs of people who are deaf or hard of hearing. These alarms come with strobe lights and vibrating discs to awaken people who cannot hear smoke alarm frequencies.
- ◆ New technology is available that wirelessly interconnects smoke alarms in your home. When one smoke alarm sounds, unaffected alarms also sound to alert you to smoke and fire.



Tell a Grown-Up Sequence Cards

Description

Cut apart the sequence cards about telling a grown-up if you find matches (p. 205). Put them on a table for the children to use. You may want to number them on the back, so you and the children can check to see if the order is correct. Encourage the children to arrange the cards in the order that would take place if a child found matches or lighters. Ask them to tell you the story of what is going on in the pictures. Talk them through the sequence.

Questions

- ◆ What do you think is going on in this picture? (Repeat for every card)
- ◆ Which picture do you think comes first?
- ◆ What comes next? Why?
- ◆ What is happening?
- ◆ What does the child see?
- ◆ Why is the child getting a grown-up?
- ◆ What is the grown-up doing with the matches? Why?
- ◆ What should you do if you ever find matches or lighters? (Tell a grown-up. Never touch!)
- ◆ Should you ever touch or pick up matches or lighters?

Area

Morning center time
(individually or small group)

Materials

- ◆ Flashcards of child telling grown-up about matches (p. 205)

You can also make your own cards by taking pictures of your children as they play the picture hide-and-seek game (p. 62). Make sure you laminate or use clear contact paper to make the pictures durable.



Book: *No Dragons for Tea* & Discussing the Sound of Smoke Alarms

Description

Show the children the picture of a smoke alarm (p. 207) or a real smoke alarm. Read *No Dragons for Tea*, and ask them the Book Questions. Talk about how the smoke alarm makes a loud noise, telling people to get out and away from the fire or smoke. Smoke alarms keep us safe. Also remind children to get out and not wait for the smoke alarm to beep if they smell or see smoke or fire.

Book Summary & Messages

This is a fun and educational story for young children with several fire safety messages, a song, and a checklist for parents and teachers. The book also conveys additional messages such as once out of the house, do not go back inside; if a door is hot, do not open it; and stay calm.

- ♦ Message 1: Recognize the firefighter as a helper and friend.
- ♦ Message 6: Know the sound and purpose of a smoke alarm.
- ♦ Message 7: Practice a fire drill using your escape map.
- ♦ Message 8: Crawl low under smoke.

Book Questions

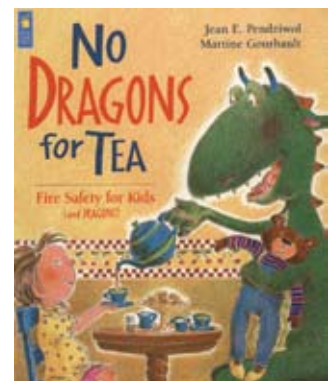
- ♦ Where did the girl and the dragon meet?
- ♦ Why did they go back home?
- ♦ How did the fire start?
- ♦ How did they know to get out fast?
- ♦ How did they get out of the house?
- ♦ Did they have a meeting place?
- ♦ Where did they go to call for help?

Area

Morning group time
(whole group)

Materials

- ♦ Book: *No Dragons for Tea*
- ♦ Picture of a smoke alarm (p. 207) or a real smoke alarm





Smoke Alarm Discussion

Ask the following questions to begin discussing the purpose of the smoke alarm. Hold up the real smoke alarm or the picture of a smoke alarm during the discussion.



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

It is VERY IMPORTANT to tell the children that you are going to push the smoke alarm button before you push it. The children need to be prepared for the sound the alarm makes, so they are not scared, surprised, or shocked. Suggest that the children can cover their ears if they want. Let them know that the sound will be loud, but it will not be scary.

Demonstrate the Smoke Alarm Sound

Push the test button on the smoke alarm to demonstrate the sound. This helps the children become more familiar with the sound of an alarm. Assure them that the smoke alarm beeps loudly because it is a warning. It needs to be loud so that people will hear it and will know that there is fire or smoke. The loud beeps tell people to get out and away from the fire, so they can stay safe.

Emphasize that they need to get out when they hear the beeps, not just cover their ears. Talk about how when they hear the beeps at home or school they need to get out and stay out. Sometimes they may smell smoke, but not hear a smoke alarm. If that happens, children should not wait for the smoke alarm to beep. They should just get out.





Questions after Demonstrating the Smoke Alarm Sound

- ◆ Why does it need to beep loudly? (So we can hear it to tell us to get out. To tell us there is smoke or fire)



- ◆ What should we do when it beeps loudly? (Get out and stay out)
- ◆ If you see or smell smoke or fire, should you wait for the smoke alarm to beep? (No! Get out and stay out)
- ◆ Are smoke alarms good to have in your home?
- ◆ Do they help keep us safe?
- ◆ How do they help keep us safe?
- ◆ How many of you have a smoke alarm in your house?

DAY 8

When duplicating the Take Home pages (pp. 76-79, 217), make sure to include a copy of the escape map for your classroom. Then families can discuss the Classroom Escape Map and also have a model for drawing their home escape maps.

Picture Hide-and-Seek (repeated, see p. 62)

Stop, Drop, and Roll Sequence Cards

“Get Out” Song

Discussing Escape Maps & Practicing Fire Drills

Practicing the Fire Drill

Explaining Family Escape Maps

Relevant Learning Domains

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.



Take Home Page | Letter to Families

Dear Families,

We have been talking about how it is important for us to “get out and stay out” of buildings when we hear the smoke alarm or smell or see smoke or fire. We have also talked about how we need to have a map (escape map) of how to get out, and we need to have a place to meet (meeting place) once we get out of the building. We have been making classroom escape maps and talking about our class meeting place.

For your child to be safe at home, it is important that you have a family escape map and outside meeting place. You should share it with your children and practice a fire drill using your escape map twice a year. Please help your child draw a picture of the floor plan of your house and include a path showing how to get out to your meeting place. Remember to practice a fire drill using your escape map with your children. Discuss how to call 911 or your local emergency number after you get out.

On the accompanying page is a list of some good things to remember about family escape plans and meeting places.

We’ll be sharing the family escape maps in class, so please send a copy of your map with your child to school.

Thank you for your cooperation,





Take Home Page

Practice a Home Fire Drill

Using Your Escape Map

Make the Map

- ◆ Bring everyone together in your home and make a map.
- ◆ Draw a floor plan of your home, showing two ways out of each room, including windows.



- ◆ Make sure everyone understands the escape map.
 - ◆ Talk about when to get out: if you hear the smoke alarm, if you see or smell smoke, if you see fire.
 - ◆ Make sure doors and windows open easily. If they don't, take appropriate measures so that they will in the future. If they have security bars, make sure the bars have a quick release mechanism that children can open quickly and easily.
- ◆ Agree on an outside meeting place where everyone can meet after they have gotten out of the house.
 - ◆ Practice your home fire drill using the escape map at least twice a year, making sure all family members are involved.
 - ◆ Talk with your children about calling the emergency number for help after they have gotten out safely.
 - ◆ Confirm 911 or the local emergency number of your fire department and emphasize it. Not all towns have access directly to 911.

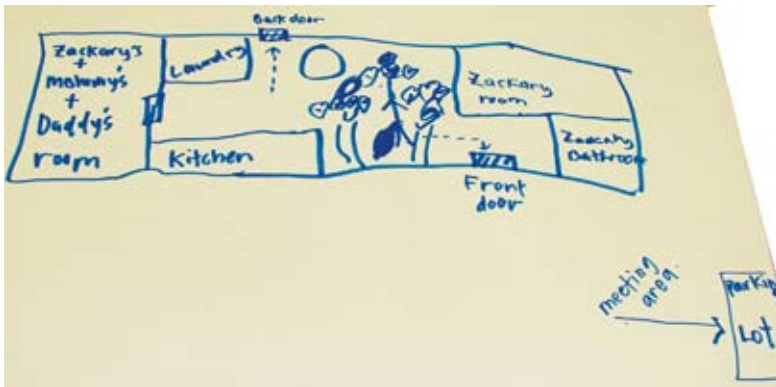
Remember

Once you are outside, stay outside. Never go back in until the fire department says it is safe.



Practice the Plan

- ◆ Planning gives you the information needed ahead of time to exit your home safely.
- ◆ Make the map clear and concise.
- ◆ Review the map and walk through the exit procedure to make sure everyone knows what to do. All family members should exit in an orderly manner to prevent confusion and minimize panic or injury.



- ◆ Assign an adult to escort each child out of the home. Children may not be awakened by the smoke alarm.
- ◆ Review the two ways out of every room in the home. If the main way is blocked by smoke or fire, use your second way out.

- ◆ Practice your fire drill in the dark because most fatal home fires happen at night when people are sleeping.
- ◆ Memorize the emergency phone number of the fire department. Help your children recall this number, too. Call after you get out.
- ◆ After the fire drill, take a head count to be sure everyone is at the meeting place.



Take Home Page | Home Escape Map

- ◆ Sit down with your child, and use this paper to draw a floor plan of your house. If you have a two-story house, draw each level separately. Talk with your child about the different rooms in the house while you draw. Then draw arrows showing two ways out of each room.
- ◆ Talk with your child about how to get out of each room if there were a fire. Discuss two different ways out of each room.
- ◆ Draw your meeting place, which is a place outside of the home where everyone can meet after they get out. Label it “Meeting Place.”
- ◆ Talk with your child about where to meet after you get out of the house. Discuss calling 911 or your local emergency number after you get out.
- ◆ Talk about how this is an escape map and how the family will use it to practice a fire drill at least twice a year.



Stop, Drop, and Roll Sequence Cards

Description

Put the Stop, Drop, and Roll cards (p. 209) on the table for the children to arrange in order. Encourage the children to look for the child who is stopped and have them explain why the child is not moving. (The child has realized that his clothes are on fire, and he needs to stop, drop, and roll.)

Ask the children to look for the picture of the child dropping to the ground and then to explain why the child is dropping. (The child is getting ready to lie on the ground and to roll back and forth.)

Ask the children to look for the child who is covering his face and who is rolling back and forth on the ground. Ask them to explain why the child is rolling back and forth. (The child is rolling to put out the flames of the fire.)

You can also make your own cards by taking pictures of the children in your classroom demonstrating the procedure of stop, drop, and roll. Make sure that you offer every child the opportunity to participate in having pictures taken of them demonstrating stop, drop, and roll. Print the pictures, and laminate them or put clear contact paper over them to make them durable.

Area

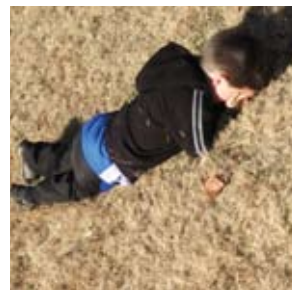
Morning center time
(individually or small group)

Materials

- ◆ Flashcards of child showing stop, drop, and roll (p. 209)

Questions

- ◆ What should you do if your clothes catch on fire? (Stop, drop, and roll)
- ◆ In which picture did the child stop? Drop? Roll?
- ◆ Why is he doing this?
- ◆ How can you stay safe when you see hot things? (Stay away from hot things that hurt)
- ◆ What should you do if you get a burn on your skin? (Cool a burn with cool water)



“Get Out” Song

Description

Teach the children the words of this song, which will remind them what to do in case of fire or smoke. Sing the song during the remaining group times.

Area

Morning group time
(whole group)

Materials

None

Questions

- ◆ What should you do if there is a fire inside? (Get out and stay out)
- ◆ What sound lets us know there is a fire or smoke? (Smoke alarm beeps)
- ◆ What does it sound like? (It beeps loudly)
- ◆ Do we wait for the smoke alarm to beep if we smell smoke or see fire?
- ◆ What should you do if you smell smoke or see fire?
- ◆ What do you do once you get out? (Stay out, go to your meeting place)
- ◆ What do we do if there is smoke? (Crawl low under smoke)

Get Out

To the tune of “Frere Jacques”

If there's fire, _ If there's fire, In your house, In your house,

5 What _ do you do? _ What _ do you do? _

7 *shout or yell*
YOU GET OUT! YOU GET OUT!

Discussing Escape Maps & Practicing Fire Drills

Description

Find out what the children know about escape maps, meeting places, fire drills, and exiting the building when the smoke alarm beeps. Show the Classroom Escape Map.

Remind them that when the smoke alarm goes off, or if they smell or see smoke or fire, they should get out of the building. Tell them an escape map shows the way to get out of the building when the smoke alarm goes off. Explain how having an escape map and practicing fire drills with the map keeps them safe.

Tell them the meeting place is the place where everyone goes when they get out of the building. Explain how important it is that they all know where to meet when they get out of the building so that we know everyone is safe and away from the smoke or fire. Call 911 or your local emergency number after you get out.

Make sure that you take all necessary paperwork (attendance sheet, emergency contact information for each child) and the classroom first-aid kit with you to the meeting place.

Remind the children of their escape map and meeting place for when they have a classroom fire drill. Walk the children through a fire drill to remind them of how they get out of the classroom and where they meet after they get out. Talk about

the names of the places that they walk past or through when practicing the fire drill.

When you reach your meeting place, tell the children clearly, “This is the meeting place.” Tell the children that you need to make sure everybody is here and that they need to stay here until you tell them they can go.

To determine if everybody made it out of the room safely, make sure you have a list of their names and that you see each child and count heads. Do not assume that each child is there; use the attendance sheet to check for each child.

After you have checked, tell them you are going back to the group time area in the classroom. When you get to the group time area, ask the

Area

Morning group time
(whole group)

Materials

- ◆ Drawing of Classroom Escape Map



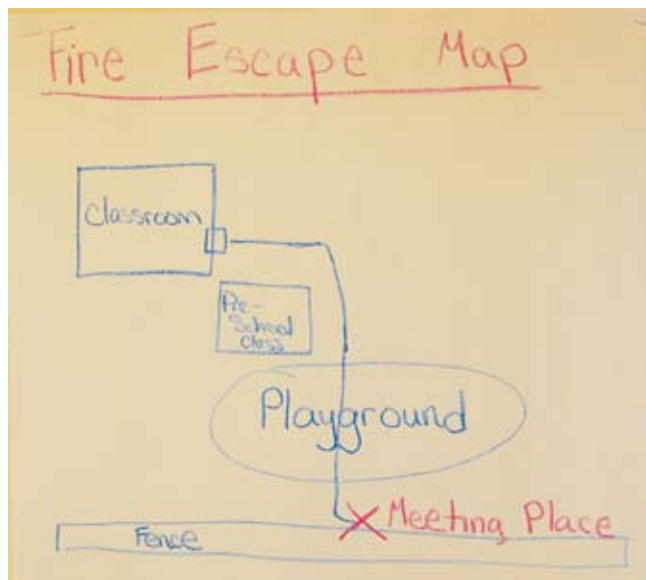


children to sit down with you and to discuss the route for the escape map and the meeting place. Emphasize why the meeting place is important. Talk about how everyone should get out of the classroom when the smoke alarm beeps.

Questions

- ◆ What do we practice that keeps us safe in case of a fire? (Fire drill)
- ◆ What is an escape map?
- ◆ Why do we need an escape map? (It shows us the way to get out)

The idea of a fire drill can be hard for children to grasp. Be consistent with the vocabulary you use: fire drill, escape map, and meeting place.



- ◆ What is a meeting place?
- ◆ Why do we need a meeting place?
- ◆ Where is our classroom meeting place?
- ◆ What should you do when you hear the smoke alarm beep? (Get out and stay out)
- ◆ What should you do if you see or smell smoke or fire? (Get out and stay out)
- ◆ After you get out, who do you call? (911 or local emergency number)
- ◆ When do you call 911 or your local emergency number? (After you get out)

Practicing the Fire Drill

Description

Show the smoke alarm to the children, discussing what it is and what it is used for. Tell the children you are going to press the test button, so they can hear its sound. Remind them that it is going to be loud; then press the button.

If your school's alarm sounds different than their smoke alarms at home, point out that difference to the children. Explain that you are using the home smoke alarm because you are not allowed to use the school smoke alarm.

Area

Morning group time
(whole group)

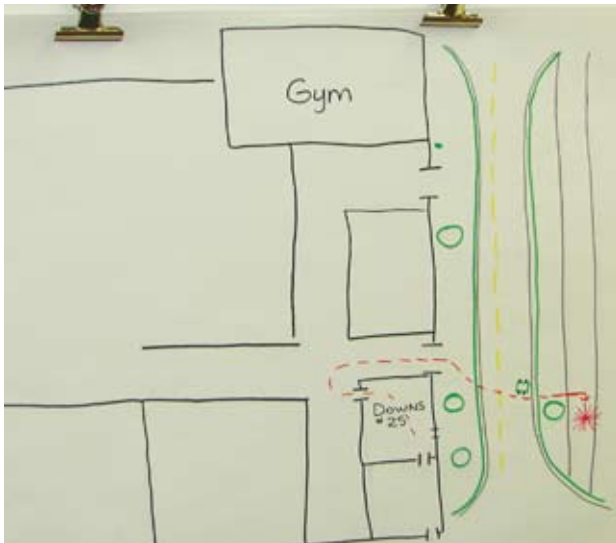
Materials

- ◆ Real smoke alarm
- ◆ Drawing of Classroom Escape Map



Ask the children to listen as you describe what you are going to have them do. Explain that the next time you push the smoke alarm test button the whole group is going to practice a fire drill using your escape map. Briefly review what each person needs to do when they are practicing a fire drill. Talk about the escape map and how it shows us how to get out. Show the way out on the map and in the classroom. Remind the children to walk safely to the exit then to the meeting place.

Push the button to sound a practice alarm and say, “Fire drill.” Allow the children to exit the classroom to find the meeting place, but follow them to make sure no one gets lost or scared. Once you arrive at the meeting place, make sure everybody is there. Then discuss how the smoke alarm kept you safe. Praise the children for knowing what to do when they heard the sound.



Questions

- ◆ What does an escape map show us? (How to get out and where to go)
- ◆ What is a fire drill? (It is a practice for getting out)
- ◆ What is a meeting place?
- ◆ Where is our class meeting place?
- ◆ What is this called? (Hold up a smoke alarm)
- ◆ Why do we need one? (To tell us if there is smoke or fire, to keep us safe)
- ◆ What does it sound like? (Loud beeps)
- ◆ Why do we need to hear its sound? (To know it is time to get out)
- ◆ What should we do when we hear its sound? (Get out and stay out)
- ◆ What if you see or smell smoke or fire but don't hear any beeps? Should you wait? (No. Get out and stay out)

Later, you should practice this drill when the children are playing during center time. Before the first couple of times, go around and give the children a 2-5 minute warning that you are going to press the button and have a drill. You might also have to remind them of what to do during the drill, like “meet at the door.”

Eventually you will not need to warn them or remind them of what to do when they hear the sound of the smoke alarm. You can also have them practice the drill by crawling on their hands and knees to the door under pretend smoke, once your class has talked about crawling low under smoke.



- ◆ How does it keep us safe?
- ◆ Should you have a smoke alarm at home?
- ◆ When do you call 911 or your local emergency number? (After you get out)

Explaining Family Escape Maps

Description

Talk about the Classroom Escape Map. Have it in your hand and point as you talk about getting out of the classroom. Talk about how it is important to know how to get out if there is a fire and how practicing keeps us safe.

Discuss with the children how they can stay safe at home by practicing a fire drill using their escape maps. Tell the children that you are sending home a letter to their families, asking them to make a map that shows how to get out of the house if there is a fire and that shows the family meeting place outside of the house. Tell the children they are to bring their escape maps back to school and share them with the group at group time. Help the children share the maps as they come back each day.

Area

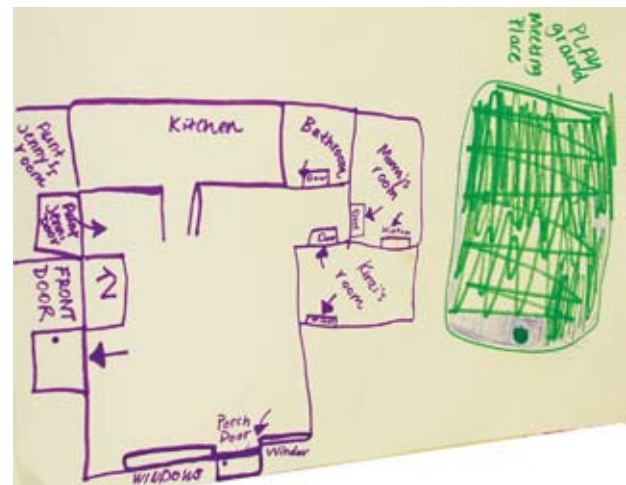
Afternoon group time
(whole group)

Materials

- ◆ Letters to parents
- ◆ Graph paper
- ◆ Copy of Classroom Escape Map

Questions

- ◆ What is an escape map? (A drawing that shows how to get out)
- ◆ Why do we need one?
- ◆ What is a meeting place?
- ◆ How does our Classroom Escape Map tell us to get out?
- ◆ Where is our meeting place here at school?
- ◆ How can we stay safe at home? (Practice a fire drill with your family using your escape map)
- ◆ Does anybody have an escape map for your house?
- ◆ Does anybody have a family meeting place?
- ◆ Do you practice a fire drill using your escape map at home?



DAY 9

Practicing the Fire Drill (repeated, see p. 83)

“Stop, Drop, and Roll” Song (repeated, see p. 61)

“Get Out” Song (repeated, see p. 81)

Book: *Arthur’s Fire Drill & Smoke Alarm Hunt*

Sounds Game

Relevant Learning Domains

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.

Book: *Arthur's Fire Drill & Smoke Alarm Hunt*

Description

Meet at the group time area. Show the picture of a smoke alarm (p. 207) or a real smoke alarm. Next, read *Arthur's Fire Drill* and discuss the Book Questions.

Book Summary & Messages

Arthur and his sister, D.W., learn about fire safety and fire drills at school. D.W. is scared there is going to be a real fire, so Arthur practices a fire drill at home with her. This book includes several fire safety tips along with the main messages.

