

# VERMONT FIRE SAFETY HOUSE



## FIRE SAFETY PUBLIC EDUCATION PROGRAMS GUIDE

And

VT Fire Safety House Lessons



VERMONT DEPARTMENT OF PUBLIC SAFETY  
**DIVISION OF FIRE SAFETY**  
PUBLIC EDUCATION AND INFORMATION SECTION

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## GENERAL PROGRAM NOTES TO PRESENTERS

### Community Fire Safety Programs

Municipalities are responsible for fire protection services within their areas of jurisdiction. Fire prevention and public education activities are an important part of fire safety in a community. Programs vary from community to community based upon needs and circumstances, as determined by a risk assessment or needs analysis. But at a minimum, fire departments should establish and deliver programs that include public education with respect to fire safety and certain components of fire prevention.

- Fire safety education programs should be provided to all age groups in the town.
- Fire safety education material should be distributed to residents/occupants
- a smoke alarm/ home hazard program should be established.
- Inspection requests should be forwarded to the Assistant State Fire Marshals in regional office of Division of Fire Safety upon complaint or when requested to assist with code compliance of public buildings.
- A simplified local risk assessment should be performed and should identify the extent to which additional services may be required to meet local needs.

The DFS Fire Safety Education and Information section can provide assistance and training to support your community fire safety program.

All personnel involved in delivery of community fire safety programs should be trained under direction of a competent person familiar with acceptable fire safety education practices.

Integration of the community fire safety program concept into the fire department may offer new opportunities for the fire department. It does not mean that existing personnel will have to take on additional responsibilities unless that is the direction chosen by the department. It may be able to seek out and utilize members of the community who have an interest in or support the fire department but are unable or uninterested in functioning as suppression personnel.

## GENERAL PROGRAM NOTES TO PRESENTERS

### Developmental Information

Children and young people need to be taught about fire so that they understand the risks and how to prevent becoming a victim of fire. There are many ways to deliver fire prevention education depending on the ages of those receiving it. Education needs to begin at an early age.

When teaching fire safety education it is necessary to take account of the different ways of learning. It is now recognized that if children are to gain life skills, they will need to take an active part in the learning process. Activity-based work allows this to happen.

## Learning Characteristics Of Different Age Groups

AGE GROUP	LEARNING CHARACTERISTICS	INSTRUCTIONAL METHODS
<b>K-3</b>	.	The primary target group for children under the age of 3 years are caregivers and parents
<b>3-5 YEAR OLDS</b>	<ul style="list-style-type: none"> <li>a. Learn by seeing and doing.</li> <li>b. Developing a conscience.</li> <li>c. Model parents.</li> <li>d. Experience predictable fears.</li> <li>e. Cannot distinguish fantasy from reality.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use only positive behaviors.</li> <li>b. Active repetition.</li> <li>c. One behavior /20 minutes.</li> </ul> <p style="text-align: center;">Do not using fear with children.</p>
<b>5-11 YEAR OLDS</b>	<ul style="list-style-type: none"> <li>a. Developing the ability to conceptualize.</li> <li>b. Developing self attitudes.</li> <li>c. Learning social rules.</li> <li>d. Social, physical, intellectual growth.</li> </ul>	<ul style="list-style-type: none"> <li>a. Active.</li> <li>b. Respect the child.</li> <li>c. Relevant.</li> <li>d. Lesson should build confidence.</li> <li>e. Involve affective and cognitive domains.</li> </ul>
<b>12 TO 18 YEAR OLDS</b>	<ul style="list-style-type: none"> <li>a. Searching for independence.</li> <li>b. Role-oriented.</li> <li>c. Period of change.</li> <li>d. Develop problem-solving ability.</li> </ul> <p><b>CRITICAL ATTITUDE OF 12 TO 18 YEAR OLDS</b></p> <ul style="list-style-type: none"> <li>a. Sense of self-worth.</li> <li>b. Sense of competence.</li> <li>c. Sense of acceptance.</li> <li>d. Sense of caring.</li> <li>e. Future vision.</li> </ul> <p>Adolescents may learn, or not learn, for extrinsic reasons, i.e. peer pressure.</p>	<ul style="list-style-type: none"> <li>a. Games.</li> <li>b. Simulation.</li> <li>c. Decision matrix.</li> <li>d. Experience-based discussion.</li> <li>e. First person stories.</li> </ul>



## GENERAL PROGRAM NOTES TO PRESENTERS

### ESSENTAL Fire Safety Skills

This sheet is a tool to assist you in planning a fire safety education program in your community. Educating Vermonters of all age groups about avoiding injuries and what to safely do in emergencies is the goal of any fire safety educator.

This sheet addresses specific core subjects for each age group, which are important to teach to reduce death and injuries. You will need to keep adjust the lessons to the age group. With younger groups stick to 2 or 3 basic subjects. Remember, every person we enlighten reduces the chances of having to respond to a tragedy.

