

# Do the right thing.®

Fire service supplemental lessons for

*What Can You Do?*

**A Fire Awareness Curriculum for Elementary School**

Theodore R. Kulongski  
Governor of Oregon

Randy Simpson  
State Fire Marshal

Office of State Fire Marshal  
Department of State Police  
4760 Portland Rd. NE  
Salem, Oregon 97305

[www.oregon.gov/OSP/SFM](http://www.oregon.gov/OSP/SFM)

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## Dedicated to a Special Fire Educator



*Do the Right Thing!* a fire awareness curriculum for grades 1 through 5 is dedicated to Deputy Fire Marshal Chuck Chaffin, retired, Lake Oswego Fire Department, for his work in preparing youth to take their places in our communities as fire-safe, fire- responsible adults. During his long career, Chuck was a strong advocate for fire safety education in his work as an intervention specialist, public educator and deputy fire marshal. He was especially instrumental in developing curricula for youth misusing fire and with school administrators on reporting school fires. He presented on various aspects of fire prevention to local, state and national groups.

In 2008, Chuck served on a focus group of fire educators that helped to write the first draft of *Do the Right Thing!*

The fifth grade lessons included in this curriculum were adapted from the Junior Deputy Fire Marshal Program created by Chuck and used in Lake Oswego Schools. The Junior Fire Marshal program helps students learn about fire hazards, how to conduct inspections and how to monitor fire drills. These experiences bring a new level of awareness and responsibility to students in fire safety. The lessons are included as an example of how a fire department's educational program can enhance and expand the fire education taught by elementary school teachers.

# Introduction

Welcome to *Do the Right Thing*, fire awareness curriculum for grades 1 through 5. These lessons enhance and expand upon the lessons in *What Can You Do?*, fire awareness curriculum for the classroom teacher.

*Do the Right Thing* lessons are designed for delivery in the classroom by fire service personnel in partnership with the classroom teacher. The lessons take advantage of the special skills and understandings fire service personnel possess based on their training and experience.

These first lessons were developed by a core group of fire service partners working in partnership with the Office of State Fire Marshal (OSFM). OSFM intends to add lessons on a regular basis in collaboration with fire service partners.

Included in the curriculum are:

***Clifford the Firehouse Dog***, by Norman Bridwell. The interest level is grades K through 2, the grade equivalent is 2.1, and the age level is five through seven. The book teaches very basic skills in an engaging way for young children. It could appropriately be used as a rapport builder or with classes of special needs children. Be sure to emphasize Clifford's fire safety rules at the end of the story.

**Media disc.** It includes Powerpoints for use with the two fifth grade lessons. Also on the disc is a Jeopardy-like interactive game called *High 5*. The game is designed to be played in grade 5 as a review of *What Can You Do?* Students can be divided into as many as five teams. *High 5* is a fun way to review lessons learned.

**The Chief lessons.** The Chief is a multi-hazard trailer available for loan from the Office of State Fire Marshal. It gives participants an opportunity to practice survival skills in a realistic setting.

Thanks to the following for contributing to these lessons:  
Chuck Chaffin, Lake Oswego Fire and Rescue and Life Safety  
Mike Jackson, Astoria Fire Department  
Sandra Johnston, Eugene Fire and EMS  
Alfredo Mendez, Marion County Fire District 1  
Jim Trett, Keizer Fire District

# Grades 1 and 2 - (A)

## Unit in What Can You Do?

## What Can You Do?

Curriculum Lessons - Classroom Teacher

## Be a leader. Do the right thing.

Curriculum Lessons - Fire Service Professional

### Fire Facts

#### Community Helpers

Student will access information on fire station, staff, equipment and services.

#### Grade 1 - Firefighter

Student will identify the responsibilities of the firefighter as a community helper.

#### Grade 2 - Paramedic

Student will identify the responsibilities of the paramedic as a community helper.

#### Grade 1 - Meet a Firefighter

Student will become familiar with firefighters as community helpers with special uniforms and protective equipment to rescue children.

#### Grade 1 - Meet a Paramedic

Student will become familiar with paramedics as community helpers who help people in time of sickness or accident.

Grade 1 - Clifford, the firehouse dog. Read to class.