- ◆ Message 1: Recognize the firefighter as a helper and friend.
- ◆ Message 2: Stay away from hot things that hurt.
- ◆ Message 5: Stop, drop, and roll if your clothes catch on fire.
- ◆ Message 7: Practice a fire drill using your escape map.

Book Questions

- ◆ Who teaches D.W. about not touching hot things?
- ◆ What is a fire drill?

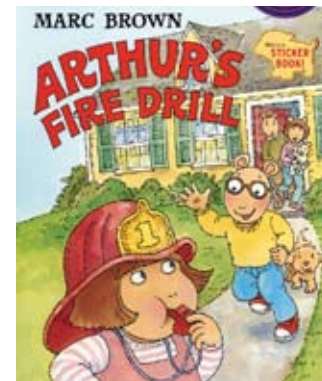


Area

Morning group time
(whole group)

Materials

- ◆ Picture of smoke alarm (p. 207) or real smoke alarm
- ◆ Paper
- ◆ Pencils
- ◆ Book: *Arthur's Fire Drill*



- ◆ Why do you have fire drills?
- ◆ What do you do when there is a fire drill?
- ◆ What do you do when your clothes catch on fire?
- ◆ What does D.W. see when she gets to school?
- ◆ Who stepped out of the fire truck?

Smoke Alarm Hunt & Discussion

Talk about how you are going to find the smoke alarms in your classroom and halls. Take the children around their own classroom and halls, pointing out where the smoke alarms are located. Encourage the children



to draw or write about the smoke alarms they see. They can draw a smoke alarm by a door or write a number for how many they see.

Meet back at the group time area. Talk about how many smoke alarms you saw and where they were found. Explain how the smoke alarms have to be high because the smoke rises. Discuss smoke alarms in the children's homes. Talk about where they are located and how many they have. Allow the children to talk about what they know about their own home's smoke alarms.

Tell them that different sized houses have different numbers of smoke alarms. Explain that they will still be safe if their house has fewer smoke alarms than the person's next to them. Show the picture of a smoke alarm or the real smoke alarm. Explain how the smoke alarm has to be high because the smoke rises.

Some children will worry about not having enough smoke alarms or as many as another child, and they may get scared. Help them not to be scared. Let them know that they will still be safe, even if they don't have as many smoke alarms in their house as another child's does.



Smoke Alarm Hunt Questions

- ◆ Where do you see a smoke alarm?
 - ◆ What does it look like?
 - ◆ What color is it?
 - ◆ How many smoke alarms did we see?
 - ◆ Where were they?
 - ◆ Why is the smoke alarm on or near the ceiling? (Because smoke rises)
 - ◆ Why do we need smoke alarms? (They keep us safe and tell us if there is smoke or fire. They tell us to get out and stay out)
 - ◆ Do you have smoke alarms in your homes?
-
- ◆ Where do you have them?
 - ◆ How many do you have?
 - ◆ Do you know what the smoke alarms in your home sound like? (It beeps loudly)
 - ◆ How do they sound different than the ones at school?
 - ◆ What do you do if you hear the smoke alarm? (Get out and stay out)
 - ◆ What if you see or smell smoke or fire? Do you wait to hear the smoke alarm? (No. Get out and stay out)



Sounds Game

Description

This activity may first be completed as a group time activity and then may be placed in the listening center for the children to use during center time. Find the CD included with this curriculum. Cut apart the corresponding flashcards (pp. 211-213), and number the backs according to the order of the sounds.

On the Sound CD

1. Firefighter breathing through the regulator and talking
2. Fire truck siren
3. Fire truck horn
4. Water from hose
5. Smoke alarm

Tell the children that you are going to let them listen to some sounds and that you want them to tell you what they hear. Play each sound and pause the CD. Allow the children to guess.

Encourage them to talk about what object might make such a sound and what people might do if they heard the sound. Show the picture that goes with each sound.

Area

Afternoon group time
(whole group)

Center time/
Listening center
(individually or small group)

Materials

- ◆ CD player or computer
- ◆ Headphones
- ◆ Sound CD
- ◆ Flashcards corresponding to the Sound CD (pp. 211-213)

Tell them that you are going to put the CD and pictures in the listening center, so they can listen to it and play the game later on their own or with other members of the class.

Questions

- ◆ What do you think that sound was?
- ◆ Was it a loud or soft sound?
- ◆ What do you think made that sound?
- ◆ Why do you think it made that sound?
- ◆ What would people do if they heard that smoke alarm sound? (Get out and stay out)

You can add complexity to this activity by making your own CD or tape and combining it with the Sound CD. Record the sounds of objects that create an easily recognized sound. For example, record the sound of a vacuum cleaner, a telephone, a door bell, a dog barking, or a train whistle.

Make sure you include either the recorded sound of a smoke alarm or you press the button on a real smoke alarm, so the children can practice hearing the smoke alarm sound. The smoke alarm is the most important sound for the children to recognize quickly.

DAY 10

Don't forget to duplicate the Take Home pages (pp. 94, 217).

- Picture Hide-and-Seek (repeated, see p. 62)**
- Classroom Escape Maps**
- “Stop, Drop, and Roll” Song (repeated, see p. 61)**
- “Get Out” Song (repeated, see p. 81)**
- Follow the Leader**
- Practicing the Fire Drill (repeated, p. 83)**
- Sounds Game—in Listening Center (repeated, see p. 90)**
- Sharing Family Escape Maps**

Relevant Learning Domains		
<p>Message 4 Tell a grown-up if you find matches or lighters. Never touch!</p> <p>Message 6 Know the sound and purpose of a smoke alarm.</p> <p>Message 7 Practice a fire drill using your escape map.</p> <p>Message 8 Crawl low under smoke.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions

Preparing for the Field Trip—Fire Station Visit

Your school or district may have guidelines for taking field trips, especially with young children. Also make sure to check the transportation guidelines, and speak with your principal or the transportation head at your district office if you have any questions.

In general, consider the following:

- ◆ Get written permission from the parent/guardian for each child to be transported.
- ◆ Send home a letter to the parents letting them know about the trip.
- ◆ Keep a schedule at the school or in the classroom where the parents can see it, detailing the route and times for the places you and the vehicle will be.
- ◆ Check the children's attendance each time they enter and exit the vehicle.
- ◆ Research your school's and your district's rules about car seats for children 6 years and younger.
- ◆ Do not allow children 6 years or younger to sit in the front seat.
- ◆ Assign drivers who meet the legal requirements to transport young children in your state or municipality.
- ◆ Keep the vehicle doors locked while the vehicle is moving.
- ◆ Make sure you meet the child-staff ratio for off-campus activities.
- ◆ Bring your first-aid kit, emergency contact information (for each child), a copy of the route, and an attendance sheet.

Use the standard field trip form/letter that your school has in place. But make sure to customize the letter, so parents understand the field trip is part of this fire safety unit. Also, send the letter early enough to request parent volunteers if you need them to accompany the class on the field trip.



Teacher Instructions

Crawl Low under Smoke

Background Information

- ◆ Teachers should always know two ways out of every classroom.
- ◆ If heat or smoke blocks one exit, there must be a second way to get out.
- ◆ Children may refer to “fog” and “steam” as smoke, but smoke comes from fire. Steam and fog come from water in the air. Also, steam comes from hot liquids that can burn you, and fog comes from cool water.
- ◆ Smoke tells you where a fire will be, has been, or where it is.
- ◆ Depending on what is burning, there are different colors of smoke and smells.

Get Low and Go—Teaching Children How to Get Low and Go

- ◆ Crawl low on hands and knees under the smoke to escape. Do not encourage children to belly crawl because it will take them longer to exit the building.
- ◆ Go quickly out the exit. Once you are out, stay out.
- ◆ Remain calm, so the situation will not frighten children.
- ◆ Practice fire drills once a month at school.

Why It Is Important to Get under the Smoke

- ◆ Smoke contains poisonous gases that make it difficult to breathe.
- ◆ Smoke is hot and dark, making it hard to see.
- ◆ Smoke is hot and rises, so the cool, cleaner air is between 12 and 24 inches off the floor.
- ◆ Smoke inhalation harms far more fire victims than burns do.



Take Home Page

Crawl Low under Smoke

Today, we discussed the message, “Crawl low under smoke.” We hope you can reinforce this messages with the following suggestions for what you can discuss and practice with your child.

- ◆ Teach your child that smoke is bad to breathe.
- ◆ Explain the difference between fog or steam and smoke if you child brings up the topic. In class, we emphasized that smoke comes from fire. Fog and steam come from water being in the air. Also, steam comes from hot liquids that can burn you, and fog comes from cool water.
- ◆ Talk about how smoke rises up to the ceiling.

- ◆ Teach your child to crawl under smoke to avoid breathing smoke.

- ◆ Have your child crawl on his/her hands and knees, so he/she can get out fast. Do NOT have your child crawl on his/her belly. It is too slow.
- ◆ Talk about how smoke will make the room very dark, and it will be hard to see where you are going. Try not to make this sound scary.



- ◆ Practice crawling to get out of the house. You can even practice crawling out of the house with your eyes closed to represent the darkness of the smoke.
- ◆ Remind your child that the smoke alarm will beep loudly to let everyone know there is smoke in the house.
- ◆ Review with your child that if he/she smells smoke or sees smoke or fire, do not wait for the smoke alarm to beep. Get out and stay out!

Classroom Escape Maps

Description

Meet with a small group of about four children. Tell them that you are each going to make a classroom escape map. Review the concepts of an escape map and meeting place, using the classroom escape map and meeting place as examples.



Find out what the children know about maps. After some discussion, remind them that a map is a picture of how to get from one place to another place.

Let them know that they are going to make a map of how to get from the classroom to the meeting place.

Area

Morning center time
(small group)

Materials

- ◆ Paper
- ◆ Pencil
- ◆ Large paper for each child
- ◆ Marker for each child

Before drawing the map, let the children think through how they go to the meeting place and some of the things they pass along the way. Use a pencil and paper to write down the words that each child says while encouraging the children to watch. When finished, talk about what they said and help them think about any changes they need to make. Explain that there is a certain order of things they will pass on their way to get to the meeting place. Help them think of the correct order.

You can also encourage them to make maps using the blocks in the block area.

Next, walk through a fire drill using the escape map with the children, and talk about the things you wrote down to see if they make sense. Come back to the table



and make any necessary changes to the list. Give each child a large sheet of paper and a pencil or marker. Encourage the children to draw their own escape maps. Explain to them that they need to leave room to fit everything on the map. They will probably need to work on the floor.

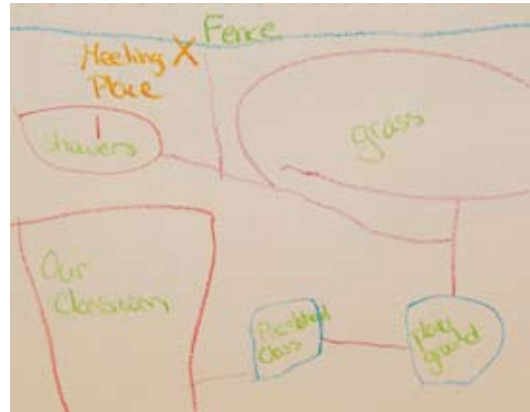
You should make an escape map while they are working on theirs, so they can watch you. The children may need help thinking of a place to start on their paper



and help thinking of how to draw the things they saw. Don't expect all of the maps to be perfect, to be like yours, or to be the same. They will all be different, and that's okay. When your maps are finished, walk the route again to make sure that they like everything on their maps the way it is.

Questions

- ◆ What is an escape map? (It shows how to get out)
- ◆ What is a meeting place? (A safe place to meet outside)
- ◆ How does our classroom escape map tell us to get out?
- ◆ What is our meeting place?
- ◆ Why do we need an escape map and meeting place?
- ◆ What should we do with our escape map to stay safe? (Practice a fire drill)
- ◆ What is a map?
- ◆ What is it used for?
- ◆ What kinds of things do we see when we go to our meeting place?
- ◆ What do we see first? Next? Last?
- ◆ Where should we draw the starting point?
- ◆ Where should we draw the meeting place?



Follow the Leader

Description

Move to an area that has more room to move around. Ask the children to imitate your actions. After completing several different actions—touching toes, running in place, hopping, turning around, and patting your head—ask the children to sit down in your regular group time area with you, so you can talk about a way to keep them safe from smoke.

Ask the children to tell you what they did when they were following you around the room. Tell them that you want everybody to practice keeping safe from smoke. Remind them that the class is learning about fire safety and that smoke is something that occurs when there is a fire. Tell them you are going to help them learn a way they can follow you and stay safe from smoke.



Ask the children what they know about smoke. When they are finished, emphasize the following:

- ♦ Smoke rises
- ♦ Smoke makes it hard for people to breathe
- ♦ Smoke is bad for us to breathe
- ♦ Smoke is black, so it makes a room very dark and hard to see.

Help the children think about how they can stay safe from smoke. When they are finished, tell them that they must crawl low under smoke, so they don't breathe it. Show the flashcards of a firefighter and of a child crawling low under smoke (p. 215). Ask them to follow you one more time, but tell them that this time when the group moves, they will crawl on their hands and knees on the floor. Encourage the children to imitate you crawling on the floor.

You can have the children do all of the crawling activities with regular lighting in the classroom. Then turn off the lights and close all blinds to make the classroom as dark as possible. Now, the children can practice crawling, seeing what it would be like in a real fire as the smoke makes the room dark. (Don't darken the room if they are afraid.)

You can also push the test button on the smoke alarm before the children crawl. This will help them associate the smoke alarm sound with crawling under smoke.

Area

Morning group time
(small or whole group)

Materials

- ♦ Flashcards of child and firefighter crawling under smoke (p. 215)



Have the children practice crawling on the floor by following you to an outside exit. Remind them that everybody needs to stay low to the floor because the whole group is pretending that there is smoke in the air and smoke is bad to breathe.

Questions

- ◆ What do you know about smoke?
- ◆ What does smoke look like?
- ◆ What color is it?
- ◆ What does it smell like?
- ◆ What does smoke do to the light in the room?
- ◆ Where does smoke come from?
- ◆ How do fires start?
- ◆ How can you keep fires from starting? (Tell a grown-up if you find matches or lighters. Never touch!)
- ◆ Is smoke the same as steam or fog?
- ◆ How are they different? (Smoke comes from fire; steam and fog are water in the air. Steam can burn you. Fog does not burn; fire does)
- ◆ What different things did you do when you were following me around the room?
- ◆ Where does the smoke go (up or down)?
- ◆ How can you stay safe from smoke? (Crawl low under smoke)
- ◆ What should you do if there is smoke in the air from a fire? (Crawl low under smoke)
- ◆ What lets us know that there might be smoke in the air? (Smoke alarm)
- ◆ What does it sound like? (It beeps loudly)



Sharing Family Escape Maps



Description

Invite the children to share their family escape maps with the other children at group time. Remind the other children that they need to have on their “listening ears” while each child speaks.

Only allow two or three children to share each time. Don’t save them all for one group time because this would be too long and difficult for the children to sit through.

Allow the children to share their maps as they bring them each day. You can have them share at the beginning or end of each group time, whatever is best for you. You may even want to begin by sharing your family escape map with the children.

Area

Afternoon group time (small or whole group)

Materials

- ◆ Individual children’s family escape maps

Questions

- ◆ Why is it important for you to have a family escape map?
- ◆ What should we do with the map? (Use it to practice a fire drill)



- ◆ What should we do once we get out of the house? (Stay out; call 911 or your local emergency number)
- ◆ What would you need to do if there was smoke in your house? (Crawl low under smoke)
- ◆ What would the smoke do to the room?
- ◆ What would you do if you saw a firefighter? (Don’t hide)
- ◆ What do firefighters do? (Help us)
- ◆ What would the firefighter look like and be wearing?
- ◆ What sound lets us know that we need to get out?
- ◆ What does it sound like? (It beeps loudly)
- ◆ What should you do if you see or smell smoke or fire? (Get out and stay out. Don’t wait for the smoke alarm to beep)

DAY 11

Practicing the Fire Drill (repeated, see p. 83)

Classroom Escape Map, Finish (repeated, see p. 95)

“Stop, Drop, and Roll” Song (repeated, see p. 61)

“Get Out” Song (repeated, see p. 81)

Crawl Low under Smoke

Sounds Game—in Listening Center (repeated, see p. 90)

Sharing Family Escape Maps (repeated, see p. 99)

Relevant Learning Domains

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.

Crawl Low under Smoke

Description

Discuss what to do when there is smoke in a room and how the children can stay safe from breathing the smoke. Talk about where the smoke goes (up or down?). Remind the children that smoke rises into the air, so people can stay safe by crawling on the ground.



Talk about how smoke is black and dark. Talk about how the smoke makes the room dark, and it is hard to see. Let them know that they need to crawl low, so they can breathe and see better to get out.

Ask the children to practice crawling low on their hands and knees in case of a fire. Set starting and ending points for them, such as from the group time area to the door. Encourage them to complete this task as quickly as possible, without running into the child who is crawling in front of them.

Bring the children back to the group time area to listen to new instructions. Show the children the towel or sheet, and tell them that you are going to pretend the towel is the smoke. Tell them that you are going to play a game where each child needs to crawl underneath the “smoke” without touching it.

You and another adult or child should hold the towel off the ground approximately a foot and a half for the children to crawl under. Let children take turns holding the towel with the teacher. Also, let more than one child go at a time so that the children do not have to wait so long. When children have to wait a long time, they usually misbehave because they get bored.

Area

Morning group time (small or whole group)

Materials

- ♦ Area with a lot of floor space
- ♦ Towel or small sheet (towel works better)

You might want to choose to do small groups of five or six children at a time, instead of the whole group at once, to reduce the waiting time.

Remind the children of the path with the starting and ending points. As the children crawl, you and the other person holding the towel should walk with the towel in the air just above their heads until you reach the door. After crawling on the floor under the “smoke,” the children should touch the exit door. After touching the exit door, ask them to return to the starting point and sit down.



After everyone has had a turn and is sitting down, discuss what it was like for them to pretend there was smoke in the air. Using the towel helps the children remember that the smoke rises into the air and gives the children a visual boundary to crawl underneath.

Questions

- ◆ What do you do when there is smoke in the room? (Crawl low under smoke. Get out and stay out)
- ◆ How can we stay safe? (Crawl low under smoke. Get out and stay out)
- ◆ Where does the smoke go (up or down)?
- ◆ Why do we need to crawl low when there is smoke?
- ◆ What does smoke look like?
- ◆ What does it smell like?
- ◆ Is smoke the same thing as fog or steam? (No, fog and steam are water in the air. Fog is cool, but steam is hot and can burn)
- ◆ How is it different? (Fog and steam come from water in the air. Smoke comes from fire)
- ◆ What was it like to have pretend smoke in the air?
- ◆ Did it make it easier or harder for you to crawl on the floor with the towel in the air above your body?
- ◆ What should you do if there is smoke in the air? (Crawl low under smoke. Get out and stay out)
- ◆ Where does smoke come from?
- ◆ What sound will you hear if there is smoke or fire? (Smoke alarm beeping)
- ◆ What should you do if you don't hear the smoke alarm, but you see or smell smoke or fire? (Crawl low under smoke. Get out and stay out)

DAY 12

Crawl Low under Smoke Obstacle Course

“Stop, Drop, and Roll” Song (repeated, see p. 61)

“Get Out” Song (repeated, see p. 81)

Smoke, Smoke, Beep

Practicing the Fire Drill (repeated, see p. 83)

Picture Hide-and-Seek (repeated, see p. 62)

Sharing Family Escape Maps (repeated, see p. 99)

Smoke, Smoke, Beep (repeated, see p. 107)

Relevant Learning Domains

Message 4	Skills	Dispositions
<p>Tell a grown-up if you find matches or lighters. Never touch!</p>	<p>1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.</p>	<p>1. Children will develop a respectful understanding of fire, hot things, and fire safety.</p>
<p>Message 6 Know the sound and purpose of a smoke alarm.</p>	<p>2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.</p>	<p>2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.</p>
<p>Message 7 Practice a fire drill using your escape map.</p>	<p>3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.</p>	<p>3. Children will develop an appreciation for fire safety and firefighters.</p>
<p>Message 8 Crawl low under smoke.</p>		



Crawl Low under Smoke Obstacle Course

Obstacle Course Description

Create an obstacle course the children can use to practice the skills associated with staying low to the floor. Set up chairs and other things with a blanket draped between them to represent the way the children would have to go through a room filled with smoke.



Encourage the children to crawl on their hands and knees through the obstacle course and to remain as low to the ground as possible throughout the whole route. You might want to make it less teacher-directed so that you don't have to give step-by-step directions to the children of where to go and how to do it. You can do this by taping arrows to the floor, showing the correct path to complete the practice course.

Talk to the children about how they are pretending to crawl under smoke to get out of the room. Remind the children they are pretending that they are getting out of a room filled with smoke. Talk about how they would have to find their way out and it would be dark from the smoke. Talk about how they would have to crawl around furniture.

Questions

- ◆ Where does the smoke go (up or down)?
- ◆ What does smoke look like?
- ◆ Is smoke the same thing as steam or fog? How is it different? (Smoke comes from fire. Steam and fog come from water in the air. Fog is cool, but steam is hot and can burn)
- ◆ What should you do if there is smoke in the room? (Crawl low under smoke. Get out and stay out)
- ◆ Would the room be dark?

Area

Morning center time, block center, or large area indoors or outdoors (small or whole group)

Materials

- ◆ Tunnels
- ◆ Chairs
- ◆ Blankets
- ◆ Tables
- ◆ Boxes

If you don't have these materials, you can also do this activity with 10 adult-sized chairs that the children could crawl under. This is called the **Chair Crawl**.





- ♦ Would the smoke make it hard to see?
- ♦ What kind of furniture would you have to crawl around?
- ♦ What sound would you hear if there is smoke or a fire? (Smoke alarm beeps)
- ♦ What should you do once you get out? (Stay out and go to your meeting place. Call 911 or local emergency number)
- ♦ What would you do if you saw a firefighter? (Don't hide)
- ♦ What do firefighters do? (Help us)

Smoke, Smoke, Beep

Description (variation of “Duck, Duck, Goose”)

Have the children hold hands in a circle and sit down. Show them the picture of a smoke alarm (p. 207) or a real smoke alarm. Discuss crawling under smoke and how the loud beeps of the smoke alarm tells us there might be smoke or fire. Then explain the game.