	GROUP	AGES	ESSENTAL FIRE SAFETY SKILLS		
<b>A</b>	<b>PRE-SCHOOLERS</b>	<b>3-5</b>	STOP, DROP AND ROLL MATCH & LIGHTER SAFETY (Tool Vs Toy)	CRAWL LOW UNDER SMOKE HOT THINGS IN THE HOME (Burn Safety)	RECOGNIZING A FIRE FIGHTER ( In Gear
<b>B</b>	<b>CHILDREN</b>	<b>Grade 1-3 Ages 5 -9</b>	STOP, DROP AND ROLL MATCH & LIGHTER SAFETY (Tool Vs Toy) CRAWL LOW UNDER SMOKE	REPORTING FIRES AND EMERGENCIES (911) HOME ESCAPE PLANS SMOKE / CO DETECTORS HOT THINGS IN THE HOME (Burn Safety)	RECOGNIZING A FIRE FIGHTER ( In Gear EXIT SIGNS ( Knowing two ways out ) KITCHEN SAFETY
<b>C</b>	<b>YOUNG TEENS</b>	<b>Grades 4 -7 Ages 9 – 13</b>	FIRE and EMERGENCY DRILLS SMOKE / CO DETECTORS KITCHEN SAFETY ELELCTICAL SAFETY SAFETY WHEN HOME ALONE	RECREATION SAFETY USING A FIRE EXTINGUISHER YOUR PERSONAL ROLE IN PREVENTING FIRE FIRST AID FOR BURNS HOME SAFETY INSPECTION	THE CHEMISTRY AND PHYISIS OF FIRE ICE AND WATER SAFETY SEASONAL AND HOLIDAY SAFETY FIREFIGHTER AS A COMMUNITY HELPER TEACHING BASIC FIRE SAFETY
<b>D</b>	<b>TEENS</b>	<b>Grades 8 – 12 Ages 14 -18</b>	BABYSITTING TRAINING SAFETY WHEN HOME ALONE SMOKE / CO DETECTORS FIRE and EMERGENCY DRILLS RECREATION SAFETY HOME FIRE SPRINKLERS	KITCHEN SAFETY YOUR PERSONAL ROLE IN PREVENTING ELELCTICAL SAFETY FARM FIRES & SAFETY FIRST AID FOR BURNS UNDERSTANDING ARSON	SEVERE STORMS AND DISASTERS ICE AND WATER SAFETY TEACHING BASIC FIRE SAFETY COLLEGE FIRE SAFETY CITIZENS FIRE ACADEMY OR FIRE CORE OR C.E.R.T. TRAINING
<b>E</b>	<b>ADULTS</b>	<b>Ages 19 – 50</b>	SMOKE / CO DETECTORS SMOKEING SAFETY HOME FIRE SPRINKLERS YOUR PERSONAL ROLE IN PREVENTING FIRE MATAINING HOME MECHANICAL SYSTEMS	UNDERSTANDING SMOKE & CARBON MONOXIDE FAMILY SAFETY STATE LAWS SAFE TOYS COLLEGE FIRE SAFETY HAZ MAT	SEVERE STORMS AND DISASTERS PLANNING JUVENILE FIRE SETTING BEHAVIOR CITIZENS FIRE ACADEMY OR FIRE CORE OR C.E.R.T. TRAINING HOUSE NUMBERING THIS IS YOUR FIRE DEPT.
<b>F</b>	<b>SENOIRS</b>	<b>Ages 50 +</b>	SMOKE / CO DETECTORS KITCHEN SAFETY SEVERE STORMS AND DISASTERS PLANNING	FILE OF LIFE JUVENILE FIRE SETTING BEHAVIOR C.E.R.T. OR FIRE CORE TRAINING	TRIPS AND FALL PREVENTION SMOKEING SAFETY
<b>G</b>	<b>SPESICAL GROUPS</b>	<b>ALL AGES</b>	BOY SCOUTS – Fire Safety and Emergency Preparedness Merit Badges GIRL SCOUTS – Emergency Preparedness Patch Program JUVENAL FIRE SETTERS – JFS Training Program EDUCATIONALLY CHALLENGED – Special Designed Fire Ed Program  CITIZENS FIRE ACADEMY OR FIRE CORE OR C.E.R.T. TRAINING		

## HOW TO CONDUCT A FIRE SAFETY HOUSE EVENT

1<sup>st</sup> Use the FSH program Set-Up Checklist to prep the trailer for the event.

Class should be divided into groups of four to six students.

Discuss with the teacher the best way to handle students who are disruptive or who do not wish to participate in the presentation. Because of limited time, it may be best to have problem students remain in the classroom. This would be a last resort, because of the importance of this program.

Encourage the teachers to take part in the tour, so they know exactly what we are trying to do. This could help them in their discussions or presentations on fire safety.

Tour presentations normally last between 20 to 30 minutes.

### 1. Greet students and introduce yourself. Find out their grade and teacher's name.

### 2. Give an overview of the program and the rules

The Fire Safety House is a mobile fire safety classroom. Kids and adults are able to visit stations and spot fire hazards and practice simple methods of eliminating potentially dangerous situations, in the bedroom students will practice how to get out by using good emergency escape techniques.

Review the rules for proper behavior during the tour. Ask the students' teacher, whenever possible, what the classroom rules (and associated phrases) are for: asking a question, asking for the group to be quiet, asking the group for attention, etc.

**NOTE** – Tours can begin at any station but make sure all groups visit all stations. (See setting up educational stations)

### 3. Ask the children to be quietly seated in the kitchen area.(Station # 1 ) Position yourself so everyone can see you. ( Use lesson plan # 10-01A & 10-01B)

### 4. ASK - What is a fire hazard? (A: Something that can cause a fire)

### 5. ASK - Can you see any hazards or dangerous situations in this room? (Allow students to pick out each item and explain how it should be corrected and then correct it)

Check to make sure students understand and are paying attention. If necessary, stop at any point to answer questions or to remind the children about "Good Listening Skills."

### 6. Have students quietly move to stair area (Station # 2 ) repeat step 4 and 5. ( Use lesson # 10-02A & 10-02B)

### 7. Ask - are there any hazards on the stairs? Remove toys, and explain how they play a role in helping their family stay safe.

### 8. Ask students to be seated in the bed room. Position yourself on or near the bed. (Station # 3 ) repeat step 4 and 5. ( Use lesson # 10-03A )

### 9. Explain to the children that we are going to pretend that there is an actual fire. Go over the steps of escaping a fire ( Use lesson # 10-03B )

**SAY** - *If the smoke detector were to go off while we were in here or if smoke came into this room, here is what we would do...* review where the meeting place is, and be sure to talk students through each segment of what is going to happen, there should be no surprises.

**Let the children know** that you are going to release some "Pretend Smoke". Make sure that the students understand that the "Smoke" will not hurt them.

**Remind students** that once the smoke comes into the Fire Safety House it will be a special kind that will allow them to breathe, not like real smoke. Also, remind the students that you are there to help them get out safely. If this would be a real fire, they would need to get out on their own or be in a place where the firefighters can see and help them.