### Fire Prevention

#### Safe/Unsafe for Children

Student will compare and contrast responsible fire use and misuse.

#### Grade 1 - Safety Team

Student will identify responsible behavior with areas/objects and learn concept of safe/unsafe.

#### Grade 2 - Screen Savers

Student will develop drawing for screen saver to illustrate safe/unsafe concept.

### Fire Safety Inventions

#### Smoke Alarms & Advocacy

Student will demonstrate correct response to smoke alarm & advocate.

#### Grade 1 - Smoke Alarm

Student will demonstrate correct response to a smoke alarm.

#### Grade 2 - Smoke Alarm

Students will survey their homes for presence of working smoke alarms.

### Survival Skills

#### Survival Skills Stations

Student will demonstrate steps for survival in home fire & earthquake.

#### Grade 1 - Survival Skills Stations

Student will practice fire survival skills.

#### Grade 2 - Survival Skills Stations

Student will practice earthquake survival skills.

#### Grade 1 & 2 - Tour "The Chief"

Borrow OSFM "Chief" home fire safety trailer for simulated practice.

### Fire-Smart Decisions

#### Decision-Making Skills

Student will practice decision-making strategy and make fire-safe choices

#### Grade 1 - Decision-Making Skills

Student will make Stop/Think/Go sign and practice decision-making for personal safety.

#### Grade 2 - Decision-Making Skills

Student will practice decision-making for personal safety using Stop/Think/Go model.

#### Grade 2 - Tool or Toy?

Student will recognize the difference between tools (including lighter as fire tool) and toys.

## Grades 3 and 4 - (B)

### Unit in What Can You Do?

#### Fire Facts

##### Timeline of Fire

Student will explore the uses of fire throughout history.

#### Fire Prevention

##### Investigation Stations

Student will analyze the leading causes of home fires.

#### Fire Safety Inventions

##### Technology Time Line

Student will construct chronological sequences of fire suppression technology.

#### Survival Skills

##### Fire Escape Plan

Student will create home fire escape plan and earthquake survival plans.

#### Fire-Smart Decisions

##### Fire-Safe Scenarios

Student will write decision-making dialogue and role-play.

### What Can You Do?

#### Curriculum Lessons - Classroom Teacher

##### **Grade 3 - Timeline of Fire**

Student will explore the uses of fire throughout history by era.

##### **Grade 4 - Timeline of Fire**

Student will explore the uses of fire throughout history by category.

##### **Grade 3 - Problem-solving stations**

Student will analyze the leading causes of home fires, looking at cooking and candle safety.

##### **Grade 4 - Problem-solving stations**

Student will analyze the leading causes of home fires by reading for information about kitchen fires, fireworks and combustibles too close.

##### **Grade 3 - Fire Suppression Timeline**

Student will understand progress of fire suppression technology.

##### **Grade 4 - Special Fire Suppression Methods**

Student will understand fire suppression methods for four unique situations.

##### **Grade 3 - Fire Escape Plan**

Student will create a fire escape plan.

##### **Grade 4 - Earthquake Survival Plan**

Student will create an earthquake plan.

##### **Grade 3 - Fire-Safe Scenario**

Student will role-play fire-safe scenario.

##### **Grade 4 - Fire-Safe Scenario**

Student will write fire-safe dialogue.

### Be a leader. Do the right thing.

#### Curriculum Lessons - Fire Service Professional

##### **Grade 3 - I'm Outa Here!**

Student will learn to identify escape routes in public buildings.

##### **Grade 4 - Do the Right Thing**

Student will practice decision-making skills with various fire safety scenarios.

# Grade 5 - (C)

## Unit in What Can You Do?

### Fire Facts

#### Reality of Fire

Student will describe the physical characteristics of fire.

### Fire Prevention

#### Home Fire Hazards Search

Student will assess home fire hazards.

### Fire Safety Inventions

#### Fire History Research

Student will research fire history.

### Survival Skills

#### Disaster Preparedness

Student will develop and practice emergency plans.

### Fire-Smart Decisions

#### Fire-Safe/Smart Decisions

Student will communicate responsible decision-making.

## What Can You Do?

### Curriculum Lessons - Classroom Teacher

#### **Grade 5 - Reality of Fire**

Student will understand the danger that out-of-control fire poses to life and property through studying actual disastrous fire scenarios.