Tell the children that one person will be “the smoke alarm” and that person will stand up from the circle and walk slowly behind the rest of the children who are seated. The person who is “the smoke alarm” will gently touch several children on the head. While touching each child, the person who is “the smoke alarm” will call out the word “smoke.”

After saying the word “smoke” for several children’s heads, the person who is “the smoke alarm” will say the word “beep.” When “beep” is said, both children must drop to the ground and quickly crawl around the circle, back to the open spot. The “beeped” child, then, follows the “smoke alarm” around the circle and tries to tag him or her. The “smoke alarm” child will try to get back to the now vacant spot in the circle without being tagged.

If “the smoke alarm” gets back to the open spot before being tagged, the “beeped” child becomes the new “smoke alarm.” Remind the children that they

Area

Morning group time
(whole group)

Materials

- ♦ Picture of a smoke alarm (p. 207) or a real smoke alarm





are pretending that there is smoke in the air; so when they hear the child who is pretending to be the smoke alarm say “beep,” they should crawl on their hands and knees, like they are crawling under smoke.

Questions

- ◆ Where does smoke go (up or down)?
- ◆ Are steam and fog the same as smoke? What is the difference? (Smoke comes from fire. Steam and fog come from water in the air. Fog is cool, but steam is hot and can burn)
- ◆ What does smoke look like?
- ◆ What should we do if there is smoke in the room? (Crawl low under smoke. Get out and stay out)
- ◆ What sound lets us know there is smoke or a fire? (Smoke alarm beeps)
- ◆ Why should we crawl low under smoke?
- ◆ Why is the smoke on or near the ceiling?

DAY 13

Practicing the Fire Drill (repeated, see p. 83)

Discussing the Fire Station Visit

Listing Questions for the Fire Station Visit

Firefighter Fingerplay (repeated, see p. 28)

Discussing Questions for the Fire Station Visit

Book: *Here Come Our Firefighters*

Relevant Learning Domains

Message 1

Recognize the firefighter as a helper and friend.

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

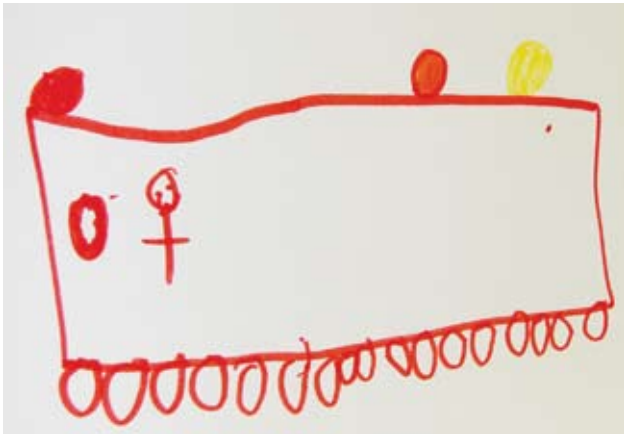
1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions

Field Trip—Fire Station Visit

Field trips are excellent ways to provide children with meaningful, concrete experiences that enhance their learning about the world around them. A trip to the fire station should involve these topics: fire safety messages taught in this curriculum, the fire station itself, firefighting gear, fire trucks, and firefighter equipment.



- ◆ Call the fire department and inform them you are studying fire safety and would like to set up a station tour.
- ◆ Discuss with the firefighter what activities would not be appropriate based on your group. You will need to give him/her a list of the fire safety messages and the Facts for Firefighter pages before the visit (pp. 23-24, 217).
- ◆ Talk to the children about some of the things they will see and do during the visit.

During the Tour

- ◆ Children should be actively involved, not sitting and listening for a long period.
- ◆ The firefighter should discuss the fire safety messages on a child's level of understanding.
- ◆ The firefighter should prepare the children for the loudness of the different sirens at the fire station.
- ◆ You and the firefighter can help the children learn descriptive words such as “fire engine,” “ladder truck,” “hose,” and “sirens.”
- ◆ You and any other staff or adult sponsors should be prepared in case the station is called to a fire.



After the visit, talk with the children about what they liked best and what new things they learned.



Discussing the Fire Station Visit

Description

Talk with the children about your upcoming visit to the fire station. Tell them when, where, and how you are getting there.

Discuss the way you want them to act, so they can stay safe. Remind them to listen and ask questions. Ask them if they can think of anything they will need to do to get ready for the trip.

Talk about what they want to see and know. Talk about what the firefighters do and how they are our friends and help us. Remind the children to never hide from firefighters if they come to help us.

Questions

- ◆ What kinds of things do you think you will see at the fire station?
- ◆ What do you want to see?
- ◆ How do you think we need to act at the fire station? Why?
- ◆ What should you do when the firefighter is speaking?
- ◆ What should we do to get ready for the trip?

Area

Morning group time
(whole group)

Materials

None

See the DVD to watch a fire station tour if your class cannot visit the fire station.

If possible, show this virtual tour to the firefighters at the station beforehand so that they have an idea of what a good fire station tour should look like.

Your class can also watch this tour to review the fire truck equipment and common rooms of a fire station after their fire station visit.



- ◆ What kinds of questions do you want to ask the firefighter?
- ◆ What do firefighters do? (Put out fires, help us)



Listing Questions for the Fire Station Visit

Description

In preparation for your visit, ask the children one at a time during center time what questions they have for the firefighter. Ask them what they would like to see at the fire station. Talk about the firefighter being our friend and helping us. Children need to be reminded not to hide from the firefighters when they come to help.

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

Area

Center time, morning and afternoon (individually)

Materials

- ◆ Paper
- ◆ Pen or pencil

You can invite the children to talk with you at a small table, or you can approach them where they are playing in the classroom. Have a pen and paper

ready to write their questions. Next, take a piece of poster board, and write something like, “What we want to ask at the fire station,” across the top. Then write their names down the side, and write their questions next to their names.

Leave the poster board in an area where the children can see it throughout the day. Be willing to add things to it as children think of more.

Questions

- ◆ What do you want to know more about?
- ◆ What do you want to ask the firefighter?
- ◆ What do you want to see the firefighter do?
- ◆ What do you want to see at the fire station?
- ◆ What do you want the firefighter to talk about?



Discussing Questions for the Fire Station Visit

Description

After you have a question from each child and have written them on poster board, use group time to discuss the children's questions. Point to the words as you are reading them to develop literacy skills. Encourage children to recognize their names.

During this time, discuss the different things they say. See if they have any more questions they would like to ask.

Close the discussion by talking about what firefighters do and how they are our friends and help us. Remind the children to never hide from firefighters if they come to help.

Area

Afternoon group time
(whole group)

Materials

- ◆ Children's questions on poster board

Questions

- ◆ What would you like to ask the firefighter?
- ◆ What would you like to see at the fire station?
- ◆ What would you like to see the firefighter do at the fire station?
- ◆ How do firefighters help us?





Book: *Here Come Our Firefighters*

Description

Use this book to generate interest in firefighting. Read the book aloud to the children, and make sure to emphasize where the firefighter works and what firefighters wear to protect their bodies from fire and smoke. Explain that firefighters are helpers because they are people who have been trained to put out fires and to rescue people from smoke and fire.

Talk about how the firefighters' clothing protects them from fire. This clothing allows them to walk into buildings that are on fire and to rescue people who were unable to use an escape map. Let the children know that even though the firefighter may look scary with the clothing and special equipment that has to be worn, the firefighter is a helper who keeps people safe when there is fire and smoke. Talk about how firefighters are our friends and help us. Remind the children to never hide from firefighters if they come to help.

Area

Afternoon group time
(whole group)

Materials

- ◆ Book: *Here Come Our Firefighters*



Book Summary & Messages

This pop-up book follows the daily life of a firefighter and the activities during a fire rescue. It also includes a behind-the-scenes look at the fire station.

Note: The pop-ups are fragile, so teachers may want to read the book to children instead of making it available in a library center.

- ◆ Message 1: Recognize the firefighter as a helper and friend.
- ◆ Message 8: Crawl low under smoke.

Questions

- ◆ What happens when the alarm sounds?
- ◆ What gear do firefighters put on their hands, feet, heads, backs, legs, bodies?
- ◆ Why does the firefighter wear special clothes and gear when there is a fire?
- ◆ Who is the fire chief? (Check page 6 in the book.) What does he do?
- ◆ Where does the water come from?
- ◆ What does the firefighter wear on her face? (Face mask)
- ◆ What does she wear on her back? (Air tank)
- ◆ Why does the firefighter wear a face mask and air tank?
- ◆ Can firefighters look kind of scary? Are they? (No, they help us)



- ◆ What do they use the ladder for?
- ◆ How do they let the smoke and gasses out of the building? (Use an axe to cut a hole in the roof)
- ◆ Why do the firefighters crawl low through the house?
- ◆ How do they put the fire out?
- ◆ Where do the firefighters sleep?
- ◆ Where do the firefighters eat?
- ◆ Do they have their own homes?
- ◆ Do they have families?
- ◆ How do the firefighters help us?
- ◆ If the firefighters come to help us, should we hide?



DAY 14

Don't forget to duplicate the Facts for Firefighters pages (pp. 23-24, 217).

- Discussing Questions for Fire Station Visit (repeated, see p. 113)**
- Assigning Questions for the Fire Station Visit**
- Practicing the Fire Drill (repeated, see p. 83)**
- Firefighter Fingerplay (repeated, see p. 28)**
- Book: *Firefighters A to Z***

Relevant Learning Domains		
<p>Message 1 Recognize the firefighter as a helper and friend.</p> <p>Message 6 Know the sound and purpose of a smoke alarm.</p> <p>Message 7 Practice a fire drill using your escape map.</p> <p>Message 8 Crawl low under smoke.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Assigning Questions for the Fire Station Visit

Description

Talk with the children again about how they are going to visit the fire station to see their friends and helpers, the firefighters. Remind the children to never hide from the firefighters if they come to help.

Talk about which questions the children are going to ask the firefighter, and have them help decide who is going to ask them. Allow each child to have one or two questions to ask the firefighter. Write down who is going to ask which question.

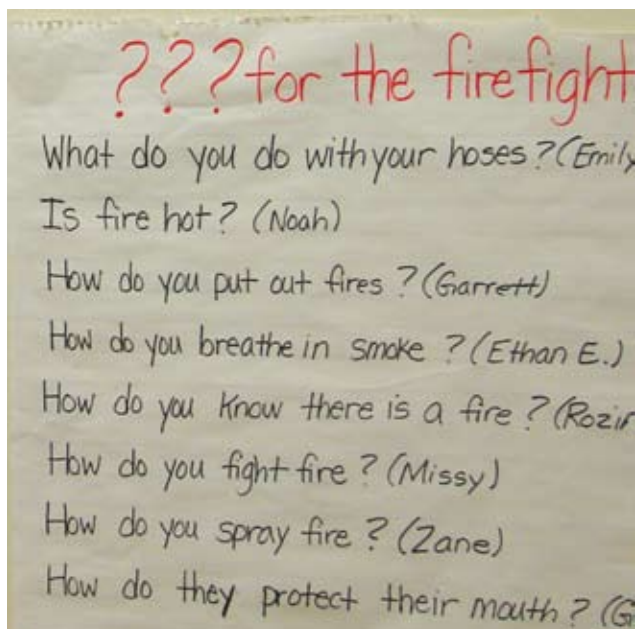


Explain to them that they will be responsible for asking the questions and for writing down or drawing the answer to the question. They need to remember the answers, so the class can talk about them later.

Explain to them that they will be responsible for asking the questions and for writing down or drawing the answer to the question. They need to remember the answers, so the class can talk about them later.

Questions

- ◆ Which questions should we ask the firefighter?
- ◆ Who wants to ask this question?
- ◆ How are you going to keep track of the answers the firefighter gives you?



Area

Morning group time
(whole group)

Materials

- ◆ Children's questions on poster board

Book: *Firefighters A to Z*

Description

Use this book to interest children in the fire station. Read the book out loud to the children, and make sure to point out where the firefighter works and what firefighters wear to protect their bodies from fire and smoke. Discuss with the children that firefighters are people who help us stay safe. Firefighters are helpers because they are people who have been trained to put out fires and to rescue people from smoke and fire.

Talk about how the firefighters' clothing protects them from fire. This clothing allows them to go into buildings that are on fire and to rescue people who were unable to use an escape map. Let the children know that even though the firefighters may look scary with the clothing and special equipment that has to be worn, the firefighter is a helper and friend who keeps people safe when there is fire and smoke. Never hide from a firefighter.

Book Summary & Messages

The story uses the alphabet and rhyming words to describe a firefighter as a community helper, which are great techniques for both teaching fire safety concepts and developing the children's literacy skills.

- ♦ Message 1: Recognize the firefighter as a helper and friend.



Questions

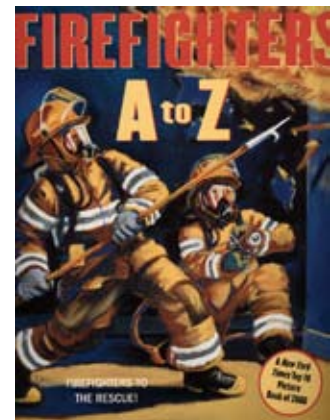
- ♦ How do the firefighters know to go to a fire? (Siren sounds)
- ♦ What do firefighters wear on their feet, hands, heads, face, bodies? (Boots, pants, coat, gloves, hoods, helmets, air tank, face mask) Why?
- ♦ Why does the firefighter wear special clothes and gear when there is a fire?
- ♦ Can firefighters look scary with all their gear on? Are they? (No, they help us)
- ♦ Should you ever hide from firefighters if they come to help you?

Area

Afternoon group time
(whole group)

Materials

- ♦ Book: *Firefighters A to Z*





- ◆ Why do the fire trucks drive so fast down the street?
- ◆ What do the firefighters use to cut holes in the roof and floor? (Axe)
- ◆ Why do they need to cut holes? (To let the smoke and gasses escape)
- ◆ What kinds of tools did they use? (Chain saw, ladder, axe, hose, K-tool)
- ◆ What is the K-tool? (It opens locked doors, like a special key)
- ◆ Why do firefighters need tall ladders?
- ◆ Why do firefighters need to work together?
- ◆ Where does the water come from? (Hydrant)
- ◆ How do they get the water out of the hydrant? (They hook up hoses)
- ◆ Who is the fire chief? (He is the boss)
- ◆ Where do the firefighters sleep?
- ◆ Do they live at the fire station all the time?

DAY 15

Fire Station Visit

What Did You Learn from the Fire Station Visit? Discussing What We Learned from the Fire Station Visit & Book: *Stop, Drop, and Roll*

Relevant Learning Domains		
<p>Message 1 Recognize the firefighter as a helper and friend.</p> <p>Message 5 Stop, drop, and roll if your clothes catch on fire.</p> <p>Message 6 Know the sound and purpose of a smoke alarm.</p> <p>Message 7 Practice a fire drill using your escape map.</p> <p>Message 8 Crawl low under smoke.</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers. 2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety. 3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety. 	<p>Dispositions</p> <ol style="list-style-type: none"> 1. Children will develop a respectful understanding of fire, hot things, and fire safety. 2. Children will gain self-satisfaction in knowing how to keep themselves and others safe. 3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions First-Aid Kit Checklist

- ◆ Disposable, nonporous gloves
- ◆ Blunt-tipped scissors
- ◆ Tweezers
- ◆ Thermometer
- ◆ Bandage tape
- ◆ Sterile gauze pads
- ◆ Rolled flexible or stretch gauze
- ◆ Nonmedicated adhesive strips (bandages)
- ◆ First-aid guide
- ◆ Wet wipes
- ◆ Pen/pencil and note pad
- ◆ Cold pack
- ◆ Cellular phone or coins for use in a pay phone
- ◆ Plastic bags for the disposal of soiled items
- ◆ Two 1-ounce bottles of Syrup of Ipecac
Only use if the poison control center or a doctor tells you. Label each bottle with the poison control phone number: 1-800-222-1222. Check each bottle's expiration date.
- ◆ Two 25-gram bottles of activated charcoal in a suspension or powder form
Only use if the poison control center or a doctor tells you. Label each bottle with the poison control phone number: 1-800-222-1222. Check each bottle's expiration date.

Fire Station Visit

Description

After completing the teaching unit on fire safety, arrange a field trip to take the children to the local fire station that serves your school or area. After visiting with the firefighter at school and seeing a fire truck up close, the children should be familiar with what they will see and hear when they visit the fire station. The children will have a better understanding of how firefighters keep us safe.

The children can also share with the firefighters what they personally have learned about fire safety.

Meet briefly in the group time area before you leave for the fire station. Talk with the children about safety issues. Remind them of how to act at the fire station. Help them remember the questions they want to ask.



Help them keep track of the answers. Make sure each child has paper and something to write or draw with.

Questions

- ◆ Ask the questions the children bring to the fire station.

Area

Fire station

Materials

- ◆ Attendance sheet
- ◆ Emergency sheet for each child
- ◆ First-aid kit
- ◆ Children's questions for the firefighter
- ◆ Paper for each child
- ◆ Pencil for each child
- ◆ Clipboard for each child



What Did You Learn from the Fire Station Visit?

Description

Ask the children one at a time during center time what they learned from the visit to the fire station. You can invite them to talk with you at a small table, or you can approach children where they are playing in the classroom. Have a pen and paper ready to record their answers.

Question the children one at a time away from other children so that they generate their own responses rather than repeating answers or giving “silly” answers to entertain their peers.

Area

Afternoon center time (individually)

Materials

- ◆ Paper
- ◆ Pen/pencil
- ◆ Poster board
- ◆ Marker
- ◆ Tape recorder

Next, take a piece of poster board, and write “What we learned at the fire station” across the top. Then write their names down the side, and write their answers next to their names. You may want to tape record their answers and write them later.

Leave the poster board in an area where the children can see it throughout the day. Be willing to add things to it as children think of more.

Questions

- ◆ What did you learn from the visit to the fire station?
- ◆ What did you see at the fire station?
- ◆ What can you tell me about fire safety?
- ◆ What can you tell me about the fire station?
- ◆ What else would you like to tell me?
- ◆ What can you tell me about the firefighter?
- ◆ What can you tell me about the fire truck?
- ◆ What do the firefighters wear to protect their feet, body, hands, head, and face?
- ◆ Can you name some firefighter tools? (K-tool, ladder, axe)





- ◆ What do they use the tools for?
- ◆ Where do the firefighters live?
- ◆ Where does the water come from?
- ◆ Who is the fire chief? (He is the boss)

Discussing What We Learned from the Fire Station Visit & Book: *Stop, Drop, and Roll*

Description

After you have an answer from each child written on poster board, use group time to discuss the children's answers. Point to the words as you are reading them to develop literacy skills. Encourage children to recognize their names.

During this time, discuss the different things they say. See if they still have questions. Write down any extra questions they may have. Ask for ideas about where they can find out more about fire safety. To conclude, read *Stop, Drop, and Roll*, and review all of the fire safety messages.

Book Summary & Messages

The story explains what families can do to practice fire safety in their homes. Some of the ideas include having professionals check chimneys annually, touching the door to see if it is hot, and installing smoke alarms in your home. The end of the book includes 10 fire safety tips for kids from Sparky the Fire Dog.

- ◆ Message 5: Stop, drop, and roll if your clothes catch on fire.
- ◆ Message 6: Know the sound and purpose of a smoke alarm.
- ◆ Message 7: Practice a fire drill using your escape map.
- ◆ Message 8: Crawl low under smoke.

Questions

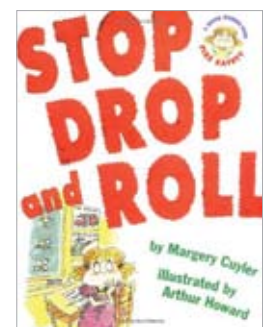
- ◆ What did Jessica worry about?

Area

Afternoon group time
(whole group)

Materials

- ◆ Poster board with children's answers
- ◆ Book: *Stop, Drop, and Roll*
- ◆ Chart paper or blackboard
- ◆ Marker





- ◆ What should your home have on every floor?
- ◆ What did Mr. Martin say to do if your clothes catch on fire?
- ◆ What did Jessica make her family do when she got home from school?
- ◆ What makes smoke rise?



Message Review

Ask the children what messages they can remember. During the discussion, write the eight messages on chart paper or the blackboard as the children remember parts of or the whole message. Make sure to use the exact wording of the message to reinforce the main idea and to avoid any confusion. Writing the messages will also further develop literacy skills.

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

ADDITIONAL LESSONS

Journal Writing
Draw and Dictate Pictures
Thank-You Cards
Make a Class Book
Hot Things Outside

Relevant Learning Domains

Messages &

Assessment Areas

Messages or assessment areas are listed with each lesson. These will tell you where they may best supplement your curriculum or goals.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.

Journal Writing

Description

At group time, explain to the children that they are going to be writing and drawing in journals. Explain that they will have their own journals. Tell them where the journals are going to be kept. Let them know how they can get the journals and when they can write in them. Let them know that you will help them, if needed.

Decide if the journals will be available to the children at all times or if you will have special “journal writing time” once a day or every couple of days. Explain your decision to the children.



Some days you can give the children questions to think about before they write, and some days you can just allow them to write and draw about whatever they choose concerning fire safety.

Make sure you date the pages each time that they use their journals. Don't worry about spelling. Just let the children write and draw; then ask them about their entries, and make notes on their paper about what they were drawing or writing. You can also write down their words as they tell you about their entry. Remember to put their words in quotation marks (i.e. “It means...”).

Questions

- ◆ What do you know about fire?
- ◆ How do you stay safe from fire?
- ◆ What does the fire truck look like?
- ◆ What does the firefighter look like?
- ◆ What does the fire station look like?
- ◆ What can you tell me about your picture that you drew or words that you wrote?
- ◆ Tell me about this part (Point to the words/picture you want to know about).