### 10. Activate the smoke machine, and the smoke detector.

**NOTE** – use only short bursts, you only need a little bit of smoke for effect.

The person nearest the door should yell, "The smoke detector is going off!! FIRE !!!"

### 11. SAY - We should first try to exit the way we came in. The person who is nearest the door should feel the door with the back of their hand to see if it is hot or warm. If it is warm, we need to use our second way out.

### 12. SAY - In any emergency, it is really important not to panic. You need to stay as calm as you can. NEVER RUN AND HIDE!

### 13. Students should then be reminded to "stay low and go/ crawl low under smoke". Students should get down on their hands and knees, and, in an orderly fashion, crawl to the window go out feet first face the building and proceed down the ladder and go to the meeting place.

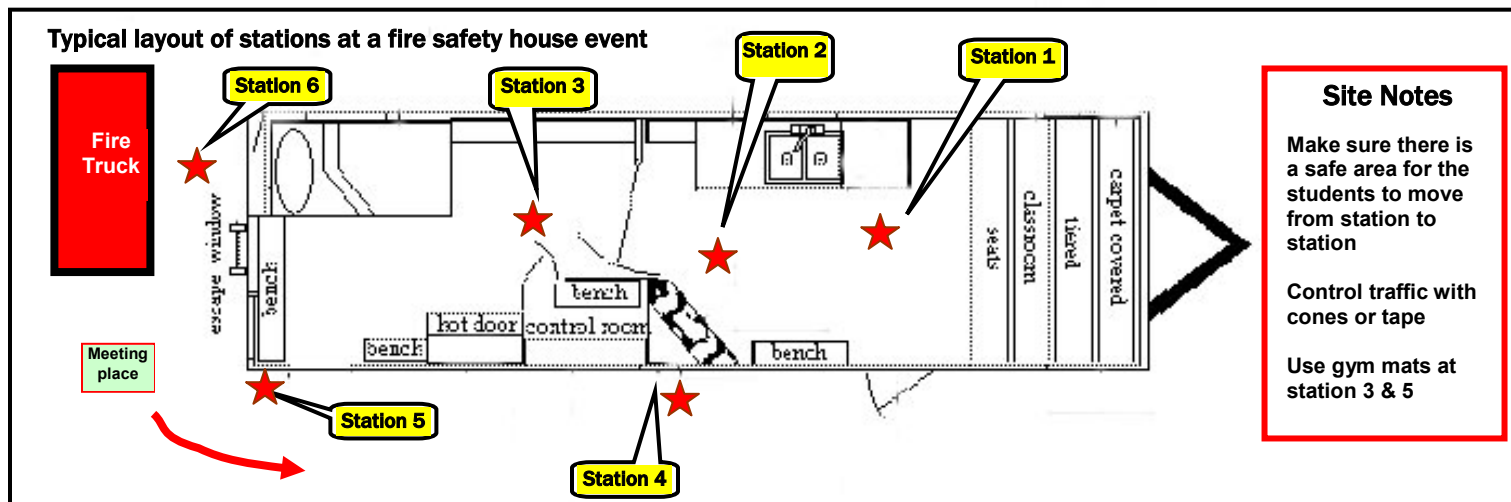
### 14. Students should then visit any other stations that are set up.

(Use Lesson #'s 10-04,10-05A,10-05B,10-06 and if students are old enough 10-07).

## SETTING UP EDUCATIONAL STATIONS

The Fire Safety House educational stations are a location where common fire safety subjects are covered. Each station should include A Lesson Plan, Props and A Sign and be staffed by a firefighter. It has been found that rotating students through stations is the most efficient way to cover the numerous fire safety subjects within a limited time frame. You can adjust the amount of stations you wish to set up. You may only have time or firefighters to do 3 stations or you may wish to add some of your own. The most common fire safety house stations are:

Station #	Location	Topics	Lesson #
1	Trailer Kitchen	Kitchen Hazards Cooking Safety	<b>VFSH-07-01A</b> <b>VFSH-07-01B</b>
2	Stairs/ fire place area	Living Room Safety Tools Vs Toys	<b>VFSH-07-02A</b> <b>VFSH-07-02B</b>
3	Bedroom	Bedroom Safety Escape / Smoke alarms / Crawl Low Under Smoke	<b>VFSH-07-03A</b> <b>VFSH-07-03B</b>
4	Outside Trailer	Calling 911	<b>VFSH-07-04</b>
5	Outside Trailer	Stop Drop and Roll	<b>VFSH-07-05</b>
6	At a fire truck	Fire fighter in gear / firefighters tools	<b>VFSH-07-06</b>



Other ideas that can be used as educational stations.

- Firefighters explain the fire truck and what it does.
- Allow students to look at gear, possibly trying it on. (Use caution with very young children (6 Years & Under) with fire helmet.) Neck injuries have been reported in very young children due to the weight of the helmets.
- Spay water using a fire hose. (use booster line and low pressure and always have a firefighter act as a safety person)
- Exit drills in the home "EDITH". Draw a Home Fire Escape Plan.
- Draw or Color a fire safety picture.
- Have students work on a thank you letter to the men and women of the fire department.
- Seasonal Fire and Burn Prevention Activities. ( a prop box can be a help when presenting seasonal activities)

Holiday Fire Safety	November-December	Candles ,X-Mas Trees, lights, Cooking Etc.
Winter Fire Safety:	December-March	Heating, winter Storms, Exits, Downed Wires, Etc.
Spring Fire Safety	March-May	Household Clean Up, Paint, Outside Fires Etc.
Summer Safety	June-August	BBQ, Fireworks, Camping, Gas safety Etc.
Fire Prevention Week	October	Yearly themed Activities
Fall Fire Safety	September-November	Getting Ready for Winter, Heating, burning Leaves, Etc.

**PROGRAM CHECK LIST****GENERAL FIRE SAFETY HOUSE SET UP**

- ❑ **Locate the trailer to take best advantage of the site and control of the students.** Leave enough room so that you do not interfere with traffic. a total working area of at least 30' x 60' is suggested.
- ❑ **After unhooking from truck, Level the trailer using tong jack and wood blocking.** Use the level to make sure the trailer is level.
- ❑ **Secure the wheels with wheel chocks.**
- ❑ **Once the trailer is level, the stabilizers must be lowered until it touches the ground. Use wood blocks when on soft ground.** When all stabilizers are touching the ground, crank each stabilizer another 1/4 turn to "snug" the stabilizers. **NOTE >>> DO NOT** raise the trailer with the stabilizers. They are not designed as leveling jacks.
- ❑ **Connect electrical supply cord to a receptacle on a 15 AMP MINIMUM Breaker. Do not use Heat or the AC unit.** Secure any cables/cords so they do not present a tripping hazard. Use only the electrical power supply cord(s) provided with the Fire Safety House.
- ❑ **Turn on all breakers. Go to control room turn on all switches to the on position.**
- ❑ **Place traffic cones/barricades to restrict motor vehicle access.**
- ❑ **Unlock all windows and doors. Set props up in each room. Inspect the Fire Safety House and make sure all systems are operating properly.**
- ❑ **Test the smoke detectors and smoke machine. NOTE >>>** The smoke machine must pre warm for 5 – 8 min before it will operate. Use the wireless remote by pressing the red buttons, short bursts are suggested. Remember you are not training fire fighters you are just trying to give the effect of smoke. The smoke machine will "burp" a little amount of smoke every so often.



**PROGRAM CHECK LIST****FIRE SAFETY HOUSE TOUR AND STATIONS SET UP**

- ❑ Make sure you have an adequate supply of fire safety handouts to distribute to students.**
- ❑ Make sure you have enough staff to safely conduct the program.** A minimum of 4 staff members are needed.
- ❑ Speak with teachers and group leaders to coordinate the timing of groups and other coordination concerns.** It best to have only 6-8 students in a group at a station at one time

**OTHER PROGRAM NOTES >>>**

- 1. Divide the class into groups of 4-6.**
- 2. Two groups will be touring the Fire Safety House,** the other groups will participate in the outside stations. The groups will switch activities until each student has participated in each activity.
- 3. While the children are waiting to tour,** they should be involved in other fire safety activities that you provide.
- 4. At the start of each group review rules for proper behavior during the tour and demonstration.**

**>>> CAUTION,** check to be sure that no child suffers from asthma, other respiratory conditions or allergies that may be irritated by the non-toxic smoke in the bed room.

- ❑ Review the lesson plan and props for each the stations.**

**Kitchen** - Hazards, Putting out a Pan fire

**Stairs** - Hazards, CO alarms

**Bedroom** – Hazards, Smoke alarms & Escape

**Outside** – Calling 911 stop drop and roll

- ❑ Set up any local department displays or other stations like:** Fire Equipment Demo, Stop Drop and Roll practice, Drawing a Home Escape Plan, Ect.

- ❑ At the end of the day prepare the trailer for transport** by putting away props, returning the smoke machine remote to its storage location, closing any windows or vents. Sweeping out the trailer and secure the electrical cords. Lock up the trailer and return the keys to the storage location.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH -7-01- A</b>
<b>KITCHEN Hazards</b>		
<b>STATION # 1</b>	<b>OBJECTIVE:</b> Students will be able, through lecture and discussion, identify common home hazards. And how they can seek a corrective action to reduce the hazard and prevent a possible injury.	
<b>SUBJECT : Spot The Hazards – Kitchen</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

## COUNTER TOP

- **Keep the Can Opener, Toaster, or other small appliances away from the sink to avoid shocks.**
- **Connect small appliances to grounded outlets.**
- **Forks, knives, or other metal objects must not be used to remove toast or muffins stuck in the toaster.**
- **Store matches and lighters carefully in a safe place.** Matches are tools for adults to use
- **Make sure cords for coffee makers and other appliances do not hang off counters or near a sink.** A small child could pull on the cord

## STOVE

- **Handles of Pots and Pans are turned outward should be turned to back of stove** Always turn pot handles toward the back of the range to prevent small children from reaching and pulling down a hot pan. *Ask an adult to turn pot handles inward.*
- **Pot Holders and Paper Towels are too close to stovetop**  
This could cause a fire, ask an adult to move them.
- **There is a towel on the oven handle.**  
This could get caught in the oven, causing a fire do not dry towels on oven door. *Ask an adult to move it.*

- **Kids and pets should stay clear of the stove.** There should be a 3' kid free zone so adults are not distracted while cooking.
  - **Adults should Stay by the stove when cooking and pay attention.** Leaving food unattended while it is cooking can cause fires.
  - **The top of the range should not be used as a shelf,** Keep salt, pepper and other spices away from the top of the range. This will prevent someone from reaching over the burners to get a spice.
  - **Keep paper towel racks away from the top of the range.**
  - **Know where the fire extinguisher is. Know how to use it.** The Fire Extinguisher should not be too close to the stove because you will not be able to get to it in a cooking fire. It's best to hang near an exit.
- Note > (use Lesson Plan # A10-01b HOW TO EXTINGUISH A PAN FIRE)**

- **Keep the stove and hood over your range free of grease.** Grease can ignite when the oven is used.

## MICROWAVE OVEN

- **Plates coming out of the microwave may be cold, but the food can be steaming hot** causing burns to the mouth and hands.
- **Discuss how to open popcorn popped in the microwave to avoid steam burns.**
- **Remember not to use metal objects and foil in the microwave.**

Have children tell some other safety tips they have learned about working in the kitchen and to summarize what has been taught in the kitchen.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7- 01- B</b>
<b>HOW TO EXTINGUISH A PAN FIRE</b>		
<b>STATION # 1</b>	<b>OBJECTIVE:</b> Students will be able, through lecture, discussion and practice identify the ways, and the actions to take to extinguish a pan or oven fire.	
<b>SUBJECT :</b> <b>HOW TO EXTINGUISH A PAN FIRE – Kitchen</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

Cooking in the kitchen is typically a safe and uneventful daily activity. However, it is always best to be prepared for the unexpected. Frying pan fires can be a dangerous hazard in the kitchen. A raging frying pan fire can have devastating consequences if it is not extinguished in a timely fashion. These practical fire-fighting tips are designed for fire safety skill level “B” and up and will help save precious time when a frying pan fire is raging out of control.