Assessment

What do the children know, and what are they learning about fire safety?

Area

Center time, writing center, or small table (individually)

Materials

- ◆ Spiral notebooks with the children's names on them
- ◆ Pencils
- ◆ Crayons

Draw and Dictate Pictures

Description

Keep materials available at your art and writing centers that are relevant to fire safety, so children can draw and paint about what they are learning. Encourage the children to tell you about what they are drawing and painting.

Write down their words as they tell you about their drawing or painting. Remember to put their words in quotation marks (i.e. "It means..."). They can even write about it by themselves. Don't worry about spelling. Just let the children draw and write, then ask them about it, and make notes on their papers about what they were drawing.

Questions

- ♦ What does the fire truck look like?
- ♦ What does the firefighter look like?
- ♦ What does the fire station look like?
- ♦ What do you know about fires and staying safe?
- ♦ Tell me about your picture.

Assessment

What do the children know, and what are they learning about fire safety?

Area

Center time, art/writing center, or small table (individually)

Materials

- ♦ Paper
- ♦ Pencils
- ♦ Crayons
- ♦ Markers
- ♦ Paint



Thank-You Cards

Description

After the firefighter visits your classroom or after the class visits the fire station, have the children make thank-you cards. Decide if they are going to make individual cards or a class card. Explain your decision to the children.

For younger children, make a class thank-you card and let all the children draw on it.

During one of your group times, explain to the children that they are going to be making thank-you cards for the firefighters. Tell them where they can go to make the cards. Let them know that you will

help them, if needed. You can create your own thank-you card as you work with the children to create their cards.

Don't worry about spelling. Just let the children write and draw, then ask them about it, and make notes on their papers about what they

were drawing or writing. You can also record their words as they tell you about their cards. Remember to put their words in quotation marks (i.e. "It means...").



Message 1

Recognize the firefighter as a helper and friend.

Area

Center time, art/writing center, or small table (individually)

Materials

- ◆ Paper
- ◆ Pencils
- ◆ Crayons
- ◆ Markers
- ◆ Stamps
- ◆ Words "Thank You" where the children can see them

Questions

- ◆ What do you want to tell the firefighter?
- ◆ What did you like about the visit?
- ◆ What did you like about the fire station?
- ◆ What can you tell the firefighter "thank you" for?



Making a Class Book

Description

This project will probably take a few days to complete. During one of your group times, explain to the children that they are going to be making a class book showing what they have learned about fire safety. Explain to them that they can write and draw pictures showing what they have learned. Tell them that they will each be responsible for creating their own page in the book.

Let them know that they will need to think about what they want to draw and write about before they begin working on the book. Remind them that you will help them if they need help. Let them know where and when they will begin working on their pages.

You can also make individual books for each child like you did for the journals (p. 128). Staple the pages together after the children have finished all of the individual pages. This way, if they “mess up,” you don’t have to tear a page out of the book—you can just throw it away, get a new sheet of paper, and staple the pages together later.

Meet with the children individually during center time to talk with them

about what they want to draw and write about on their page. Write down what they decide, so you can help the children remember what they decided when it comes time for them to make their pages.

After you have spoken with the children and written down their ideas for the pages they each want to make, give each child a sheet of paper to begin creating it. You can have the children do this during center time, at the writing center in small groups, or one at a time.

Don’t worry about how the children spell. Just let the children write and draw, then ask them about it, and make notes on their papers about what they were drawing and writing. You can also write down their words as they tell you about their pages. Remember to put their words in quotation marks (i.e. “It means...”).

Assessment

What do the children know, and what are they learning about fire safety?

Area

Center time, writing center, or small table (individually)

Materials

- ◆ Paper
- ◆ Pencils
- ◆ Crayons
- ◆ Markers



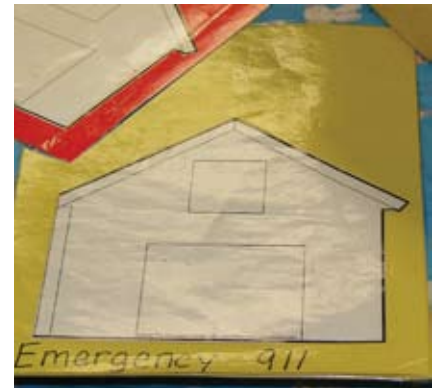


When the pages are all made, staple them together to make a class book. The book does not need to be very organized. Some of the same pictures will probably be drawn more than once, and it doesn't need to be in any particular order. This type of book is great for younger children.



Questions

- ◆ What do you think the book should tell other people?
- ◆ What have you learned about fire safety?
- ◆ What do you want to tell other people about fire safety?
- ◆ What is something new you learned about fire safety?
- ◆ What kind of picture would you like to draw to go in the class book about fire safety?
- ◆ What would you like it to say?
- ◆ Tell me about your picture.



For older children, you can have a group time where the children decide everything that needs to be included in the book. They can decide, as a group, what each page in the book should talk about. Write down the ideas on a large piece of paper, so the children can see and add to it.

Then you can let the children volunteer to make the page that they are interested in creating. You can write their names next to the pages they are responsible for. This would be a good time to talk about how books are formatted. Discuss with the children how to make a cover page, title page, and table of contents. Encourage the children to think of ideas and work together to finish the project.

Hot Things Outside

Description

Begin group time by asking the children if they have ever touched something hot outside. Have the children brainstorm about what things are hot. Discuss their answers. Write their answers on a large sheet of paper for them to see.

Discuss the hot things on the playground. Talk about the sand and sidewalk and compare it to the grass. Talk about how some items are hotter than others. Talk about how the slide or bleachers can be very hot in the summer.

Remind them that hot things can burn us and that we should stay away from hot things that hurt. Discuss cooling a burn with cool water.

Questions

- ◆ Have you ever touched anything outside that was hot?
- ◆ What happened when you touched it?
- ◆ What did it feel like?
- ◆ Can you name some things that are hot outside?
- ◆ Can you name some things that are hot on our playground?
- ◆ Which things felt the hottest?
- ◆ Why do you think they got hotter than other objects?
- ◆ What did you notice about the sand? Sidewalk? Slide? Grass?
- ◆ Has anyone ever gotten a burn from the slide? Sand? Sidewalk? Bleachers?
- ◆ What should you do if you get a burn? (Cool a burn with cool water)
- ◆ What should you do if you know these things are going to be hot? (Stay away from hot things that hurt)



Message 2

Stay away from hot things that hurt.

Message 3

Cool a burn with cool water.

Area

Center time, group time, or outside (small or whole group)

Materials

- ◆ Paper
- ◆ Pen/pencil

FIRE SAFETY

ALL YEAR

Camping
Cooking
Grilling
Real Birthday Party at School
Pretend Birthday Party
The Fourth of July
Fall Holidays
Winter Holidays
Winter Holiday Candles
Multicultural

Relevant Learning Domains

Messages &

Assessment Areas

Messages or assessment areas are listed with each lesson. These will tell you where they may best supplement your curriculum or goals.

Skills

1. Children will develop communication skills by discussing ideas and answers about fire safety with peers and teachers.
2. Children will develop literacy skills by writing, reading, listening, and singing about fire safety.
3. Children will develop problem-solving skills by discussing possible answers to questions about fire safety.

Dispositions

1. Children will develop a respectful understanding of fire, hot things, and fire safety.
2. Children will gain self-satisfaction in knowing how to keep themselves and others safe.
3. Children will develop an appreciation for fire safety and firefighters.



Teacher Instructions

Cross-Cultural Integration of Fire Safety Concepts

All of the activities and questions in this section are meant to spur thought and to continue or initiate conversations with children while they are working with the relevant materials. They are not meant to be formal teaching lessons, but rather part of a conversation that flows naturally. If the children are not responding to your conversation topic, change it, or just watch and play.

Try to join in the playtime without interrupting, changing the play, or taking lead roles. The questions are flexible, so put them in your own words, and pick and choose those that fit the moment. They are not intended to all be used at once or to be used in a specific order.

Be creative and have fun getting the children to think.

Fire Safety Messages

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

Camping

Description

Make a pretend campfire by tying paper towel rolls together with yarn and by stuffing red, yellow, and orange tissue paper among them for flames. Provide pots and roasters for kids to pretend that they are grown-ups roasting marshmallows and other camp foods over the fire.



A pail of pretend water could be handy, and rocks should be placed around the fire to keep it from spreading.

As you pretend, talk about being safe

around the campfire. Emphasize the importance of staying a safe distance from the fire and of having a grown-up with children when around the fire.

Questions

- ◆ What do we use this fire for? (Cooking, keeping warm)
- ◆ What can we cook over the fire?
- ◆ How do we cook these foods so that we can stand far away from the hot fire? (Sticks, special cooking forks that are long)
- ◆ Why do we need rocks around the fire?



- ◆ Why do we need a pail of water next to the fire?
- ◆ Why do we need to be careful around fire? (Fire is hot and can hurt or burn us if we get too close to it)
- ◆ Is fire hot or cold? (Fire is hot and can hurt us. It can burn)
- ◆ Should we ever touch fire? Why not? (It is hot and can hurt or burn us)

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Message 5

Stop, drop, and roll if your clothes catch on fire.

Area

Dramatic play center

Materials

- ◆ Paper towel rolls
- ◆ Yarn
- ◆ Red, yellow, orange tissue paper
- ◆ Pots
- ◆ Roasters
- ◆ Pail
- ◆ Rocks
- ◆ Sticks or campfire forks



- ◆ Sometimes fires have sparks that can get on our clothes if we stand too close. What should you do if your clothes catch fire? (Stop, drop, and roll)
- ◆ Can you show me how?
- ◆ Who lights the fire? (Only grown-ups)
- ◆ What do they use to light the fire? (Matches, lighters, wood)
- ◆ Do we touch matches or lighters? (No. Tell a grown-up if you find matches or lighters. Never touch!) Why?

Related Reading

- ◆ *When Daddy Took Us Camping*, by Julie Brillhart.
- ◆ *Bullfrog and Gertrude Go Camping*, by Rosamond Dauer.

Cooking

Description

During kitchen playtime, reinforce the message about how to stay away from hot things that hurt. Emphasize that only grown-ups cook at the stove. Then, pretend to accidentally burn your finger on the play stove. Involve the children in figuring out that you need to cool the burn by running cool water on it at the play sink instead of putting on a bandage or medicine.



Have them help you by turning on the cold water, emphasizing the need for cool, not cold, water.

Questions

- ◆ What are you cooking?
- ◆ Is it hot?

Message 2

Stay away from hot things that hurt.

Message 3

Cool a burn with cool water.

Area

Dramatic play center

Materials

- ◆ Play stove and sink
- ◆ Pots/pans
- ◆ Potholders
- ◆ Aprons
- ◆ Hairnets/chef hats
- ◆ Cooking utensils
- ◆ Pizza boxes
- ◆ Take-out boxes



- ◆ How did it get hot?
- ◆ Where does the heat come from? (Burner, stove, oven)
- ◆ Should we ever touch that (burner, stove, oven)?
- ◆ Why not? (It is hot and can burn us. Stay away from hot things that hurt)
- ◆ Should we ever touch the pots that sit on the stove or that are in the oven? Why not? (They are hot and can burn us)
- ◆ Who touches the pots and pans? (Grown-ups)
- ◆ What do they use to keep their hands safe?
- ◆ Why do they need to use potholders? (It is hot and can burn us)
- ◆ Should we ever try to use potholders and touch hot things? (No. Stay away from hot things that hurt)
- ◆ What should you do if you touch something hot and burn your fingers? (Cool a burn with cool water)
- ◆ Can you show me how to cool a burn? (Use the dramatic play sink)
- ◆ Who cooks on the stove and oven? (Only grown-ups)
- ◆ How do they turn on the heat? (Turn the knobs)
- ◆ Do we ever touch the knobs or turn them on? Why? (No. Only grown-ups because they know how to do it safely)



Related Reading

- ◆ *Fairy Tale Feasts: A Literary Cookbook for Young Readers And Eaters*, by Jane Yolen and Heidi E.Y. Stemple.
- ◆ *Green Eggs and Ham Cookbook*, by Georgeanne Brennan.



Grilling

Description

As you play with the children, help them build a pretend grill with blocks. Then, tell them they are going to pretend they are grown-ups who are cooking food on the grill, using potholders and spatulas. Discuss various characteristics of grills, like how they are hot to touch and have fire inside of them. The smoke coming from grills is not good for us to breathe into our lungs, and the grease that comes from under them is hot.

Let the children know that lighter fluid is not safe to touch. It is like a match, so they should tell a grown-up if they find some. Stay away from lighter fluid, matches, lighters, and hot grills.

Questions

- ◆ What do you know about grills?
- ◆ Who uses grills to cook? (Only grown-ups)
- ◆ How can we be safe around grills? (Stay away from grills because they are hot and can hurt us)



- ◆ What do grown-ups use to start a fire in a grill? (Charcoal, lighter fluid, matches, lighters)
- ◆ What do you do if you find lighter fluid or matches? (Tell a grown-up if you find matches or lighters. Never touch!)

Related Resource

Visit the Home Safety Council's website for more grilling guidelines that you can

share with parents or incorporate into this lesson:

<http://www.homesafetycouncil.org>

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Area

Dramatic play center, block center, or library center

Materials

- ◆ Blocks built like a grill
- ◆ Books about grilling

Real Birthday Party at School

Description

Follow the normal flow of conversation, seeking opportunities to include fire safety awareness. This is not a formal lesson, but these are questions that work well during the activities of a birthday party at school.

Questions

- ♦ What do you put on top of your cake at home to tell how old you are?
- ♦ Do we have candles on your cake at school? Why? (No. It's not safe to have fire at school)



- ♦ Do we ever touch any of those things? Why? (Only grown-ups. They know how to do it safely)

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Area

Seated around tables for a real birthday party at school

- ♦ Do we ever touch candles when they are lit? Why not? (No, they are hot and can burn us)
- ♦ Who lights the candles? (Only grown-ups)
- ♦ What do they use to light them? (Matches, lighters)



Pretend Birthday Party

Description

Make a play cake out of a block of painted and decorated styrofoam. Children can make play presents by gift wrapping empty boxes as a center activity. Chat with the children during the the pretend party about fire safety.



Questions

- ◆ Whose birthday is it?
- ◆ How old are you?
- ◆ What do we need to put on top of the cake to tell us how old you are?
- ◆ How many candles would we need?
- ◆ Who lights the candles? (Only grown-ups)
- ◆ What do they use to light them? (Matches, lighters)
- ◆ What should we do if we find matches or lighters? (Tell a grown-up. Never touch!)
- ◆ Do we ever touch those candles when they are lit? Why not? (They are hot and can burn us)
- ◆ What do we do to the candles after we sing “Happy Birthday?” (Blow them out)
- ◆ What happens to the fire?
- ◆ What if you have a big fire that is an accident or that you don’t want? Can you blow it out?
- ◆ What should you do? (Get far away from the fire. Don’t touch it. Get out and stay out. Go to the meeting place)
- ◆ What would you do if you got fire on your clothes? (Stop, drop, and roll)
- ◆ Can you show me how?

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Message 5

Stop, drop, and roll if your clothes catch on fire.

Area

Seated around tables for a pretend birthday party

Materials

- ◆ Play birthday cake
- ◆ Party hats
- ◆ Balloons
- ◆ Candles
- ◆ Play presents
- ◆ Plates
- ◆ Flatware
- ◆ Cups

Related Resource

Visit the Preschool Coloring Book website for pages you can print out that the children can color and then use as “wrapping paper” for the play presents:
<http://www.preschoolcoloringbook.com/>



The Fourth of July

Teacher Background

Safety awareness around fireworks is critical for children. Most injuries from fireworks, especially sparklers, are to children. Injuries are usually to their hands, head, or eyes. It is recommended that fireworks be used only by professionals, including sparklers, which can get as hot as 1200° Fahrenheit, according to the National Fire Protection Association®.



Description

As you play with the children near the Fourth of July, ask them what they know about sparklers, firecrackers, and fireworks. Talk about how only grown-ups should touch matches, lighters, or firecrackers. Talk about how they are hot and how children need to stay away from hot things that can hurt us.

To enjoy a safe fireworks experience, you can help the

children make their own virtual fireworks shows just by clicking the mouse. Visit www.maylin.net/Fireworks.html.

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Materials

- ♦ Computer with internet access

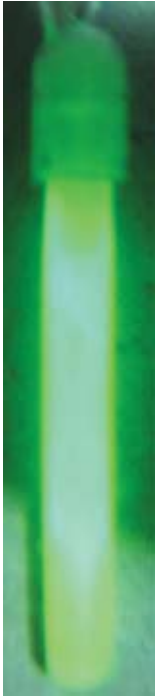


Questions

- ♦ Do we ever touch fireworks? (No, they are hot and can burn us)
- ♦ What do they use to light fireworks? (Matches, lighters)
- ♦ Who should light fireworks? (Only grown-ups)
- ♦ What color are the fireworks?
- ♦ What should you do if there is a big fire that is an accident?



Fall Holidays



Description

Discuss fire safety in relation to the candles in jack-o'-lanterns. Talk about staying away from the candles, what to do if your clothes or costume catches on fire, and how to cool a burn.

Talk about using flashlights, glow sticks, or flameless tea lights (battery-operated) as an alternative to candles. Remind parents to purchase costumes made of fire resistant fabrics, such as polyester, or to check for tags labeled "flame resistant" or "flame retardant."



Questions

- ◆ What goes inside a jack-o'-lantern?
- ◆ Why do we put lights inside pumpkins?
- ◆ Who lights the candles for pumpkins? (Only grown-ups)
- ◆ What could you put inside a pumpkin for light instead of a candle? (flashlight, battery-operated tea light candle)
- ◆ What costume will you wear for Halloween?
- ◆ What do you do if your costume catches on fire? (Stop, drop, and roll)
- ◆ Can you show me how?

Message 2

Stay away from hot things that hurt.

Message 3

Cool a burn with cool water.

Message 5

Stop, drop, and roll if your clothes catch on fire.

Area

Art center, dramatic play center, library center, or block center

Materials

- ◆ Halloween decorations or crafts
- ◆ Flameless tea light candle
- ◆ Glow stick



Winter Holidays

Description

When a child is looking at the Christmas tree and showing interest in the ornaments and lights, engage the child in conversation that includes fire safety information. You may also stimulate interest in fire safety while children are decorating the tree or making ornaments for it.

Make a special job assignment to have a different child remind you to unplug the Christmas lights at the end of each day.



Questions

- ◆ What makes those lights come on? (They are plugged into the wall)
- ◆ Are we ever supposed to touch the wall outlet? Why not? (It is not safe and can burn you)
- ◆ Who plugs and unplugs the lights? Why? (Only grown-ups because they know how to do it safely)
- ◆ Are the lights hot? (Yes. They should be unplugged before you leave the house or before you go to bed)

Message 2

Stay away from hot things that hurt.

Area

Around the Christmas tree, art center, dramatic play center, or library center

Materials

- ◆ Christmas tree
- ◆ Tree lights
- ◆ Non-glass ornaments



Winter Holiday Candles



Description

Be alert for the subject of candles at home, or initiate the conversation by asking children if they have candles at home.

Questions

- ◆ Who lights the candles at home? (Only grown-ups) Why? (Candles are hot, have fire, have hot wax, and they could burn us)
- ◆ What do grown-ups use to light them? (Matches, lighters)
- ◆ Do we ever touch any of those things?
- ◆ Why should we stay away from these candles?
- ◆ Should we blow out burning candles? (Always ask a grown-up if it is okay for you to blow out a candle, and ask them to watch you do it)

Message 2

Stay away from hot things that hurt.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Area

Home living center

Materials

- ◆ Unlit holiday candles or unlit candles with candle holders

Related Resource

- ◆ Visit the DLTK website for pictures and craft activities related to the menorah, which is lit during Hanukkah:
<http://www.dltk-kids.com/world/jewish/hanukah.htm>



Multicultural

Description

Throughout history, cultures have used fire in various ways, such as cooking food, performing spiritual rituals, and creating pottery and glass. Consider these examples of cultural and historical uses of fire:

- ♦ Native Americans build fires and use them for storytelling, dancing, and cooking.
- ♦ In Chinese culture, fire is one of the five symbolic elements that control people's daily and spiritual lives.
- ♦ The Sacred Fire, Agni, is the deity that oversees Hindu marriages.
- ♦ In early African civilizations, people lit candles and incense, attempting to scare off thunderstorms. Trees hit by lightning were burned to avoid mixing human fire with heavenly fire.
- ♦ Fire is used throughout the Olympic games to symbolize several relationships in Greek mythology.

Ask your families if they have any practices in their cultures that use fire or know of someone who does. If they do, encourage them to visit and talk with the children about their culture and the uses of fire. Use them as a resource.

Some of these activities could be included in your classroom. After introducing them at group time, extend them into the dramatic play area in some of the following ways:

- ♦ Have children sit around a pretend campfire and tell cultural stories or myths
- ♦ Do a spiritual dance around the fire to celebrate harvest, life, marriage or a good hunt
- ♦ Pretend to cook or create pottery, glass, or metal objects

Related Reading

- ♦ *Keepers of the Night: Native American Stories and Nocturnal Activities for Children*, by Michael J. Caduto and Joseph Bruchac.
- ♦ *Nelson Mandela's Favorite African Folktales*, edited by Nelson Mandela.
- ♦ *Asian Children's Favorite Stories*, by David Conger, Kay Lyons, Liana Romulo, Joan Suyenaga, and Marian Davis Toth.

Message 2

Stay away from hot things that hurt.

Message 3

Cool a burn with cool water.

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Message 5

Stop, drop, and roll if your clothes catch on fire.