## STEPS

When in doubt, just get out. When you leave, close the door behind you to help contain the fire. Call 9-1-1 or the local emergency number after you leave.

if an adult is going to try to fight the fire, be sure others are already getting out and you have a clear path to the exit.

**1. Do not remove the pan.** Under no circumstances should a frying pan that has caught on fire be manually removed before the fire has been completely extinguished. The scalding oils and heated Teflon can quickly burn skin or spread the fire.

**2. Put on an oven mitt.**

**3. Carefully slide a lid or cookie sheet over the pan.** This cuts off the oxygen and allows the fire to go down.

**4. Turn the stove off.**

**5. Leave the pan covered and in place. Do not try to move it!**

**6. Get out and call the fire department.** Even if you believe the fire is out, have the fire department inspect your home to look for hidden hot spots that could flare up later.

## Using a Fire Extinguisher or baking soda on a pan fire

Using a regular “ABC” fire extinguisher or baking soda on a pan fire is not the best method to put out a pan fire. These can spread the fire or tip the burning pan over.

- If you do use a fire extinguisher on a pan fire. Make sure it is tested for use on grease and cooking oil fires
- Stand back about 4 feet from the stove.

- Aim the spray can at the base of the flames and spray onto them.
- Spray until the flames go out and you have completely smothered the source of the fire.
- Turn off the heat at the burner.
- Leave the pan in place until it has completely cooled. And call the fire department

**NEVER THROW WATER ON PAN FIRE.** Water and oil don't mix, water will only aggravate the situation. Water could even cause a small explosion when it is mixed with boiling oil.

## Fire in the Oven

1. Turn off the heat
2. Keep the door closed
3. Leave the house immediately and call the fire department

## Fire in a Microwave Oven

1. Turn it off immediately
2. Keep the door closed. Never open the door until the fire is completely out.
3. Unplug the appliance if you can safely reach the outlet.
3. Leave the house immediately and call the fire department  
After a fire, both ovens and microwaves should be checked and/or serviced by a qualified service technician before being used again.

>>> **Over** <<<

## **Prevent scalds and burns in the kitchen.**

**Teach children that hot things burn.**

**Place objects so they cannot be pulled or knocked over.**

**Turn pot handles away from the stove's edge.**

**Keep appliance cords coiled and away from counter edges.**

**Keep hot foods and liquids away from table and counter edges.**

**Use dry oven mitts or potholders. The heat from hot cookware or tableware could turn that moisture into a scald burn.**

**Treat a burn right away, putting it in cool water. Cool the burn for three to five minutes. Cover with a clean, dry cloth. Do not apply creams, ointments, sprays or other home remedies.**

**If the burn is bigger than the injured person's palm, or if there are questions, get medical help right away.**

**Remove all clothing, diapers, jewelry and metal from the burned area. These can hide underlying burns and retain heat thereby increasing skin damage.**

**Seek medical attention by calling 9-1-1 or seeing your doctor**

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH -7- 02- A</b>
<b>LIVING ROOM Hazards</b>		
<b>STATION # 2</b>	<b>OBJECTIVE:</b> Students will be able, through lecture and discussion, identify common home hazards. And how they can seek a corrective action to reduce the hazard and prevent a possible injury	
<b>SUBJECT :</b> <b>Spot The Hazards – Living Room</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

The living room is an area where we spend a lot of time and is also a common area for fires to start.

## General

- Place candles away from anything that can burn.
- Keep curtains away from heat sources
- Use safety covers on electrical outlets to avoid shocks.
- Use the right light bulb in lamps and fixtures. A bulb with too many watts can set fire to the fixture or the ceiling.
- Keep matches and lighters in proper places.
- Keep away from wood stoves fireplaces and woodstoves when playing
- Have adults tend the fire. Adults should add wood and stir the fire, not children.
- Keep all combustibles away from the fire (including newspapers, magazines etc.
- Dry wet clothing away from the fireplace or woodstove
- Trash should not be burned in the fireplace or woodstove.
- Gasoline, kerosene, propane and other flammable liquids should not be stored in the house.
- Problems with the Christmas tree and the lights - X-mas lights should only be up for 90 days and have no broken bulbs or frayed wiring.

Note > (Use Lesson Plan # A10-02b Tools Vs Toys)

## HEATING

Ask if children have space heaters or wood stoves in their living rooms at home and discuss hazards and cautions of using these.

- Portable heaters need their space. Keep anything combustible at least three feet away.

## Carbon Monoxide (CO) ALARM

CO is often called the silent killer, it is an invisible, odorless, colorless gas created when fuels (such as kerosene, gasoline, wood, coal, natural gas, propane, oil, and methane, etc) burn incompletely.

**Install CO alarms inside your home in a central location outside each separate sleeping area and on every level of the home. (NOTE >> Vermont Law requires one to be installed close to the bedroom areas )**

**>>> Over <<<**



**Follow the manufacturer's instructions for placement and mounting height**  
**Combination smoke and CO alarms must be installed in accordance with requirements for smoke alarms.**

**CO alarms are not substitutes for smoke alarms. Know the difference between the sound of smoke alarms and CO alarms.**

## **STAIRWAY**

- **Toys and other materials should not be left on stairways as they can cause you to trip and fall.**
- **Each stairway should have at least one handrail to prevent falls.**

Have children tell some other safety tips they have learned and to summarize what has been taught at this station.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-02- B</b>
<b>TOOLS VS TOYS</b>		
<b>STATION # 2</b>	<b>OBJECTIVE:</b> 1. Students will learn the difference between items that are toys for children to play with and tools used by adults. 2. Students will be able to identify matches, lighters and other ignition sources as tools for adults. 3. Practice appropriate behaviors by telling an adult whenever they find matches and/or lighters.	
<b>SUBJECT :</b> <b>Matches and Lighter Safety – Living Room</b>		
<b>VERMONT CURRICULUM STANDARDS</b>	Presentation is discussion, lecture and activity based	

Children under five are naturally curious about fire. Many play with matches and lighters. Mistaking lighters for toys has proved to be deadly. Tragically, children set over 20,000 house fires every year.

**PROCEDURE:**

**Explain the difference between tools and toys.**

**Ask who uses tools?**  
What are they used for?—work  
Differences—sharp, heavy

**Who uses toys?**  
What are they used for?—fun  
Differences—soft, size etc.

**Tools vs. Toys GAME**

**Set-up each sorting basket with appropriate signs**

**Show the “Tool vs. Toy” bin**

**Shake bin to heighten curiosity and ask students to guess what may be inside.**

**EXPLAIN THE GAME**

**The Bin is filled with items which you will remove one at a time.**

**Students must decided if item is a “TOOL” or “TOY” or “OK To Play” or “Keep Away”.**

**YOU will then put the item in the appropriate basket if it is a TOOL put it in the basket marked tool box, if it is a TOY, allow a student to place it in the basket marked toy box.**

**PLAY THE GAME**

**When you remove match/lighter from the bin, ask if it is a tool or toy.**

**Explain use as a special tool for adults. Give examples of use.**

**Reinforce message of tools are for adults only.**

**Children should always keep their hands away from tools.**

**Explain what to do if a child ever finds any tool including matches/lighters.**

**Keep hands away IMMEDIATELY tell and adult Adults will put away the tool.**

**Types of adults children may go to for help.**  
Parents  
Teacher  
Firefighter  
Grandparents

**Choose one or two children to practice**

**Have child repeat what to do if they find matches/lighter or other tools.**

**Have them act out an example.  
Have other children watch closely to make sure they “do it right”**

**CONCLUSION**

**Review difference between tools vs. toys.  
Ask for questions.**

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH -7-03- A</b>
<b>BEDROOM Hazards</b>		
<b>STATION # 3</b>	<b>OBJECTIVE:</b> Students will be able, through lecture and discussion, identify common home hazards. And how they can seek a corrective action to reduce the hazard and prevent a possible injury	
<b>SUBJECT : Spot The Hazards – Bedroom</b>		
<b>VERMONT CURRICULUM STANDARDS</b>	Presentation is discussion, lecture and activity based	

## **SMOKEING**

- If some one smokes in the home, make sure they have a deep sturdy ash tray.
- Ask them to smoke outside.
- Never allow anyone to smoke in bed.

## **ELECTRICAL**

- Extension cords must not be placed under rugs or be stretched across the floor where people can step on them or trip over them.
- Electrical cords must be in good condition and not tired up.
- Outlets need to have plates in place and must not be damaged.

## **HEATER AND HAIRDRYER**

- Never use it on places near with water.
- Never leave them on.
- Do not ever forget to unplug them especially when it is left on places with combustibile materials.

## **SMOKE ALARMS**

Kids should know what a smoke detector sound like when it goes off, and what to do if it does.

- **Make sure your home has ac powered smoke detectors with battery back up on each floor and near the bedrooms.**  
A smoke detector in each bedroom is also a good idea. Detectors should also be interconnected.
- **Make sure smoke detectors are working, cleaned and tested every month and when you come home from being away from more than a week.**
- **If the alarm chirps, this is warning you that the battery is low, replace the battery right away.**

## **TOYS**

- **Toys and other materials should be put away and not be left on stairways as they can cause you to trip and fall.**

## **CONCLUSION**

Review.

Ask for questions.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-03- B</b>
<b>ESCAPE PLAN</b>		
<b>STATION # 3</b>	<b>OBJECTIVE:</b> Students will be able, through lecture and discussion, and practice 1. understand the main components of a home escape plan. 2. Learn the proper procedures for safely escaping when there is a fire in the home.	
<b>SUBJECT : Escape Plan – Bedroom</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

Children need to know how to escape a home that's on fire on their own. However some children and adults may not awaken to the sound of the smoke alarm they may need help to wake up and escape..

When presenting this lesson its best to talk threw the escape procedure first and then have the students practice with the simulated smoke and the smoke alarm going off as you talk about the steps again.

**NOTES** > Check to be sure that no child suffers from asthma, other respiratory conditions or allergies that may be irritated by the non-toxic smoke in the bed room. The Ladder is designed to be used by children 1st thru 5th Grade. Adults and children sixth grade and older should not be permitted to utilize the ladder.

- **Have an escape plan.** . Draw a floor plan of each level of the home. With two ways out and a outside meeting place.
- **Practice your plan.**
- **Know at least two exits from each room.**
- **Make sure windows in the bedroom can open easily.**

slightly; if clear, exit by stairs. Back down the stairs, staying low.

**5. If the door is WARM to the hand, DON'T OPEN IT! Go immediately to another exit or your 2<sup>nd</sup> way out.**

**6. Open the window or the sliding door.**  
If a window, have an escape ladder and know how to use it. Drop the ladder, once it is secure on the window sill, climb down facing the building.

**7. Go to the outside meeting place. “Get out and stay out”.** Never go back inside for people, toys or pets.

**8. Have someone go to a neighbor's house or use a cell phone to call the Fire Department.**

## **ESCAPE PROCEDURE:**

**If the smoke detector goes off:**

- 1. Roll out of Bed**
- 2. Yell “FIRE” to alert others**
- 3. Stay low and crawl to the door.**
- 4. Feel the door with the back of your hand.** If the door is COOL, brace it, and open it

## **CONCLUSION**

Review.