Area

Library center or group time area

Materials

- ♦ Pretend campfire
- ♦ Books with myths or stories of fire

RESOURCES

Songs and Fingerplays

Pictures CD, Sound CD, and DVD

Fire Safety Websites for Adults

Fire Safety Websites for Children

Kit Inventory

Kit Alternatives



Song: Get Out

To the tune of “Frere Jacques”

The musical notation is written on a single treble clef staff in G major (one sharp) and 4/4 time. It consists of three lines of music. The first line contains the first four measures of the melody. The second line starts with a measure rest labeled '5' and contains the next four measures. The third line starts with a measure rest labeled '7' and contains the final three measures, ending with a double bar line. The lyrics are placed below the notes.

If there's fire, _ If there's fire, In your house, In your house,
 5 What _ do you do? _ _ What _ do you do? _ _
 7 *shout or yell*
 YOU GET OUT! YOU GET OUT!

Song: Stop, Drop, and Roll

To the tune of “The Muffin Man”

The musical notation is written on a single treble clef staff in G major (one sharp) and 4/4 time. It consists of two lines of music. The first line contains the first four measures of the melody. The second line contains the next four measures, ending with a double bar line. The lyrics are placed below the notes, with some parts in pink to indicate roles.

All: Do you know _ what to do, _ _ What to do, _ _ What to do?
Teacher: First you STOP, *Children:* First you STOP, *Teacher:* Next you DROP, *Children:* Next you DROP,
 Do you know _ what to do If your clothes catch on fire?
Teacher: Then you ROLL, *Children:* Then you ROLL, *All:* Un - til the fire's all gone.

Song: Hot Things Hurt

To the tune of “The Farmer in the Dell”

The image shows two staves of musical notation in 6/8 time. The first staff contains the melody for the first line of lyrics: "Hot things hurt. Hot things hurt." The second staff contains the melody for the second line of lyrics: "Stay a - way from hot things, Hot things hurt." The notes are simple, with some slurs and rests, and the lyrics are written below the notes.

Hot things hurt. Hot things hurt.

Stay a - way from hot things, Hot things hurt.

Verse 2

Cool a burn.
Cool a burn.
Run it under water;
Cool a burn.

Verse 6

Crawl under smoke.
Crawl under smoke.
If there is a fire,
Crawl under smoke.

Verse 3

Tell a grown-up.
Tell a grown-up.
If you see some matches,
Tell a grown-up.

Verse 7

Practice a plan.
Practice a plan.
Practice how to get out;
Practice a plan.

Verse 4

Stop, drop, and roll.
Stop, drop, and roll.
If your clothes catch on fire,
Stop, drop, and roll.

Verse 8

Firefighters are friends.
Firefighters are friends.
They really want to help me;
Firefighters are friends.

Verse 5

The smoke alarm is loud.
The smoke alarm is loud.
It tells me to get out;
The smoke alarm is loud.

Song: Firefighters

To the tune of “Pop Goes the Weasel”



Down the street the en - gine goes. The fire - men fight the fire. ___



Up the lad - der with their hose, Out goes the fire.

Song: Firefighter Song

To the tune of “I’m a Little Teapot”



I'm a lit - tle fire - fight - er on the go.
(Move arms in a running motion.)



Here is my hel - met; Here is my hose.
(Point to your head.) (Hold an imaginary hose.)



When I see a fire, Hear me shout!
(Look, holding hand over eyes.) (Cup hands around mouth.)



Turn on the wa - ter and put the fire out! Shhhh
(Hold the imaginary hose.) (Pretend to spray the fire with water.)

Fingerplay: Five Firefighters (version 1)

Chant

Five brave firefighters, sleeping so.

The fire bell rings. Down the pole they go.

Jump in the fire truck. Hurry down the street. Climb up the ladder.

Feel the fire's heat,

Five brave firefighters,

Put the fire out.

Hip! Hip! Hooray! All the people shout!

Movement

Hold up a hand with fingers flat across palm

Open the hand and make a downward motion

Make the fingers climb

Wipe sweat from your brow/forehead

Hold up five fingers

Make a wiping motion

Shout

Fingerplay: A Firefighter

Chant

This brave firefighter is going to bed.

Down on the pillow he lays his head.

Wraps up in his blanket tight,

And plans to sleep this way all night.

But the fire alarm rings! He opens his eyes!

Quickly he's dressed and down the pole he slides.

Climbs on the truck to go, go, go!

Movement

Hold up right thumb

Right thumb on left palm

Curl fingers around thumb

Close eyes

Open eyes

Right hand slides down left arm in a grip from elbow to wrist

Hands manipulate imaginary steering wheel and make siren sound

Fingerplay: The Firefighters

Clang, clang goes the fire truck,
When it is racing about.
The firefighters will work very hard
To put the fire out.
With their hoses and their ladders,
They answer the fire call.
When the firefighters fight the fires,
They really help us all.

Fingerplay: Five Firefighters (version 2)

Chant

Five little fire fighters sit very still,
Until they see a fire on top of the hill.
Number one rings the bell, ding-dong.
Number two pulls his big boots on.
Number three climbs on the truck right
away.
Number four joins him; no one can wait.
Number five drives the truck to the fire.
The big yellow flames go higher and
higher.
Whooo-ooo! Whooo-ooo! Hear the fire
truck say,
As all of the cars get out of the way.
Shhh! Goes the water from the fire hose
spout,
And quicker than a wink the fire is out!

Movement

Hold up five fingers
Look, holding hand over eyes
Bend down thumb
Bend down pointer finger
Bend down middle finger
Bend down ring finger
Bend down little finger
Spread arms
Imitate siren
Pretend to drive a car
Rub palms together
Clap hands

Fingerplay: Ten Little Firefighters

Chant

Ten little firefighters sleeping in a row.

Ding dong goes the bell,

And down the pole they go.

Off on the engine, oh, oh, oh.

Use the big hose, so, so, so.

When all the fire's out, home so-o slow.

Back to bed, all in a row.

Movement

Extend both hands, fingers curled

Pull bell cord with one hand

Close both fists; putting one on top of other, slide down pole

Steer engine with hands

Pretend to spray

Steer engine with hands

Extend both hands, fingers curled

All of the songs and fingerplays have been collected from sources online. You may find additional songs and fingerplays if you want more variety by searching online.

Pictures CD, Sound CD, and DVD

Pictures CD

- ◆ Fire truck
- ◆ Firefighters (with and without gear)
- ◆ Fire hydrant
- ◆ Boots
- ◆ Helmet
- ◆ Face shield
- ◆ Mask/regulator
- ◆ Pressure gauge
- ◆ Leather gloves
- ◆ Pick axe
- ◆ Personal Alert Safety System (PASS)
- ◆ Self-Contained Breathing Apparatus (SCBA)
- ◆ Bunker gear
- ◆ Sleeping quarters
- ◆ Eating quarters
- ◆ Hose spraying water
- ◆ Dog/Dalmatian
- ◆ Gear ready to be put on (next to fire truck)
- ◆ Ladder

Sound CD

- ◆ Firefighter breathing through the regulator and talking
- ◆ Fire truck siren
- ◆ Fire truck horn
- ◆ Firefighter spraying water from a hose
- ◆ Home smoke alarm

DVD

- ◆ Firefighter Visit to the Classroom (overview of the firefighter gear)
- ◆ Fire Station Visit (overview of the fire truck, equipment carried on the truck, and a tour of the fire station with a firefighter pole)

Fire Safety Websites for Adults

There are several reliable sources for accurate fire and life safety information available on the internet. *Fire on the Web* has fact sheets that have been jointly produced by the U.S. Fire Administration, the U.S. Department of Housing and Urban Development, and the Building and Fire Research Laboratory at the National Institute of Standards and Technology. All of the fact sheets are in the public domain and may be freely reproduced and distributed.

<http://www.fire.nist.gov> [select Fact Sheets]

Not all information found on websites is accurate or reliable. The following organizations provide reliable information concerning fire and injury prevention as well as disaster preparedness.

U.S. Fire Administration

<http://www.usfa.dhs.gov> [select Citizens]

NIST, Building and Fire Research Laboratory

<http://www.fire.nist.gov>

The Home Safety Council

<http://www.homesafetycouncil.org>

Safe Kids

<http://www.usa.safekids.org> [select Safety Tips]

American Red Cross

<http://www.redcross.org> [select Publications, Health and Safety, or Get Prepared]

U.S. Consumer Product Safety Commission

<http://www.cpsc.gov> [select CPSC Publications]

Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov> [select Injury, Violence & Safety]

International Fire Service Training Association Fire Protection Publications (IFSTA/FPP)

<http://www.ifsta.org> [select Speaking of Fire Newsletter]

Underwriters Laboratories (UL®)

<http://www.ul.com> [select Consumers]

National Fire Protection Association® (NFPA)

<http://www.nfpa.org> [select Learning]

Ready America

<http://www.ready.gov>

Fire Safety Websites for Children

Check all links on a website before browsing the site with children. On many sites, the vocabulary level or graphics are not appropriate for young children. The following websites target children and may provide additional activities, both online and offline, for the classroom or home.

Smokey Bear

<http://www.smokeybear.com>

Sparky the Fire Dog

<http://www.sparky.org>

Elmo's Fire Safety Games (especially for young children)

<http://www.sesameworkshop.org/sesamestreet/> [under Parents, select Site Map > Special > Elmo's Fire Safety Game]

Sprout Fire Safety, PBS Kids (especially for young children)

<http://www.sproutonline.com/sprout/Originals/FireSafety.aspx>

USFA Kids

<http://www.usfa.dhs.gov/kids/flash.shtm>




FEMA for Kids

<http://www.fema.gov/kids>

Recommended Kit Inventory

We use the following items when implementing the curriculum. Some items may be discontinued in the future, so we recommend searching online for new vendors, better prices, or similar items if you cannot locate or afford these exact items.

	Item	#	Estimated Cost
	Battery-Operated Smoke Alarm – the alarm needs to have a UL 217 label and have a test button [Required Item] Any home supply or discount retail store	1	\$10-30
	Kidkraft Fire Station – 21 wooden pieces Discount School Supply http://www.discountschoolsupply.com 1-800-627-2829	1	\$70-90
	Aeromax Junior Firefighter Sets The Fire Store www.thefirestore.com 1-800-852-6088	2	\$50-70/ea set
	Kids Authentic Fire Gloves Chief Supply www.chiefsupply.com 1-800-733-9281	2	\$8-9/ea pair
	Francine Firefighter Puppet (10" Comm. Helper Puppet) Puppetorium www.puppetorium.com 1-877-262-4117	1	\$12-20
	Fire Truck Floor Puzzle – 24 pieces Discount School Supply http://www.discountschoolsupply.com 1-800-627-2829	1	\$8
	Playhut Big Red Fire Engine – Pop-up tent Discount School Supply http://www.discountschoolsupply.com 1-800-627-2829	1	\$20-30
	<i>Here Come Our Firefighters!</i> , by Chris Demarest Barnes & Noble www.barnesandnoble.com	1	\$10-12 (new)
	<i>Firehouse Dog</i> , by Amy and Richard Hutchings Amazon www.amazon.com	1	\$ 3.25 (new)
	<i>Firefighters A to Z</i> , by Chris Demarest Amazon www.amazon.com	1	\$7-8 (new)
	<i>A Day with Firefighters</i> , by Jan Kottke Amazon www.amazon.com	1	\$5 (new)

	<i>Arthur's Fire Drill</i> , by Marc Brown Amazon www.amazon.com	1	\$4 (new)
	<i>No Dragons for Tea</i> , by Jean Penaziwol & Martine Gourbault Amazon www.amazon.com	1	\$7 (new)
	<i>Stop, Drop, and Roll</i> , by Margery Cuyler Amazon www.amazon.com	1	\$10-12 (new)

Kit Alternatives

If you cannot purchase the recommended inventory, we suggest the following:

- ◆ At the beginning of the academic year or before starting the fire safety curriculum, make a “wish list” of needed items and ask parents or caregivers for donations.
- ◆ Ask parents or caregivers to help in making certain items, such as the firefighter gear, hats, and puppets. Butterick’s pattern B3244 (child-size firefighter costume) is available for \$5-8.
- ◆ Purchase puppets, fire trucks, fire stations, hats, books, and puzzles at any local discount store or garage sales for reasonable prices. Purchase hats or firefighter gear during Halloween season from party or specialty stores. Some stores may offer a discount if you purchase in bulk and explain how you are using the items.
- ◆ Borrow books from public or university libraries.
- ◆ Make the material items with the children, including puppets, books, hats, and gear. Visit <http://fun.familyeducation.com> for ideas. Enter “firefighter costumes” in the search box.
- ◆ Replace the pop-up tent with a large box, such as a refrigerator box, and help the children decorate the box as a fire truck.
- ◆ Instead of purchasing a miniature fire station, use a dollhouse and the figures that go with the house. Decorate or create accessories to make it look like a fire station and to make the figures look like firefighters in gear.
- ◆ Ask other teachers if they have materials they use for fire safety units.
- ◆ Check with your local fire station for suggestions. One teacher asked the fire station to call her when they replaced a hose. About a week later, they called her and had a 4-foot piece of hose for her.

BOOK SUMMARIES

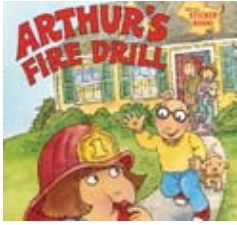
Books used in the curriculum are listed first and noted with an asterisk. Remember, you can use these books throughout the year to deepen the children's knowledge of fire safety.



* *Arthur's Fire Drill*, by Marc Brown

Red Fox, 2001. 0099408937

Random House, 2000. 0679884769, 0679984763



Description

Arthur and his sister, D.W., learn about fire safety and fire drills at school. D.W. is scared there is going to be a real fire, so Arthur practices a fire drill at home with her. The book includes several fire safety tips along with the main messages.

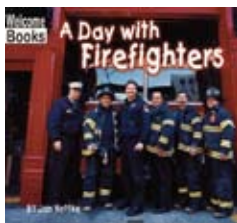
Questions

- ◆ Who teaches D.W. about not touching hot things?
- ◆ What is a fire drill?
- ◆ Why do you have fire drills?
- ◆ What do you do when there is a fire drill?
- ◆ What do you do when your clothes catch on fire?
- ◆ What does D.W. see when she gets to school?
- ◆ Who stepped out of the fire truck?

* *A Day with Firefighters*, by Jan Kottke

Scholastic, 2002. 0516238477

Children's Press, 2000. 0516230883, 0516230131 (pbk)



Description

This book explains the daily life of firefighters. It highlights the events that take place when firefighters are called out on duty such as putting on different gear, hurrying to the scene, and putting out fires.

Questions

- ◆ Where do firefighters work?
- ◆ What happens when the bell rings?
- ◆ What do they wear to the fire?
- ◆ How do they get to the fire?

Reading Level

Preschool

Message 1

Recognize the firefighter as a helper and friend.

Message 2

Stay away from hot things that hurt.

Message 5

Stop, drop, and roll if your clothes catch on fire.

Message 7

Practice a fire drill using your escape map.

Reading Level

4-8

Message 1

Recognize the firefighter as a helper and friend.

Additional Versions

Sign language
(Gallaudet)

- ◆ What happens when they get to the fire?
- ◆ Why do the firefighters feel happy when the fire is out?

* **Firefighters A to Z, by Chris L. Demarest**

Aladdin, 2003. 0689859996

Scholastic, 2001. 0439287162

Margaret K. McElderly Books, 2000. 0689837984



Description

The story uses the alphabet and rhyming words to describe a firefighter as a community helper, which are great techniques for both teaching fire safety concepts and developing the children's literacy skills.

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Questions

- ◆ How do the firefighters know to go to a fire? (Siren sounds)
- ◆ What do firefighters wear on their feet, hands, heads, face, bodies? (Boots, pants, coat, gloves, hoods, helmets, air tank, face mask) Why?
- ◆ Can firefighters look scary with all their gear on? Are they? (No, they help us)
- ◆ Should you ever hide from firefighters if they come to help you?
- ◆ Why do the fire trucks drive so fast down the street?
- ◆ What tool do the firefighters use to cut holes in the roof and floor? (Axe)
- ◆ Why do they need to cut holes? (To let the smoke and gasses escape)
- ◆ What kinds of tools did they use? (Chain saw, ladder, axe, hose, K-tool)
- ◆ What is the K-tool? (It opens doors, like a special key.)
- ◆ Why do firefighters need tall ladders?
- ◆ Why do firefighters need to work together?
- ◆ Where does the water come from? (Hydrant)
- ◆ How do they get the water out of the hydrant? (They hook up hoses.)
- ◆ Who is the fire chief?
- ◆ Where do the firefighters sleep?
- ◆ Do they live at the fire station all the time?

* **Firehouse Dog**, by Amy & Richard Hutchings

Scholastic, 1993. 0590468464



Description

This story is about a dog, Hooper, who lives at the fire station. Hooper explains the daily activities at the fire station. Hooper also visits the school with the firefighter to teach children about fire safety. Several fire safety tips shared by Hooper and the New York Fire Department are at the end of the book.

Questions

- ◆ Where does Hooper live?
- ◆ What do the firefighters wear? (Boots, pants, gloves, hood, helmet, coat, air tank, face mask) Why?
- ◆ Point to the fire chief on page 29 of the book. What does the chief do?
- ◆ What happens when firefighters breathe in too much smoke? (It makes them sick)
- ◆ What is a face mask? Why do they need to wear it and the air tank?
- ◆ How does the fire gear help the firefighter?
- ◆ Why do they practice getting dressed so fast?
- ◆ Where does the water come from?
- ◆ How do they get the water out of the hydrant? (They have a special key and hose)
- ◆ Are the hoses heavy or light?
- ◆ Why do the firefighters exercise?
- ◆ What does Hooper the dog do? (Visits schools, teaches children about fire safety)
- ◆ What does Hooper teach about smoke alarms, matches and lighters, and if your clothes catch on fire?
- ◆ How do the firefighters put out the fire?
- ◆ What does Hooper do while the firefighters are putting out the fire?
- ◆ Why do the firefighters turn on the lights and sirens when they are going to a fire?
- ◆ Do the firefighters live at the fire station all the time?

Reading Level

4-8

Message 4

Tell a grown-up if you find matches or lighters. Never touch!

Message 5

Stop, drop, and roll if your clothes catch on fire.

Message 6

Know the sound and purpose of a smoke alarm.

Additional Versions
Braille

*** Here Come Our Firefighters**
by Chris L. Demarest

Little Simon, 2002. 068984834X



Description

This pop-up book follows the daily life of a firefighter and out to a fire rescue. It also includes a behind-the-scenes look at the fire station.

Reading Level

4-8

Message 8

Crawl low under smoke.

Note: The pop-ups are fragile, so teachers may want to read the book to children instead of making it available in a library center.

Questions

- ◆ What happens when the alarm sounds?
- ◆ What gear do firefighters put on their hands, feet, heads, backs, legs, bodies?
- ◆ Who is the fire chief? (Check page 6 in the book.) What does he do?
- ◆ Where does the water come from?
- ◆ What does the firefighter wear on her face? (Face mask)
- ◆ What does she wear on her back? (Air tank)
- ◆ Why does the firefighter wear a face mask and air tank?
- ◆ Can firefighters look kind of scary? Are they? (No, they help us.)
- ◆ What do they use the ladder for?
- ◆ How do they let the smoke and gasses out? (Use an axe to cut a hole in the roof)
- ◆ Why do the firefighters crawl low through the house?
- ◆ How do they put out the fire?
- ◆ Where do the firefighters sleep?
- ◆ Where do the firefighters eat?
- ◆ Do they have their own homes?
- ◆ Do they have families?
- ◆ How do the firefighters help us?
- ◆ If the firefighters come to help us, should we hide?

* **No Dragons for Tea: Fire Safety for Kids (and Dragons), by Jean Pendziwol**

Kids Can Press, 1999. 1550745697, 1550745719 (pbk)



Description

This is a fun and educational story for young children with several fire safety messages, a song, and a checklist for parents and teachers. The book also conveys additional messages such as once out of the house, do not go back inside; if a door is hot, do not open it; and stay calm.

Questions

- ◆ Where did the girl and the dragon meet?
- ◆ Why did they go back home?
- ◆ How did the fire start?
- ◆ How did they know to get out fast?
- ◆ How did they get out of the house?
- ◆ Did they have a meeting place?
- ◆ Where did they go to call for help?

Reading Level

4-8

Message 5

Stop, drop, and roll if your clothes catch on fire.

Message 8

Crawl low under smoke.

Additional Versions

French

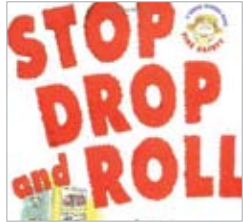
Korean

* ***Stop, Drop, and Roll*, by Margery Cuyler**

Live Oak Media, 2004. 159112980X

Scholastic, 2002. 0439388473 (pbk)

Simon & Schuster, 2001. 0689843550



Description

The story explains what families can do to practice fire safety in their homes.

Some of the ideas include having professionals check chimneys annually,

touching the door to see if is hot, and having smoke alarms in your home. The end of the book includes 10 fire safety tips for kids from Sparky the Fire Dog.

Questions

- ◆ What did Jessica worry about?
- ◆ What should your home have on every floor?
- ◆ What did Mr. Martin say to do if your clothes catch on fire?
- ◆ What did Jessica make her family do when she got home from school?
- ◆ What makes smoke rise?

Reading Level

4-8

Message 5

Stop, drop, and roll if your clothes catch on fire.

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

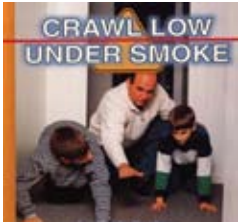
Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Crawl Low under Smoke, by Lucia Raatma

Capstone Press/Bridgestone Books, 1999. 0736801944



Description

The author explains the dangers of smoke and how important it is to get under the smoke because the air is cleaner and easier to breathe. The author emphasizes how crucial it is to get out of the house/building and to never go back.

Questions

- ◆ Why is it important to crawl under the smoke?
- ◆ What kind of sound does the smoke alarm make?
- ◆ How many exits should every home have?
- ◆ How can your family be prepared if there is a fire?
- ◆ What do you never do once you are outside?

Reading Level

4-8

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

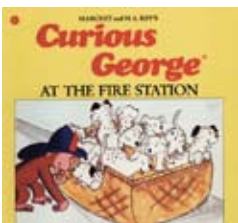
Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Curious George at the Fire Station by Margret Rey & Alan J. Shalleck

Houghton Mifflin, 1985. 0395390370, 0395390311 (pbk)
Scholastic, 1985. 0590404326 (pbk)



Description

Curious George visits the fire station. The firefighters introduce him to the alarms, the fire trucks, the uniforms, and the station house.

Questions

- ◆ How do the firefighters know when there is a fire?
- ◆ What do the firefighters use the pole for?
- ◆ Who gave George the tour of the fire station?
- ◆ What does George put on at the fire station?
- ◆ Why is there a bell on the engine?

Reading Level

Preschool

Message 1

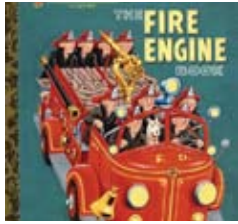
Recognize the firefighter as a helper and friend.

Additional Versions

Braille

The Fire Engine Book, by Jesse Younger

Golden Press, 1982. 030758125X, 0307100820 (pbk)



Description

This story explains the events that take place when firefighters are called out to fight a fire. It also talks about the different kinds of trucks and the firefighter's equipment.

Reading Level

Preschool

Message I

Recognize the firefighter as a helper and friend.

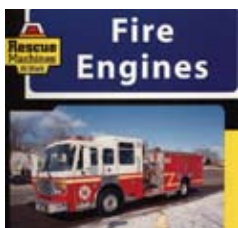
Questions

- ◆ What are the names of the trucks?
- ◆ Where do the firefighters attach the hoses?
- ◆ How do the firefighters open the windows?
- ◆ What do they wear to protect themselves from smoke?
- ◆ What do the firefighters do when they get back to the fire house?

Fire Engines, by E.S. Budd

Child's World, 1999. 1567666566

Scholastic, 2000. 0439650461



Description

This book describes several different engines and how and when the firefighters use them.

Reading Level

4-8

Message I

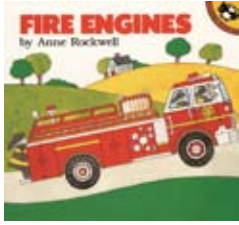
Recognize the firefighter as a helper and friend.

Questions

- ◆ What does a fire engine carry?
- ◆ What is a fire hydrant?
- ◆ Where does the fire hydrant get its water?
- ◆ What are some of the tools the firefighters use?
- ◆ What do the tools help the firefighters do?
- ◆ Why do the fire trucks have bright lights?
- ◆ Where are the fire engines kept?
- ◆ What is the driver called?

Fire Engines, by Anne Rockwell

Penguin/Puffin Unicorn Books, 1993. 0140552502
Dutton, 1986. 0525442596



Description

This book describes several different engines and how and when the firefighters use them.

Questions

- ◆ What do the firefighters like to do?
- ◆ What do ladder trucks have?
- ◆ What do pumper trucks carry?
- ◆ What does the fire chief drive?
- ◆ Where do the boat fire engines put out fires?

Reading Level

Preschool

Message I

Recognize the firefighter as a helper and friend.

Fighting Fires, by Susan Kuklin

Aladdin, 1999. 0689824343

Bradbury Press, 1993. 0027512380



Description

This book tells the story of a firefighter crew as they carry out their daily duties. Trucks, uniforms, equipment, and fire dogs are introduced along with each of their functions. Fire safety messages are listed at the end of the book.

Questions

- ◆ What is another name for the fire engine?
- ◆ Who is in charge of the radio on the trucks?
- ◆ What is the name of the dog in this book?
- ◆ Tell me about the firefighters' coats.
- ◆ Why do the firefighters wear masks?
- ◆ What are the "truckies" two main jobs?
- ◆ Why do the firefighters have to be so strong?
- ◆ Why are firefighters honored sometimes?

Reading Level

4-8

Message 1

Recognize the firefighter as a helper and friend.

Message 5

Stop, drop, and roll if your clothes catch on fire.

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Fire Fighters, by Ray Broekel

Children's Press, 1981. 0516016202

**Description**

The book explains what firefighters do everyday and what they do when they are called to a fire.

Questions

- ◆ Have you ever heard a fire truck?
- ◆ Where do the fire trucks go?
- ◆ Can anybody become a firefighter?
- ◆ How do you become a firefighter?
- ◆ What do they do?
- ◆ What do they wear?
- ◆ What tools do they use?
- ◆ Where does the water come from?
- ◆ What do they use the ladder for?
- ◆ What do you know about fire trucks?

Fire Fighters, by Robert Maass

Scholastic, 2002. 0439417813

Scholastic, 1989. 0590414593, 0590414607 (pbk)

**Description**

This story explains what it is like being a firefighter. The book also discusses how the hose and hydrant work.

Questions

- ◆ What do firefighters wear?
- ◆ Why do they have to wear gloves and a mask?
- ◆ What do the firefighters use the hoses for?
- ◆ Where do the firefighters hook up the hoses?
- ◆ What are some other things a firefighter does?

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Additional Versions

Braille

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Fire Fighters, by Dee Ready

Capstone Press/Bridgestone Books, 1997. 1560655100



Description

This book describes the various activities of a firefighter and the tasks involved in putting out a fire, rescuing people, and helping a community.

Questions

- ◆ Who are firefighters?
- ◆ What do they do?
- ◆ What do they wear? And why?
- ◆ What tools do they use?
- ◆ What do firefighters drive?
- ◆ How do you become a firefighter?
- ◆ Where do they work?

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Additional Versions

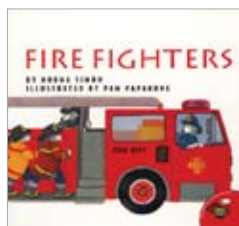
Spanish

Fire Fighters, by Norma Simon

Aladdin Paperbacks, 1998. 0689820704 (pbk)

Simon & Schuster, 1995. 0689802803

Scholastic, 1995. 0590988263 (pbk)



Description

This story introduces firefighters as community helpers. It discusses their job, making sure people and families are safe, investigating fires, and the training involved in becoming a firefighter.

Questions

- ◆ What sound does the fire truck make?
- ◆ What should you do when a fire truck is coming down the street?
- ◆ What do firefighters use to put out a fire?
- ◆ What do firefighters wear to help them breathe?
- ◆ What do firefighters do?
- ◆ What do they do when everybody is safe?
- ◆ What do they do after they put their things away?

Reading Level

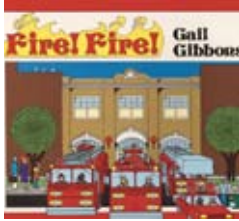
Preschool

Message I

Recognize the firefighter as a helper and friend.

Fire! Fire!, by Gail Gibbons

Scholastic, 1992. 0590464787 (pbk)
Harper Collins, 1984. 0064460584 (pbk)
Crowell, 1984. 0690044178



Description

This story explains where fires can take place and how firefighters come to the rescue.

Reading Level

4-8

Message I

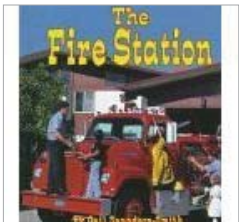
Recognize the firefighter as a helper and friend.

Questions

- ◆ What does the dispatcher do when he/she gets a call?
- ◆ Who is in charge at the fire?
- ◆ Where do the hoses come from?
- ◆ What do firefighters do to the roof and windows to let out the dangerous gasses and heat?
- ◆ What do the firefighters do back at the firehouse?
- ◆ What do firefighters do between fires?
- ◆ Who puts fire out in small towns or in the country?

The Fire Station, by Gail Saunders-Smith

Pebble Books, 1998. 1560657758



Description

Simple words and photos illustrate a visit to a fire station, including firefighters, fire trucks, gear, and equipment.

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Questions

- ◆ Where do firefighters work?
- ◆ What do dispatchers do?
- ◆ Why do they need to dress so fast?
- ◆ What do they wear to protect their heads?
- ◆ Why do firefighters wear masks and air tanks?
- ◆ What are the hoses for?

Fire Truck, by Caroline Bingham

DK Publishing, 2006. 0756619084
DK Publishing, 2003. 0789492210, 0789492229
Dorling Kindersley, 2000. 078946103X (pbk)
Dorling Kindersley, 1995. 0789402122



Description

Read this story one-on-one to a child who is really interested in fire trucks. It discusses different fire trucks and equipment.

Questions

- ◆ What can you tell me about the older trucks?
- ◆ The ladder truck?
- ◆ The airport fire trucks?
- ◆ The rescue trucks?
- ◆ The boat fire trucks?

Reading Level

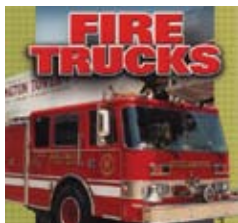
4-8

Message I

Recognize the firefighter as a helper and friend.

Fire Trucks, by Judith Jango-Cohen

Lerner, 2003. 0822500779, 0822506041 (pbk)



Description

This book describes different fire trucks and how they are used by the firefighters. It also explains the gear and equipment used by firefighters.

Questions

- ◆ What does a fire truck carry?
- ◆ Why do fire trucks have flashing lights?
- ◆ What do the firefighters use to chop walls?
- ◆ Why do they chop holes in the roof?
- ◆ What helps the firefighters breathe?
- ◆ What carries the water from the hydrant?
- ◆ How many wheels does a fire truck have?

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Fire Trucks, by Darlene R. Stille

Compass Point Books, 2003. 0756502888

**Description**

This story describes different fire trucks, the fire station, and even more specialized fire safety vehicles in the air and on water.

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Questions

- ◆ What is inside a fire station?
- ◆ What is the truck called that gets to the fire first?
- ◆ What can you tell me about old time engines?
- ◆ The ladder truck?
- ◆ The fire chief's car?
- ◆ The fire tanker trucks?
- ◆ The airport fire trucks?
- ◆ The rescue trucks?
- ◆ The clean-up trucks?
- ◆ The ambulance?
- ◆ The boat fire trucks?

Home Fire Drills, by Lucia Raatma

Capstone Press/Bridgestone Books, 1999. 0736801952



Description

This book explains how fire can become dangerous and how to plan ahead to be safe. Escape routes are defined clearly: the door is the main exit; windows are the second; and stairs should be used instead of elevators. The routes should be practiced at least twice a year. At the end of the book is an activity with a materials list and instructions.

Questions

- ◆ What are some ways to get out of your house?
- ◆ Who can help you plan ways to get out of your house?
- ◆ Where can your family meeting place be when practicing a fire drill?
- ◆ Where can you go to call for help after you are safe outside from the fire?
- ◆ What do you use to escape if you are in a building and there is a fire?

Reading Level

4-8

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Ms. Murphy Fights Fires, by Alice K. Flanagan

Children's Press, 1997. 0516204947



Description

This book follows a female firefighter through her daily life and work as a firefighter.

Questions

- ◆ What do people hear that tells them there is a fire or smoke?
- ◆ What does the firefighter wear to stay safe?
- ◆ Where does the fire engine take the firefighters?
- ◆ Why does the firefighter climb a ladder?
- ◆ What does she use an axe for?
- ◆ Why does she wear a face mask?

Reading Level

4-8

Message 1

Recognize the firefighter as a helper and friend.

- ◆ Why does she crawl?
- ◆ Can anyone become a firefighter?
- ◆ Do firefighters have families?

Sparkles, the Fire Safety Dog, by Dayna Hilton

Firehouse Dog Publishing, 2008. 0981497709, 0981497716 (aud)



Description

This book uses Sparkles, the Fire Safety Dog, to show children how to crawl low under smoke and how to respond to a smoke alarm. The photographs include a fire truck, smoke alarm, and children listening to a fire safety presentation given by Firefighter Dayna.

Questions

- ◆ What do firefighters do?
- ◆ What is an escape map?
- ◆ Where is a good meeting place?
- ◆ What does Sparkles do when the smoke alarm beeps?
- ◆ What should you do when the smoke alarm beeps?
- ◆ Why should you crawl low under smoke?

A Visit to the Fire Station, by B.A. Hoena

Capstone Press, 2004. 0736823921



Description

This book shows children visiting the fire station. It introduces the sounds of the alarm, the different trucks, the gear, and how the firefighters have to work together to help each other and their community. A list of additional books and internet sites is included.

Reading Level

4-8

Message 6

Know the sound and purpose of a smoke alarm.

Message 7

Practice a fire drill using your escape map.

Message 8

Crawl low under smoke.

Additional Versions

Audio Book

Reading Level

4-8

Message 1

Recognize the firefighter as a helper and friend.

Additional Versions

Spanish

Questions

- ◆ Where were the children?
- ◆ What did the siren sound like?
- ◆ What do the firefighters use to reach the top of tall buildings?
- ◆ What do they wear and why?
- ◆ What do they do when they are not fighting fires?
- ◆ Why do they work together?

What's Inside a Firehouse?, by Sharon Gordon

Benchmark Books, 2004. 0761415629



Description

This book focuses on all the different people and items that are in the firehouse, including the dispatcher, trucks, gear, and equipment.

Questions

- ◆ What does the dispatcher do?
- ◆ What are volunteer firefighters?
- ◆ Why does the firefighters' gear need to be kept close to the truck?
- ◆ Do some firefighters stay all day and all night?
- ◆ What do they do while they are at the firehouse?
- ◆ Why do they put on so much gear?
- ◆ What gear do they put on and why?
- ◆ What kinds of trucks do they have? (Ladder and Pumper)
- ◆ What does each truck do?
- ◆ What do the clean-up trucks do?

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Available Versions

Bilingual Span/Eng
Spanish

What's Inside a Fire Truck?, by Sharon Gordon

Benchmark Books, 2004. 0761415637



Description

This book describes the equipment, tools, and systems in fire trucks. It also describes how firefighters use the trucks when responding to a fire.

Questions

- ◆ What do you see on the fire truck?
- ◆ What sounds do fire trucks make on the way to a fire?
- ◆ Why do they put the yellow tape up?
- ◆ Which truck do they use first, the hook and ladder truck or the pumper truck?
- ◆ Why do they use that truck first?
- ◆ Where does the water come from?
- ◆ What do they wear to help them breathe?
- ◆ What do they do when they get back to the station?

Reading Level

4-8

Message I

Recognize the firefighter as a helper and friend.

Available Versions

Bilingual Span/Eng
Spanish

Characteristics of Books Not Appropriate

To help you decide whether books about fire safety are appropriate for young children, we suggest the following characteristics as “red flags” or reasons NOT to use the books or materials:

- ♦ Any content or picture showing a child holding matches or lighters. The picture should depict a child pointing to or seeing these objects, and then telling an adult about them instead of picking them up and taking them to an adult. If children believe they should take the matches or lighters to adults, then they may be encouraged to experiment with the objects.
- ♦ Any content or picture showing a child cooking in the kitchen without adult supervision. Too many items in the kitchen can burn young children, so the message is “stay away from hot things that hurt,” including pans, stoves, and ovens.
- ♦ Any content suggesting how to handle “false” alarms when there is not a fire. Young children cannot understand cognitively the difference between a real and false alarm. The message is “know the sound and purpose of a smoke alarm.” When the alarm sounds, children should exit the house immediately.
- ♦ Any graphic pictures of burns or billowing smoke and lots of flames. The book should educate children about preventative messages, trying to help them feel safe and in control of staying safe, instead of fearing fire.
- ♦ Any content discussing fires occurring when children are sleeping or fires as nightmares. Fire is a scary concept to children. Focus on preparation, fire drills, and escape maps instead.
- ♦ Any content suggesting adults or children should retrieve certain items before exiting the house while it is on fire. The message is “get out and stay out.” Never encourage children to retrieve anything before exiting the house.
- ♦ Any picture showing adults or children exiting a room full of smoke by walking through the smoke instead of crawling low under the smoke. The message is “crawl low under smoke.”
- ♦ Any content suggesting adults or children should re-enter the house while it is on fire. The message is “get out and stay out.” Some books say to go back into the house to save people or possessions.

- ◆ Any content or picture showing firefighters entering a burning house without full gear, including boots, pants, coat, gloves, helmet, face mask, and air tank.
- ◆ Any content or picture suggesting firefighters turn into fire trucks or tools/ equipment to fight fires. This is unrealistic and will not help children understand the firefighter's job or gear.
- ◆ Any content or picture showing people jumping from windows or balconies into nets. Children may believe this is a more fun way to exit and will wait for the firefighters to arrive with nets. This is unrealistic. Teach children to “crawl low under smoke” and to get out fast.
- ◆ Any content or picture suggesting people with weight problems or those with disabilities may have difficulty exiting or may be beyond the help of firefighters. Some books seem to make fun of people who are obese or those with disabilities by offering bizarre pictures showing the firefighters taking them out of a burning building.

FLASHCARDS

Cut out these flashcards and laminate them to make them durable with repeated uses. The flashcards are used throughout the fire safety unit in group time and in individual centers, so the children may learn on their own at their own pace.

Several of the flashcards are used in multiple lessons, so the page numbers of the corresponding lessons are included in the following list.

Hot and Cold Objects (pp. 46, 53)

Burn Treatment Cards (pp. 49, 56)

Big Matches and Lighter Cards (pp. 54, 62)

Small Matches and Lighter Cards (p. 62)

Tell a Grown-up Sequence Cards (p. 70)

Two Smoke Alarms (pp. 71, 88, 107)

Stop, Drop, and Roll Sequence Cards (p. 80)

Pictures Corresponding to Sound CD (p. 90)

Crawl Low under Smoke Cards (p. 97)