Ask for questions.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-04</b>
<b>CALLING FOR HELP 911</b>		
<b>STATION # 4</b>	<b>OBJECTIVE:</b> Students will be able, through lecture, discussion and practice will be able to identify/define an emergency tell what phone number to call in an emergency understand that 9-1-1 is there to help and the information they need to provide.	
<b>SUBJECT : CALLING FOR HELP</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

## Ask what is an emergency?

What phone number do you call in an emergency—be sure to explain it as nine-one-one and not nine-eleven because there is no 11 on a phone.

Explain who will come when 9-1-1 is called.

Always call from a safe place

Explain importance of knowing home address and phone number

Show a video if available

Review explanations of emergencies and what is not an emergency A fire, an intruder in the home, an unconscious family member — these are all things that would require a call to 911. A skinned knee, a stolen bicycle, or a lost pet wouldn't.

Explain consequences of calling when there is no emergency—hang-ups can be traced.

## Using the 9-1-1 training phone, role-play scenarios.

**FSH 911 PHONE SYSTEM:** The 911 phone system in the fire safety house is a 110 volt operated and runs through the Viking Relay. The Viking Relay is powered through the same breaker as the smoke machine.

When the student picks up the caller's phone, a dial tone sound is heard. After a 3-4 second delay, the phone in the control room will ring and the red light will blink. This signifies to the operator to answer in the manner trained.

If the student hangs-up the phone before the call is complete, the dispatcher can 'ring-back' the caller's phone by picking up the handset in the control room.

The student can practice this exercise from the inside of the vehicle or by plugging the caller's phone on the outside by use of the exterior phone jack located rear curbside.

## PROCEDURE

Make sure the students know that even though he or she shouldn't give personal information to strangers, it's OK to trust the 911 operator. Walk him or her through some of the questions the operator will ask, including:

Give the person answering the following information:

- Your name
- The location of the emergency Where are you calling from? (Where do you live?)
- Tell them what the problem is (house is on fire) Who needs help? Is the person awake and breathing?
- Give them the number of the telephone you are calling from.

Have each student practice using the FSH phone

## CONCLUSION

Review.

Ask for questions.



<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-05- A</b>
<b>STOP DROP AND ROLL / Crawl Low Under Smoke</b>		
<b>STATION # 5</b>	<b>OBJECTIVE:</b> Students will be able, through lecture discussion, and practice identify common home hazards. And how they can seek a corrective action to reduce the hazard and prevent a possible injury	
<b>SUBJECT : Stop Drop and Roll</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

## PROCEDURE:

Ask children to think about a time they've seen fire  
Explain that fire is hot and can burn almost anything, including clothes and skin

Have students generate a list of items that could cause fire to get on someone's clothes (i.e. fireplace, stove, campfire, candle, etc.)

Discuss with children the importance of staying a safe distance away from fire.

### **Explain what to do if fire ever gets on your clothes**

- **Stop**  
Immediately Fire needs air to grow, so moving makes the fire bigger
- **Drop**  
Down to your belly
- **Cover Your Face**  
Protect your face with your hands
- **Roll**  
Over and over, until you are sure there is no fire left

Have one or two student volunteers come to the front of the class to demonstrate. Place a felt flame on clothing.

If time and space allows, have entire class spread out and practice.

If time and space is limited, remind students that they can practice at home and teach their parents and siblings what they've learned.

Reinforce concept that Stop, Drop, Cover your Face, and Roll is only used when fire is on your clothes. If fire is anywhere else, get out!

**Present following scenarios to students.  
Responses can be individual or group.**

Your pant leg catches fire, what do you do?

- **Stop, Drop, Cover Your Face, and Roll**

Your shoe is on fire, what do you do?

- **Stop, Drop, Cover Your Face, and Roll**

A candle catches the curtain on fire in your room, what should you do?

- **Get out!**

Your friend's shirt get fire on it, what do you do?

- **Tell them to Stop, Drop, Cover their Face, and Roll**

Your shirt catches on fire, what do you do?

- **Stop, Drop, Cover Your Face, and Roll**

## **CONCLUSION**

Review.

Ask for question

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-05- B</b>
<b>STOP DROP AND ROLL / Crawl Low Under Smoke</b>		
<b>STATION # 5</b>	<b>OBJECTIVE:</b> Students will be able, through lecture, discussion and practice	
<b>SUBJECT : Crawl Low Under Smoke</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

Understand that smoke and heat rise understand that smoke is quiet, dirty and poisonous Students will understand that the safest way to exit a room filled with smoke is by crawling low and will demonstrate the proper technique for crawling low under smoke

## PROCEDURE:

Ask children if any of them have ever seen smoke or been in a smoky room (by show of hands).

### Discuss the qualities of smoke.

Ask students if they think smoke is noisy or quiet.

- Smoke is very quiet, so we need smoke alarms to warn us.
- 

Ask students what smoke looks like. Is it clean or dirty? Is it dark or light?

- It is dirty and dark and makes it very hard to see.
- Smoke is poisonous and can hurt your lungs.
- Being in a room filled with smoke is like being blindfolded.

Ask students if smoke goes up or down.

- Explain that smoke rises, and the good air stays down low.

Ask the students what the safest way to escape from a smoke filled room would be.

- Crawl low

## Demonstrate

(either you or a student volunteer) the proper technique for crawling low

- On hands and knees
- Head up
- All the way to the fresh air
- Remind students that the fastest way to crawl is on their hands and knees, not elbows or belly.

## Practice

Ask for 2 teacher volunteers to hold up a gray sheet.

Explain to the students that we will pretend the sheet is smoke, and they get to practice crawling low under the smoke.

- Have the teachers invite 3 students at a time to crawl low under the sheet, all the way to the classroom door.
- Students should sit quietly by the door until the entire group has had a chance to practice.
- Explain to children that if a smoke alarm is going off and they don't see any smoke, they should get out right away; only crawl low if there is smoke.

## CONCLUSION

Review

Ask for questions.

<b>Vermont Fire Safety House</b>	<b>PRESENTERS TALKING POINTS LESSON PLAN</b>	<b>VFSH-7-06</b>
<b>DON'T FEAR A FIREFIGHTER IN GEAR / FIREFIGHTERS TOOLS</b>		
<b>STATION # 6</b>	<b>OBJECTIVE:</b> Students will be able, through lecture and discussion, will understand that firefighters wear special clothing (gear) to protect them from smoke, fire, and other injuries. Students will learn the firefighter is a friendly person wearing special clothes. And firefighters are there to help.	
<b>SUBJECT : DON'T FEAR A FIREFIGHTER IN GEAR</b>		
<b>VERMONT CURRICULUM STANDARDS</b>		Presentation is discussion, lecture and activity based

## **MATERIALS:**

CLEAN Bunker gear—including, pants, coat, helmet, gloves, hood, boots, SCBA mask.

Optional: SCBA unit  
Juvenile sized bunker gear  
“Play Safe, Be Safe” curriculum for paper doll firefighter.

Allow students to touch.

Before putting on SCBA mask, reinforce the familiarity of the person underneath. Explain the reason for the mask

Take off mask so the students can see the familiar face again.

If using a complete SCBA unit, dress a trained firefighter in the same manner adding the airpack.

Explain the unusual sound made by the airpack.

Explain the weight of the gear—how many students does it equal.

**\*\*REMEMBER TO ALLOW STUDENTS TO TOUCH DURING THE DEMONSTRATION.**

**\*\*If you have juvenile sized bunker gear, have a couple pre-selected students try it on.**

## **PROCEDURE:**

***\*\*Do not use words like “monster” or “scary” when discussing the way a firefighter looks.***

Ask how students get dressed everyday—what do they put on first.

Explain firefighters put on their special clothes in a special way (the boots are already inside the pants.)

If using a paper doll, ask the students to tell you how to dress it.

Dress someone familiar, (a teacher) if possible, in bunker gear one piece at a time explaining the reason for each piece.

## **CONCLUSION**

Review

Ask for questions.

## **SPECIAL TOPIC TALKING POINTS**

# **SMOKE ALARMS**

### **Installation**

Install smoke alarms in every sleeping room, outside each separate sleeping area, and on every level of the home, including the basement. Larger homes may require additional smoke alarms to provide a minimum level of protection.

Interconnect all smoke alarms throughout the home for the best protection. When one sounds, they all sound. Make sure you can hear the sound of the smoke alarm.

### **Smoke Alarm Replacement**

Replace all smoke alarms when they are 10 years old.

Immediately replace any smoke alarm that does not respond properly when tested.

Replace combination smoke carbon monoxide alarms according to the manufacturer's recommendations.

Vermont law requires you replace it with a photoelectric type alarm providing the added benefit of early warning in a smoldering type fire typical of a home fire

### **Testing and Maintenance**

Test smoke alarms at least once a month using the test button.

Make sure everyone in the home understands the sound of the smoke alarm and knows how to respond.

Follow the manufacturer's instructions for cleaning to keep smoke alarms working well. The instructions are included in the package or can be found on the internet.

### **Battery Replacement**

Smoke alarms with non-replaceable (long-life) batteries are designed to remain effective for up to 10 years. If the alarm chirps, warning that the battery is low, replace the entire smoke alarm right away.

For smoke alarms with any other type of battery, replace batteries at least once a year. If that alarm chirps, replace only the battery.

### **People Who Are Deaf or Hard of Hearing**

Smoke alarms and alert devices, called accessories, are available for people who are deaf or hard of hearing. When the smoke alarm sounds, strobe lights flash to alert people of a possible fire.

### **Rental Housing**

By law, all rental housing must have working smoke alarms.

Maintenance of the smoke alarms may be the responsibility of the landlord or the renter, depending on the rental agreement. Maintain the smoke alarm in accordance with the manufacturer's instructions.

**SPECIAL TOPIC TALKING POINTS****Home Fire Escape****Carbon Monoxide**

Carbon monoxide (CO) is a gas you cannot see, taste, or smell. It is often called “the silent killer.” It is created when fossil fuels, such as kerosene, gasoline, coal, natural gas, propane, methane, or wood do not burn properly. CO gas can be deadly.

**Alarm Installation**

Install and maintain carbon monoxide (CO) alarms inside your home to provide early warning of carbon monoxide.

Install and maintain carbon monoxide alarms (CO) in a central location outside each separate sleeping area, on every level of the home, and in other locations as required by laws, codes, or standards. For the best protection, have CO alarms that are interconnected throughout the home. When one sounds, they all sound.

Follow the manufacturer’s instructions for placement and mounting height.

If you have combination smoke carbon monoxide (CO) alarms, follow the directions for smoke alarm installation.

Carbon monoxide (CO) alarms are not substitutes for smoke alarms and vice versa. Know the difference between the sound of smoke alarms and the sound of CO alarms.

**Testing and Replacement**

Test carbon monoxide (CO) alarms at least once a month and replace them if they fail to respond correctly when tested. The sensors in CO alarms have a limited life. Replace the CO alarm according to manufacturer’s instructions or when the end-of-life signal sounds.

**Inside the Home**

Have fuel-burning heating equipment (fireplaces, furnaces, water heaters, wood stoves, coal stoves, space heaters, and portable heaters) and chimneys inspected by a professional every year.

Never use your oven or stovetop to heat your home. The carbon monoxide (CO) gas can kill people and pets

**The Garage**

Remove vehicles from the garage immediately after starting. Never run a vehicle or other fueled engine or motor in a garage, even if garage doors are open. Make sure the exhaust pipe of a running vehicle is not blocked with snow, ice, or other materials. The carbon monoxide (CO) gas can kill people and pets.

**Appliances**

Make sure vents for the dryer, furnace, stove, and fireplace are clear of snow and other debris.

Always use barbecue grills outside, away from all doors, windows, vents, and other building openings. Grills can produce carbon monoxide (CO) gas. Never use grills inside the home or the garage, even if the doors are open.

**Portable Generators**

Use portable generators outdoors in well-ventilated areas away from all doors, windows, vents, and other building openings to prevent exhaust fumes from entering the home.



**SPECIAL TOPIC TALKING POINTS**

**Home Heating**