fire



curling iron



iron



sun



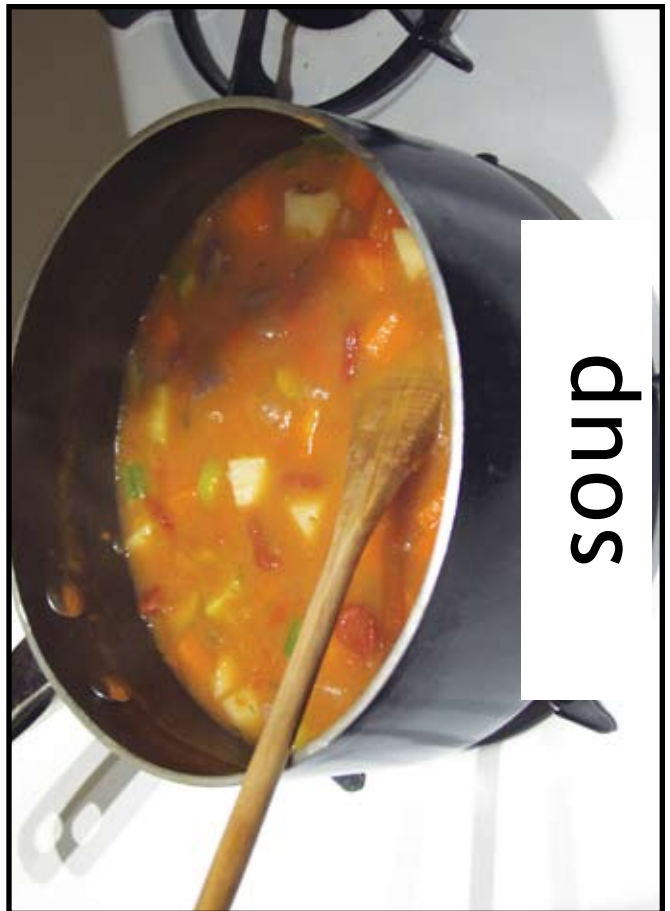
fireplace



cigarette



grill



soup





ice cream



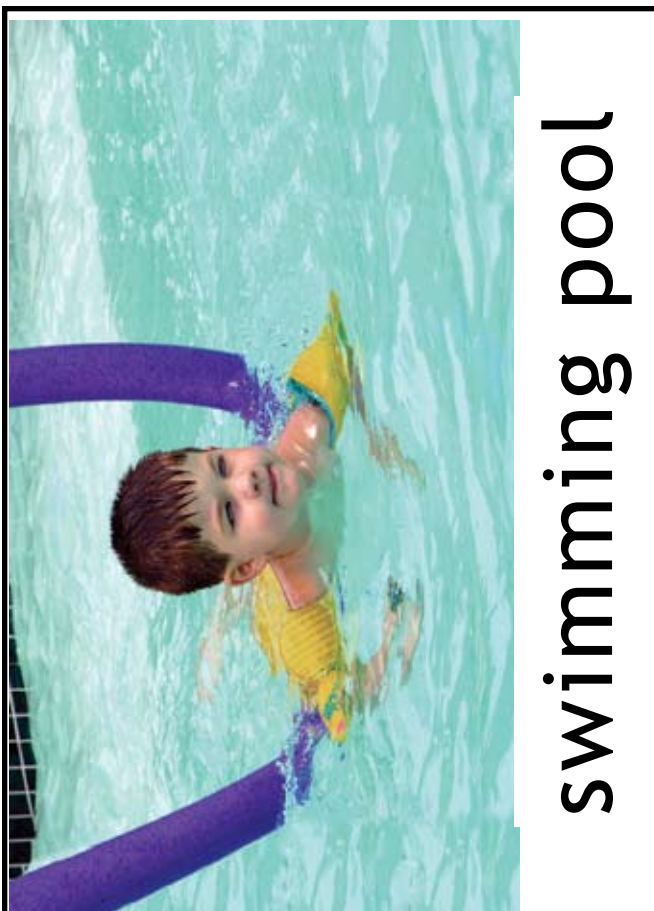
ice



snowman

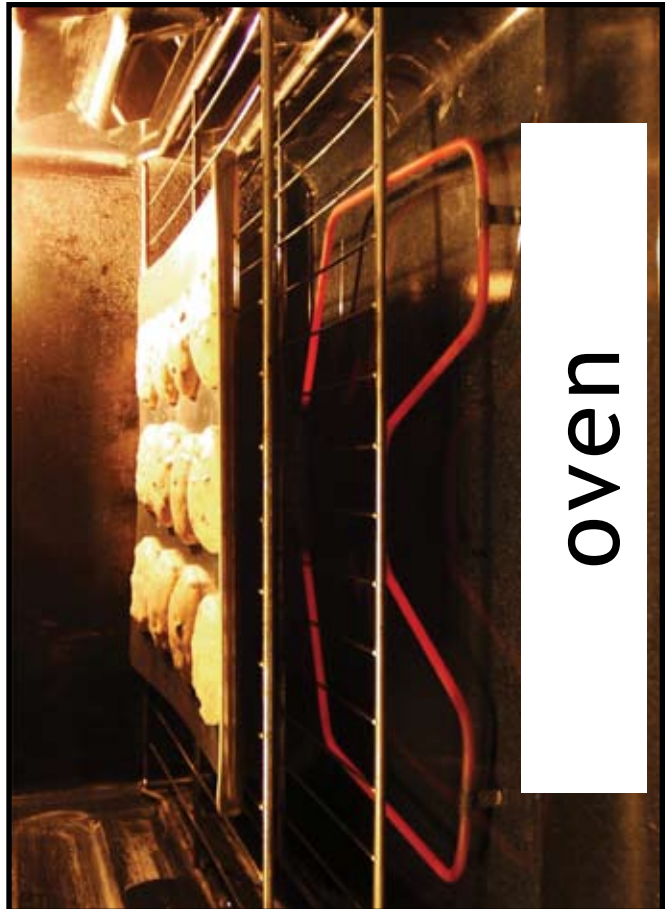


rain





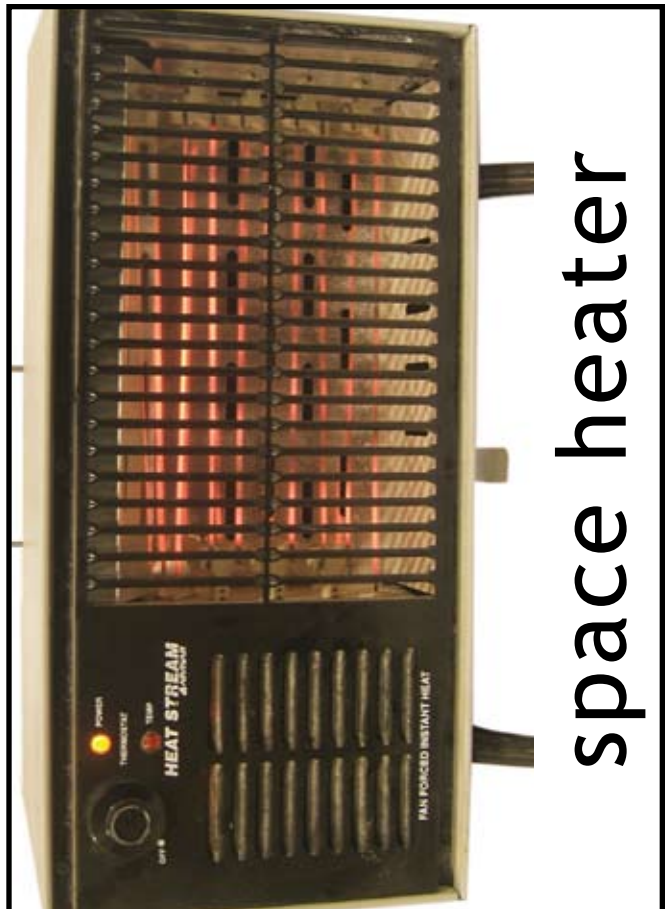
fruit salad



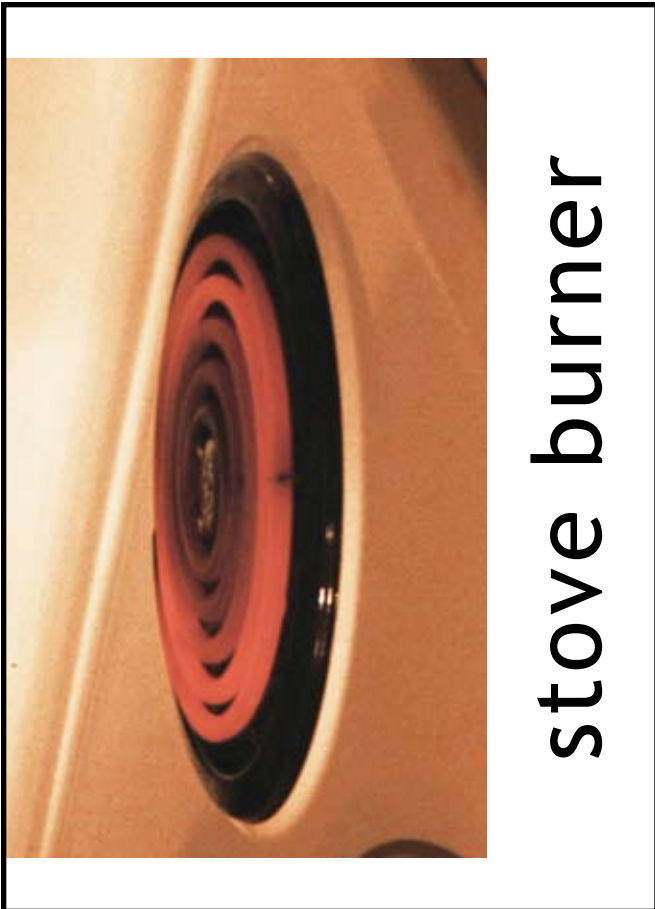
oven

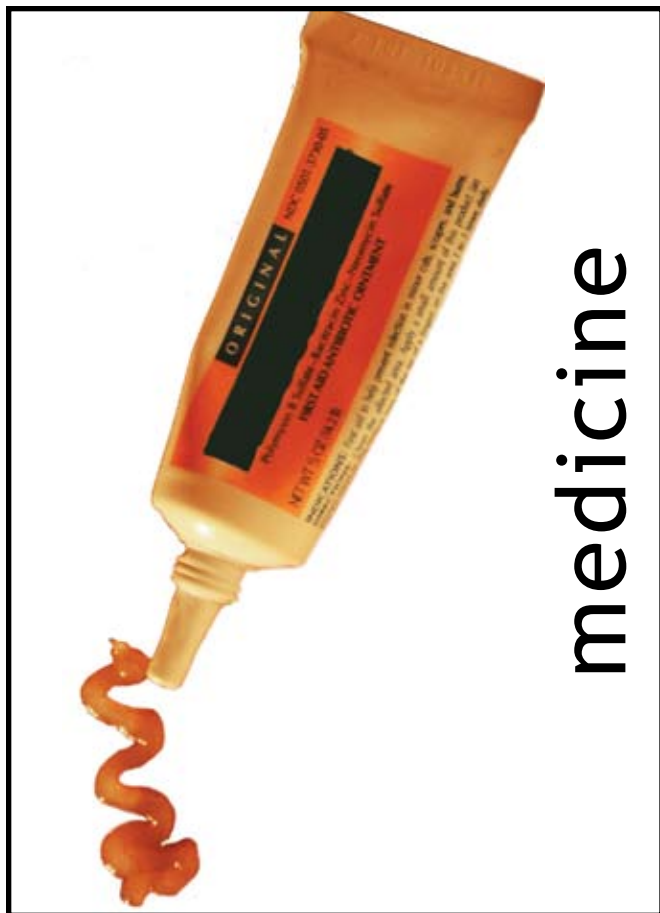


hot chocolate



space heater





medicine



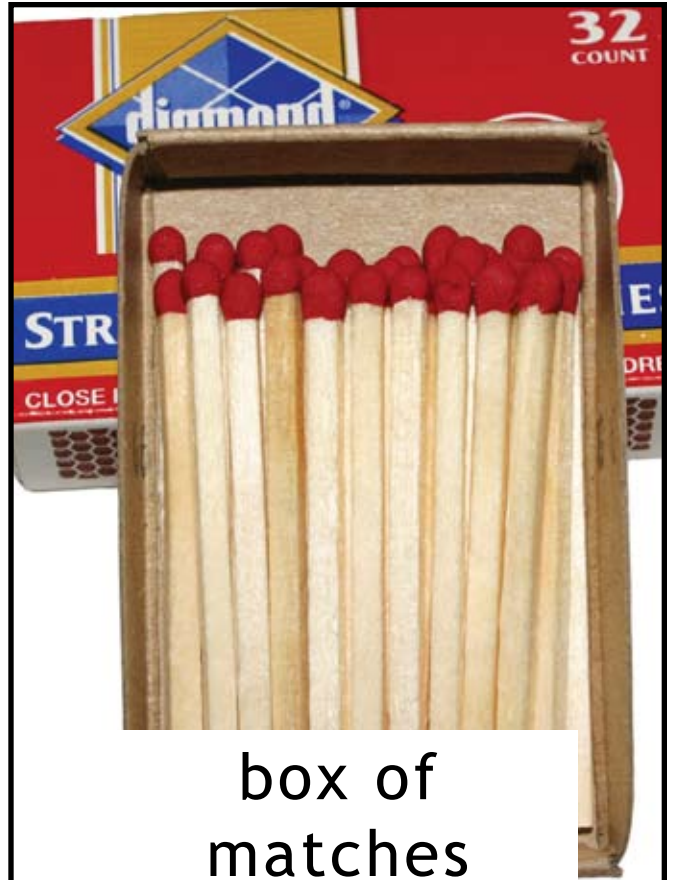
water



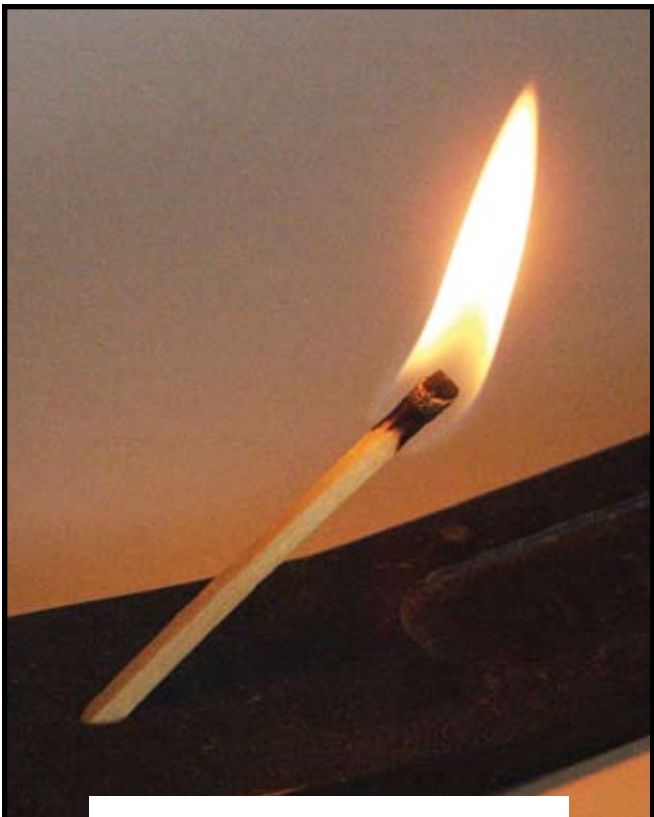
bandage



book of matches



box of matches



lit match



lighter



book of matches



book of matches



box of matches



box of matches



lit match



lit match



lighter



lighter



Child sees matches but does not touch



Child tells grown-up about matches



Grown-up picks up matches



Grown-up puts matches up high



smoke alarm



smoke alarm





firefighter wearing a
breathing apparatus



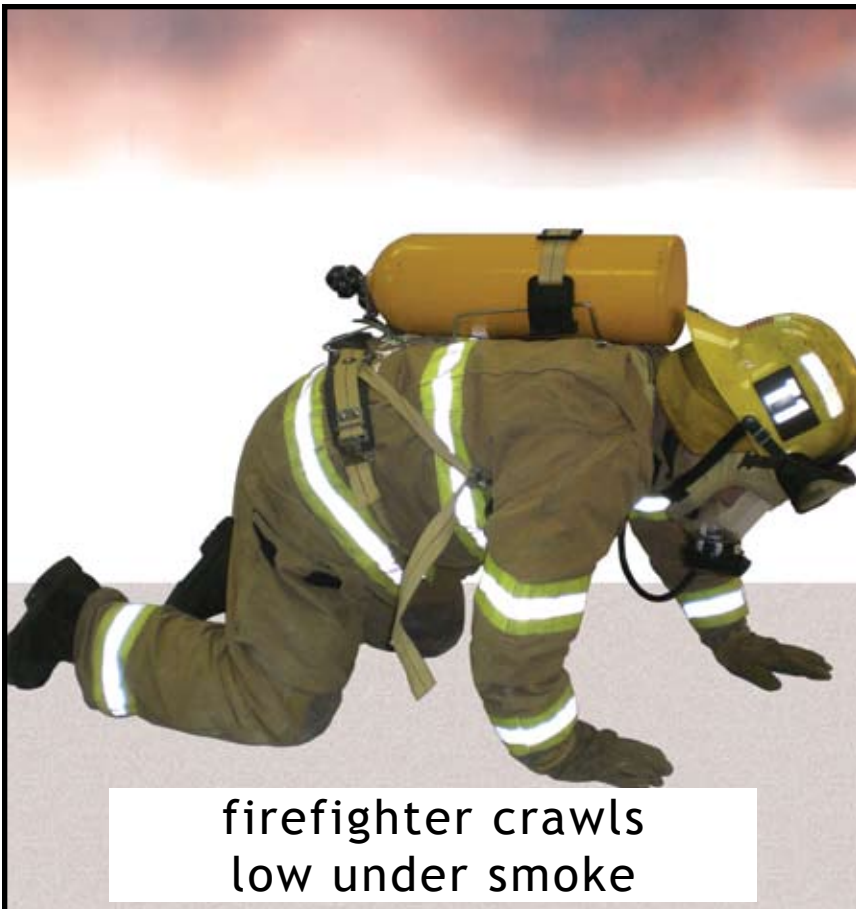
fire truck siren
fire truck horn



firefighters spraying water from the fire hose



home smoke alarm



APPENDIX: PAGES FOR DUPLICATION

All Take Home and Facts for Firefighters pages are included in this appendix, so you can duplicate them easily. Note that some of the Take Home and Facts for Firefighter pages are double-sided.

	Day	Page
TH: Letter to Families	Before Day 1	21
TH: Firefighters Are Our Friends	Before Day 1	22
FF: Teaching Young Children [end of appendix]	Before Day 1 Day 14	23
FF: Developmental Expectations for Young Children [end of appendix]	Before Day 1 Day 14	24
TH: Stay Away from Hot Things That Hurt	Day 4	43
TH: Play Dough Recipe	Day 4	44
TH: Cool a Burn with Cool Water	Day 4	45
TH: Tell a Grown-up if You Find Matches or Lighters. Never Touch!	Day 5	52
TH: Stop, Drop, and Roll	Day 6	58
TH: Smoke Alarms Save Lives	Day 7	68-69
TH: Letter to Families	Day 8	76
TH: Practice a Home Fire Drill Using Your Escape Map	Day 8	77-78
TH: Home Escape Map	Day 8	79
TH: Crawl Low under Smoke	Day 10	94

Take Home Page | Letter to Families

Dear Families,

During the next three weeks, your child will be participating in a new fire safety curriculum created by Early Childhood Educators from Oklahoma State University. We will be learning all kinds of new things about how to prevent fires and how to stay safe if there is a fire.



The children will be involved in several activities that will teach them eight valuable fire safety messages. You will be receiving Take Home pages that include important fire safety information, quick summaries of what your child has learned in class, and suggestions for how you can reinforce the classroom discussions and fire safety messages. We encourage you to talk about them with your child. There is also an activity where you will be asked to create a map of your home with your child, drawing two ways out of your home and an outdoor meeting place.

It will be a lot of fun for all of us.

Thank you,



The Eight Fire Safety Messages

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

Take Home Page

Firefighters Are Our Friends

The first message your child will learn during this fire safety unit is “Recognize the firefighter as a helper and friend.” You can help your child better understand this message by emphasizing the following ideas.

- ◆ Firefighters are community helpers who provide safety for their community.
- ◆ A firefighter works for the fire department and can be a helper in many ways, such as putting out fires or educating people about fire safety and how to prevent fires.



Equipment to Stay Safe

- ◆ The equipment firefighters wear and carry can be upsetting and scary to children unless the need for the equipment is explained.
 - ◆ Firefighters wear special clothing that protects them from the heat of the fire. They wear protective coats, gloves, pants, boots, hoods, masks, and helmets.
- ◆ Firefighters have an alarm device that sounds if they need help. It goes off automatically if the firefighter is still for too long.
 - ◆ Firefighters also wear a breathing apparatus that allows them to breathe when going into a fire. This also has another alarm device that sounds when the oxygen is getting too low.



Take Home Page

Stay Away from Hot Things that Hurt

We have been discussing the message, “Stay away from hot things that hurt,” this week in class. To help your child better understand, we offer these suggestions as ways you can reinforce the related fire safety concepts.



1. Teach children that hot things can hurt.
2. Explain that “hot things” may not be hot right now but could get hot.
3. Remember that children are surrounded by things that can burn them at school, home, and outside.
4. Help children learn what things are hot—including matches, cigarette lighters, and hot liquids—and to avoid them.



5. Emphasize the difference between “hot” and “spicy,” which can mean the same to a child.
6. Emphasize that a grown-up should always be around when children are bathing or around hot water.
7. Discuss with children how different foods—popcorn, brownies, or pizza—are hot when they come out of the oven or off the stove, but later are cool enough to eat.
8. Ask children to share if they have ever been burned.

9. Take a tour on a warm day outside on the playground and point to things that can get hot outside (e.g. slide, sand, sidewalk).



10. Revisit this message periodically throughout the year during holidays, birthdays, and especially during summer.



Take Home Page

Play Dough Recipe

Making play dough is an educational activity that you can share with your child to help him/her learn about hot versus cold. Read the recipe out loud as you make it, and let your child pour in the ingredients or stir the mixture as long as the mixture is cool.



When turning on the burner or mixing on the stove, emphasize how the pot and burner are hot and how we need to stay away from hot things that can hurt us. Point out the steam that you will see when the water boils. Talk about how the steam tells you when the water is hot.



After the play dough forms a ball, let your child have a small piece to knead. As you begin to create things with the dough, talk about how the dough feels warm and then how it is cooling down. Put the dough in a plastic bag to keep it fresh. This recipe makes enough play dough for 10 children.

Ingredients

- 2 cups baking soda
- 1 1/2 cups water
- 1 cup cornstarch



Directions

1. Place the ingredients in a bowl.
2. Mix the ingredients with a fork.
3. Place the mixture in a saucepan.
4. Bring the saucepan to a boil on medium heat.
5. Turn off the burner, but do not remove the saucepan.
6. Cook, stirring constantly with a spoon, until the mixture thickens and looks like mashed potatoes.
7. Transfer the mixture to a bowl, and let it cool before splitting the play dough into child-size portions. For variety, you may add food coloring or scented oils to individual portions or to the whole batch.



Take Home Page

Cool a Burn with Cool Water

Today your child began learning the message, “Cool a burn with cool water.” Because this is a difficult concept for young children to understand, we’re offering the following information for you to keep in mind, so you can reinforce the related fire safety concepts and keep your child safe.

Burn Treatment

- ◆ Cool a burn immediately with cool water, not ointment or medicine.
- ◆ Get cool water on the burn as quickly as possible. Use cool water for 3-5 minutes to prevent further injury.
- ◆ Put cool, water-soaked cloths on the burn.
- ◆ If possible, avoid ice-cold water and ice cubes; this could cause further damage to burned skin.
- ◆ Never apply ointment, grease, or butter to the burned area. These materials will confine the heat of the burn to the skin, meaning the skin cannot cool and will continue to “simmer.”



Burn Prevention

- ◆ Know that most fires and burns happen at home.
- ◆ Teach your child to never touch matches or lighters. Keep matches and lighters away from children.
- ◆ Set the water heater no higher than 110 degrees Fahrenheit to prevent hot tap water from causing burns.
- ◆ Check the temperature of a bath before allowing your child to get into the tub.
- ◆ Turn pot handles on the stove out of the reach of children.
- ◆ Drink hot liquids out of the reach of children.
- ◆ Install smoke alarms outside bedrooms and on every level of the home. Test smoke alarms monthly. Install new smoke alarms every ten years.
- ◆ Plan and practice a home fire drill using your escape map that includes an outdoor meeting place. Call 911 or your local emergency number after you are out.

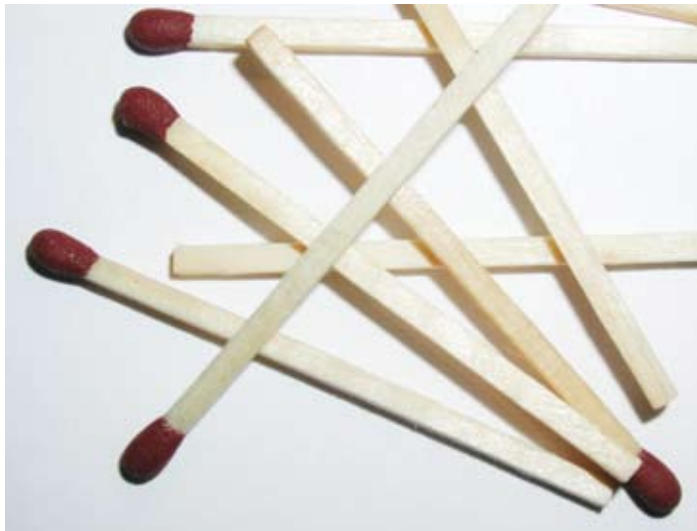
Take Home Page

Tell a Grown-up if You Find Matches or Lighters. Never Touch!

In class today, we began discussing the message, “Tell a grown-up if you find matches or lighters. Never touch!” To reinforce this message, we’re offering you the following strategies and information concerning matches and lighters.

Prevention Strategies

- ◆ Remind your child that matches and lighters are for grown-ups only. Children should never touch matches or lighters.
- ◆ Store matches and lighters up high in a locked cupboard out of a child’s reach.
- ◆ Teach children that matches and lighters can get hot and can hurt children.



Additional Information

- ◆ Young children are more frequently killed or injured by fires started by children playing with matches or lighters. They do not realize the fire will grow quickly, leaving them little, if any, time to escape.
- ◆ Children do not understand the power of fire or how it can hurt people and destroy property. They have trouble understanding how a small fire can grow into a large, destructive fire quickly.
- ◆ Parents, teachers, and other adults need to continually supervise young children to prevent fire-related accidents.
- ◆ Children are very curious. Because of this curiosity, children can be adventurous and will try to experiment with different objects such as matches and lighters.
- ◆ If a child continues to play and experiment with fire, assistance in correcting this behavior is available. Contact your local fire department or check with a counselor in your area who specializes in working with young children to help them develop a safe respect for fire.

Take Home Page

Stop, Drop, and Roll

Today we began learning the message, “Stop, drop, and roll if your clothes catch on fire.” Repetition is key for young children learning the fire safety messages, so we hope the following information and suggestions will help you reinforce this message.

Important Facts about Stop, Drop, and Roll

- ◆ Research suggests that young children are often confused about when to stop, and then drop, and roll. Some believe this is the right response to a smoke alarm. They need to be reminded repeatedly that this is what you do only if your clothes catch on fire.
- ◆ When practicing stop, drop, and roll, children may see it as a game. Remind them that they are learning how to be safe from fire.
- ◆ For children age 6 and under, continual practice will help them understand when to stop, drop, and roll. Four year olds will need assistance when first beginning to practice this safety technique. Five years olds generally catch on quickly.

Stop moving around.

Drop your body to the ground and cover your face with your hands.

Roll back and forth across the floor until the fire is gone.

Practice, Practice, Practice

- ◆ Be sure they understand that this action is to be taken only when fire is on their clothes.
- ◆ Emphasize that they need to roll until the fire is completely gone.
- ◆ Demonstrate or practice the actions with your child during various activities, both outside and inside.

Take Home Page

Smoke Alarms Save Lives

Talking with the Family

- ◆ Talk about how it is good to have smoke alarms in your house.
- ◆ Look at smoke alarms with your children, and talk about their importance.
- ◆ Point out how smoke alarms tell you when there is smoke or fire.
- ◆ Remind your children not to wait for the smoke alarm to sound if they smell smoke—get out.

DANGER

Recent studies show that children may sleep through the sound of a smoke alarm. Do not tell your children that they might sleep through the sound; this will scare them, and they will worry about fires at night. Assume that your child will sleep through the sound, and adjust your escape plan so that an adult escorts each child outside. Make sure to practice your plan.

Buying Smoke Alarms

- ◆ Smoke alarms are readily available from most retail stores such as home repair, discount, and drug stores. They cost \$10 to \$30 each.
- ◆ Make sure the smoke alarm has a UL 217 label.
- ◆ Consider purchasing an alarm with a dual chamber that uses both photoelectric and ionization sensors.
- ◆ Some smoke alarms come with a lithium battery that should last for 10 years, the life of the alarm.
- ◆ Some smoke alarms can be tested and silenced with a household remote control. This is a handy feature to consider when you buy an alarm.

Since smoke alarms were introduced to the home in the late 1970s, fire fatalities have been reduced by 50%.

Smoke Alarm Lifesaving Tips

- ◆ Install a smoke alarm on each level of your home and outside all sleeping areas.
- ◆ Smoke alarms should be on the ceiling or high on the side wall, according to the manufacturer's instructions. Avoid the corner by at least four inches.
- ◆ Test your smoke alarms every month by following the manufacturer's instructions.
- ◆ Change the smoke alarm batteries once a year, or buy smoke alarms with 10-year lithium batteries.

- ◆ Teach children what the smoke alarm sounds like and what to do when they hear it, for example, following the first step in your escape plan or crawling low to stay under smoke.
- ◆ If smoke from cooking or steam from the bathroom sets off the alarm, do not disable it. If your alarm continues to have false alarms under these circumstances, you may need to relocate your alarm.
- ◆ Do not remove the batteries to put in other appliances such as stereos or games.
- ◆ Smoke alarms wear out over time. They are designed to be replaced every 10 years.
- ◆ Plan and practice a home fire drill using your escape map with all family members. Include a meeting place outside.
- ◆ Know how to call the fire department.
- ◆ There are visual and tactile smoke alarms that meet the needs of people who are deaf or hard of hearing. These alarms come with strobe lights and vibrating discs to awaken people who cannot hear smoke alarm frequencies.
- ◆ New technology is available that wirelessly interconnects smoke alarms in your home. When one smoke alarm sounds, unaffected alarms also sound to alert you to smoke and fire.

Take Home Page | Letter to Families

Dear Families,

We have been talking about how it is important for us to “get out and stay out” of buildings when we hear the smoke alarm or smell or see smoke or fire. We have also talked about how we need to have a map (escape map) of how to get out, and we need to have a place to meet (meeting place) once we get out of the building. We have been making classroom escape maps and talking about our class meeting place.



For your child to be safe at home, it is important that you have a family escape map and outside meeting place. You should share it with your children and practice a fire drill using your escape map twice a year. Please help your child draw a picture of the floor plan of your house and include a path showing how to get out to your meeting place. Remember to practice a fire drill using your escape map with your children. Discuss how to call 911 or your local emergency number after you get out.

On the accompanying page is a list of some good things to remember about family escape plans and meeting places.

We'll be sharing the family escape maps in class, so please send a copy of your map with your child to school.

Thank you for your cooperation,

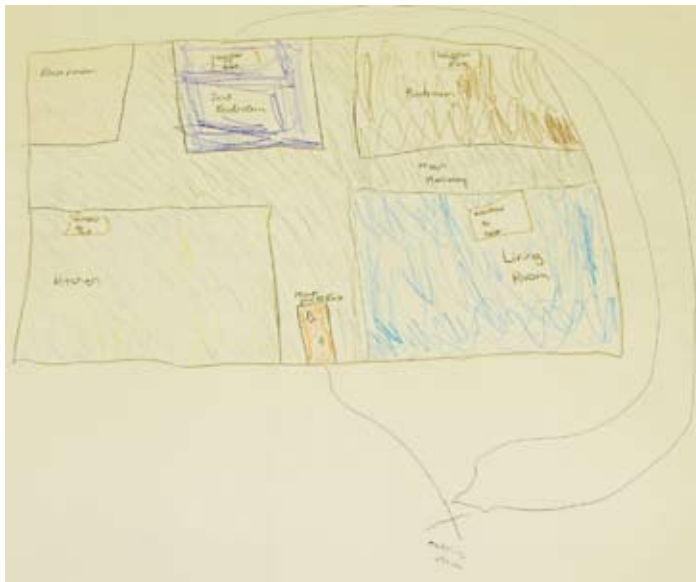
Take Home Page

Practice a Home Fire Drill

Using Your Escape Map

Make the Map

- ◆ Bring everyone together in your home, and make a map.
- ◆ Draw a floor plan of your home, showing two ways out of each room, including windows.



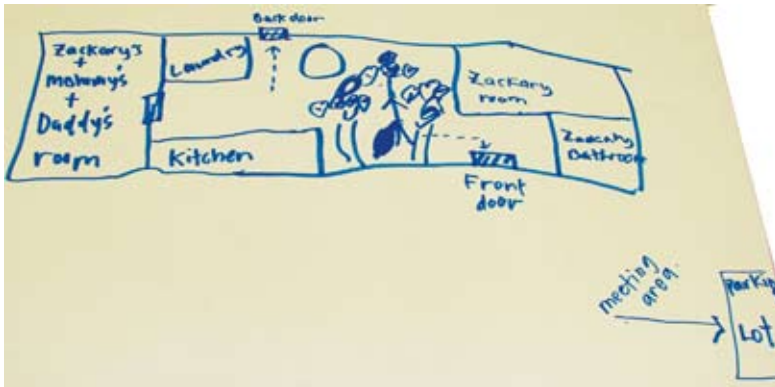
- ◆ Make sure everyone understands the escape map.
 - ◆ Talk about when to get out: if you hear the smoke alarm, if you see or smell smoke, if you see fire.
 - ◆ Make sure doors and windows open easily. If they don't, take appropriate measures so that they will in the future. If they have security bars, make sure the bars have a quick-release mechanism that children can open quickly and easily.
- ◆ Agree on an outside meeting place where everyone can meet after they have gotten out of the house.
 - ◆ Practice your home fire drill using the escape map at least twice a year, making sure all family members are involved.
 - ◆ Talk with your children about calling the emergency number for help after they have gotten out safely.
 - ◆ Confirm 911 or the local emergency number of your fire department and emphasize it. Not all towns have access directly to 911.

Remember

Once you are outside, stay outside. Never go back in until the fire department says it is safe.

Practice the Plan

- ◆ Planning gives you the information needed ahead of time to exit your home safely.
- ◆ Make the map clear and concise.
- ◆ Review the map and walk through the exit procedure to make sure everyone knows what to do. All family members should exit in an orderly manner to prevent confusion and minimize panic or injury.



- ◆ Assign an adult to escort each child out of the home. Children may not be awakened by the smoke alarm.
 - ◆ Review the two ways out of every room in the home. If the main way is blocked by smoke or fire, use your second way out.
- ◆ Practice your fire drill in the dark because most fatal home fires happen at night when people are sleeping.
 - ◆ Memorize the emergency phone number of the fire department. Help your children recall this number, too. Call after you get out.
 - ◆ After the fire drill, take a head count to be sure everyone is at the meeting place.

Take Home Page | Home Escape Map

- ◆ Sit down with your child, and use this paper to draw a floor plan of your house. If you have a two-story house, draw each level separately. Talk with your child about the different rooms in the house while you draw. Then draw arrows showing two ways out of each room.
- ◆ Talk with your child about how to get out of each room if there were a fire. Discuss two different ways out of each room.
- ◆ Draw your meeting place, which is a place outside of the home where everyone can meet after they get out. Label it “Meeting Place.”
- ◆ Talk with your child about where to meet after you get out of the house. Discuss calling 911 or your local emergency number after you get out.
- ◆ Talk about how this is an escape map and how the family will use it to practice a fire drill at least twice a year.



Take Home Page

Crawl Low under Smoke

Today, we discussed the message, “Crawl low under smoke.” We hope you can reinforce this messages with the following suggestions for what you can discuss and practice with your child.

- ◆ Teach your child that smoke is bad to breathe.
- ◆ Explain the difference between fog or steam and smoke if you child brings up the topic. In class, we emphasized that smoke comes from fire. Fog and steam come from water being in the air. Also, steam comes from hot liquids that can burn you, and fog comes from cool water.
- ◆ Talk about how smoke rises up to the ceiling.
- ◆ Teach your child to crawl under smoke to avoid breathing smoke.
- ◆ Have your child crawl on his/her hands and knees, so he/she can get out fast. Do NOT have your child crawl on his/her belly. It is too slow.
- ◆ Talk about how smoke will make the room very dark, and it will be hard to see where you are going. Try not to make this sound scary.
- ◆ Practice crawling to get out of the house. You can even practice crawling out of the house with your eyes closed to represent the darkness of the smoke.
- ◆ Remind your child that the smoke alarm will beep loudly to let everyone know there is smoke in the house.
- ◆ Review with your child that if he/she smells smoke or sees smoke or fire, do not wait for the smoke alarm to beep. Get out and stay out!



Facts for Firefighters

Teaching Young Children

- ◆ Make sure your protective clothing is clean and safe for the children to touch.
- ◆ Do not have full gear on when first meeting the children. The protective equipment may scare some children.
- ◆ Squat down to get at the children's eye level when you speak to them, or sit on the floor.
- ◆ Let the children approach you. Do not move towards them, especially when wearing the firefighter protective equipment.
- ◆ Pass pieces of the gear around to let the children study them, touch them, and ask questions. Do not pass the helmet for children to try on. It may be too heavy and could harm a child's neck.
- ◆ Prepare questions to ask the children:
 - What is this piece of gear?
 - Where do you think this goes?
 - Why do you think firefighters should wear this?
 - What do you think I will look like with the gear on?
 - Have you ever seen a firefighter wearing firefighting clothing?
- ◆ Talk about how you will look if you come to their homes to help them out of a fire. Make sure you use the words "help you" not "get you." Explain that you come to help families and that you are their friend. You want to help them stay safe. Children should never hide from you if you come to help them.
- ◆ Put on your gear slowly and ask the children questions. Use the following order for the gear: boots, pants, hood, coat, air tank, mask, helmet, gloves.
- ◆ After putting on the SCBA mask, demonstrate the sound it makes when you breathe and talk. Warn children that there may be a loud ringing sound when this equipment is turned on and off.
- ◆ Address some of the fire safety concepts explored in the classroom:
 - Recognize the firefighter as a helper and friend.
 - Stay away from hot things that hurt.
 - Cool a burn with cool water.
 - Tell a grown-up if you find matches or lighters. Never touch!
 - Stop, drop, and roll if your clothes catch on fire. (You can demonstrate.)
 - Know the sound and purpose of the smoke alarm.
 - Practice a fire drill using your escape map.
 - Crawl low under smoke. (You can demonstrate.)

- ◆ Be ready for the children to ask lots of questions. Some questions may be unrelated to the topic.
- ◆ Demonstrate how the protective equipment glows by turning out the lights and using a flashlight. Check with the teacher before turning off the lights.
- ◆ Have fun. Enjoy the children, your time in their classroom, and their visit to your fire station.

Developmental Expectations for Young Children

These expectations may vary from child to child and by activity. Young children have short attention spans but are eager to learn new things. You may expect the following from each age group.

4 Year Olds

- ◆ Sometimes may become overexcited and less self-regulated in group activities.
- ◆ Sometimes copy the behavior of adults.
- ◆ Can retell a story in sequence.
- ◆ Are unable to wait very long or “sit still” for long periods.
- ◆ Show increasing ability to control intense feelings like fear and anger.

5 Year Olds

- ◆ Listen to a new speaker if the information is new and interesting.
- ◆ Show off in front of new people or become unpredictably very shy.
- ◆ Can tell definitions of certain words.
- ◆ Can follow requests.
- ◆ Can follow short and easy directions.

CALENDAR

The calendar lists the messages, lessons, and pages to duplicate for each of the 15 days in this fire safety unit. The lessons are arranged according to morning center and group times and afternoon center and group times. Feel free to adjust this arrangement according to what works best with the children in your classroom. We hope you can use this calendar as a quick-reference.

The calendar uses the following codes:

AM = Morning

PM = Afternoon

(##) = Corresponding page number

R = Repeated lesson

FF = Facts for Firefighters pages

TH = Take Home pages

Fire Safety Messages

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

	Day 1	Day 2	Day 3	Day 4	Day 5
Messages	1	1	1	2, 3	2, 3, 4
AM Center	♦ How Can You Stay Safe from Fire? (26)	♦ Listing Questions for the Firefighter (32)	♦ Assigning Questions for the Firefighter (R, 34)	♦ Naming Hot Things to Stay Away from (46)	♦ Sorting Hot and Cold Objects (53)
AM Group	♦ Discussing “How Can You Stay Safe from Fire?” (27)	♦ Firefighter Fingerplay (R, 28) ♦ Discussing Questions for the Firefighter (32) ♦ Book: <i>Firehouse Dog</i> (33)	♦ Firefighter Fingerplay (R, 28) ♦ Firefighter Visits the Classroom (36) ♦ Firefighter Brings the Fire Truck (37)	♦ Discussing Hot Things to Stay Away from (46)	♦ Discussing Matches and Lighters (54)
PM Center			♦ What Did We Learn from the Firefighter? (38)	♦ Learning through Making Play Dough (47)	♦ What Should You Do if You Get Burned? (55)
PM Group	♦ Firefighter Fingerplay (28) ♦ Book: <i>Day with Firefighters</i> & Discussing the Firefighter Visit to the Classroom (29)	♦ Assigning Questions for the Firefighter (34)	♦ Firefighter Fingerplay (R, 28) ♦ Discussing What We Learned from the Firefighter (39)	♦ Discussing Cool a Burn with Cool Water (49)	♦ Discussing What You Should Do if You Get Burned (56)
Pages to Duplicate [p. 217]	♦ TH: Letter to Families ♦ TH: Firefighters Are Our Friends ♦ FF: Teaching Young Children ♦ FF: Developmental Expectations			♦ TH: Stay Away from Hot Things that Hurt ♦ TH: Play Dough Recipe ♦ TH: Cool a Burn with Cool Water	♦ TH: Tell a Grown-up if You Find Matches or Lighters. Never Touch!

	Day 6	Day 7	Day 8	Day 9	Day 10
Messages	2, 3, 4, 5	2, 4, 6	2, 4, 6, 7	6, 7	4, 6, 7, 8
AM Center	<ul style="list-style-type: none"> ◆ What's Hot and What's Not Collages (59) 	<ul style="list-style-type: none"> ◆ Tell a Grown-up Sequence Cards (70) 	<ul style="list-style-type: none"> ◆ Picture Hide-and-Seek (R, 62) ◆ Stop, Drop, and Roll Sequence Cards (80) 	<ul style="list-style-type: none"> ◆ Practicing the Fire Drill (R, 83) 	<ul style="list-style-type: none"> ◆ Picture Hide-and-Seek (R, 62) ◆ Classroom Escape Maps (95)
AM Group	<ul style="list-style-type: none"> ◆ Discussing Stop, Drop, and Roll (60) ◆ "Stop, Drop, and Roll" Song (61) 	<ul style="list-style-type: none"> ◆ "Stop, Drop, and Roll" Song (R, 61) ◆ Book: <i>No Dragons for Tea</i> & Discussing the Sound of Smoke Alarms (71) 	<ul style="list-style-type: none"> ◆ "Get Out" Song (81) ◆ Discussing Escape Maps & Practicing Fire Drills (82) ◆ Practicing the Fire Drill (83) 	<ul style="list-style-type: none"> ◆ "Stop, Drop, and Roll" Song (R, 61) ◆ "Get Out" Song (R, 81) ◆ Book: <i>Arthur's Fire Drill</i> & Smoke Alarm Hunt (88) 	<ul style="list-style-type: none"> ◆ "Stop, Drop, and Roll" Song (R, 61) ◆ "Get Out" Song (R, 81) ◆ Follow the Leader (97)
PM Center		<ul style="list-style-type: none"> ◆ Picture Hide-and-Seek (R, 62) 			<ul style="list-style-type: none"> ◆ Practicing the Fire Drill (R, 83) ◆ Sounds Game—in Listening Center (R, 90)
PM Group	<ul style="list-style-type: none"> ◆ Picture Hide-and-Seek (62) 		<ul style="list-style-type: none"> ◆ Explaining Family Escape Maps (85) 	<ul style="list-style-type: none"> ◆ Sounds Game (90) 	<ul style="list-style-type: none"> ◆ Sharing Family Escape Maps (99)
Pages to Duplicate [p. 217]	<ul style="list-style-type: none"> ◆ TH: Stop, Drop, and Roll 	<ul style="list-style-type: none"> ◆ TH: Smoke Alarms Save Lives 	<ul style="list-style-type: none"> ◆ Classroom Escape Map (send home with these TH pages) ◆ TH: Letter to Families ◆ TH: Practice a Home Fire Drill Using Your Escape Map ◆ TH: Home Escape Map 		<ul style="list-style-type: none"> ◆ TH: Crawl Low under Smoke

	Day 11	Day 12	Day 13	Day 14	Day 15
Messages	6, 7, 8	4, 6, 7, 8	1, 6, 7, 8	1, 6, 7, 8	1, 5, 6, 7, 8
AM Center	<ul style="list-style-type: none"> ♦ Practicing the Fire Drill (R, 83) ♦ Classroom Escape Maps, Finish (R, 95) 	<ul style="list-style-type: none"> ♦ Crawl Low under Smoke Obstacle Course (106) 	<ul style="list-style-type: none"> ♦ Practicing the Fire Drill (R, 83) 	<ul style="list-style-type: none"> ♦ Discussing Questions for the Fire Station Visit (R, 113) 	
AM Group	<ul style="list-style-type: none"> ♦ “Stop, Drop, and Roll” Song (R, 61) ♦ “Get Out” Song (R, 81) ♦ Crawl Low under Smoke (102) 	<ul style="list-style-type: none"> ♦ “Stop, Drop, and Roll” Song (R, 61) ♦ “Get Out” Song (R, 81) ♦ Smoke, Smoke, Beep (107) 	<ul style="list-style-type: none"> ♦ Discussing the Fire Station Visit (111) 	<ul style="list-style-type: none"> ♦ Assigning Questions for the Fire Station Visit (118) 	<ul style="list-style-type: none"> ♦ Fire Station Visit (123)
PM Center	<ul style="list-style-type: none"> ♦ Sounds Game—in Listening Center (R, 90) 	<ul style="list-style-type: none"> ♦ Practicing the Fire Drill (R, 83) ♦ Picture Hide-and-Seek (R, 62) 	<ul style="list-style-type: none"> ♦ Listing Questions for the Fire Station Visit (112) 	<ul style="list-style-type: none"> ♦ Practicing the Fire Drill (R, 83) 	<ul style="list-style-type: none"> ♦ What Did You Learn from the Fire Station Visit? (124)
PM Group	<ul style="list-style-type: none"> ♦ Sharing Family Escape Maps (R, 99) 	<ul style="list-style-type: none"> ♦ Sharing Family Escape Maps (R, 99) ♦ Smoke, Smoke, Beep (R, 107) 	<ul style="list-style-type: none"> ♦ Firefighter Fingerplay (R, 28) ♦ Discussing Questions for the Fire Station Visit (113) ♦ Book: <i>Here Come Our Firefighters</i> (114) 	<ul style="list-style-type: none"> ♦ Firefighter Fingerplay (R, 28) ♦ Book: <i>Firefighters A to Z</i> (119) 	<ul style="list-style-type: none"> ♦ Discussing What We Learned from the Fire Station Visit & Book: <i>Stop, Drop, and Roll</i> (125)
Pages to Duplicate [p. 217]				<ul style="list-style-type: none"> ♦ FF: Teaching Young Children ♦ FF: Developmental Expectations 	