#### **Grade 5 - Home Fire Inspection Survey**

Student will assess home fire hazards with their caregiver using worksheet provided.

#### **Grade 5 - Fire History Research**

Student will develop deeper knowledge of a selected fire history topic through individual research.

#### **Grade 5 - Disaster Preparedness Plan**

Student will develop disaster supply kit list and family disaster plan.

#### **Grade 5 - Fire-Smart About Peer Pressure**

Student will demonstrate using refusal skills in a peer pressure situation.

## Be a leader. Do the right thing.

### Curriculum Lessons - Fire Service Professional

#### **Grade 5 - School Fire Safety Inspection**

Student will assess school fire safety hazards.

#### **Grade 5 - School Fire Drill Monitoring**

Student will help monitor a school fire drill.

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## **Final activity**

### **Grade 5 - High Five computer game**

Students will review curriculum using Jeopardy-like game.

# Grades 1 & 2

## *What shall I expect in the classroom?*

### **Characteristics of first and second graders**

Are physically active

Are easily excited

Have a limited attention span

Want to be first

Want to share what they know, even if it's off-topic

Understand one idea at a time

Get their feelings hurt easily

Seek approval

Like to work with their hands

Are proud of what they do

Enjoy imaginative games and stories

Are possessive of their things

### **Hints for the instructor:**

- Use simple words and sentences.
- Don't "lecture."
- Engage and involve them —ask questions, ask for their opinion.
- Don't be surprised if the child with the wildly waving arm, eager to answer, actually wants to share what the family did over the week end. Gently bring the discussion back to the lesson and consider their feelings while doing so.
- Praise when you honestly can.
- Include physical activity in the lesson when it makes sense, such as leaving their desks and having them sit around you in a circle.
- Get down on their level — sit on the floor or a small chair.
- Don't overexcite them; they can be hard to bring back to task.

# Grade 1: Meet a firefighter

## Objectives

Student will become familiar with firefighters as community helpers with special uniforms and protective equipment to rescue children.

## Skills

- Student will recognize the daily uniforms worn by firefighters.
- Student will recognize protective equipment worn by firefighters.
- Student will recognize a firefighter donning protective equipment as a “Community Helper” with special clothing.

“Meet a firefighter” supports these lessons in *What Can You Do?*

- Unit 1 - Community Helpers
- Unit 4 - Survival Skills

## Instructor preparation

One presenter and one firefighter needed — one to dress in gear, one to explain equipment. Equipment should be clean, organized and laid out for easy donning.

## Instructor notes

Use simple, age-appropriate terms, not jargon, such as fire engine rather than apparatus, or firefighter rather than lieutenant or captain. Review list of appropriate terms below before presenting. Stay on topic. Don’t get into “war stories.”



# Meet a firefighter

## Materials

- set of structural fire protective gear
- fire department uniform

## a demonstration activity

Firefighters demonstrate and discuss their safety equipment.

## Exercise

- Briefly explain why firefighters wear uniforms (easy identification so people know who firefighters are).
- Start discussion of protective clothing with no protective clothing on, explaining that firefighters can not wear normal uniform or normal clothes into a fire.
- Explain that fire has heat and smoke and the special protective clothing is the only thing that allows them to be in buildings on fire.
- Describe protective clothing in general terms as it is donned by the firefighter, emphasizing that the person underneath is no different than they were without the protective clothing.
- As the firefighter dons protective clothing, have them answer simple questions so students can hear them with and without breathing apparatus. Give a simple explanation of the noises from the breathing apparatus.
- Explain that breathing apparatus protects the firefighter from smoke (smoke is what hurts most people in fires).
- Have firefighter fully dressed in equipment sit or kneel and bring students close. Explain that firefighter will stay low below heat and smoke to look for victims. Demonstrate or discuss crawling low to interact and participate with the students.
- Remind students not to hide and to make noise so firefighters can find them. You may want to have children practice yelling "help" as loudly as they can. (Forewarn the teacher.)

# Grade 2: Meet a paramedic

## Objectives

Student will become familiar with paramedics as community helpers who help people in time of sickness or accident.

## Skills

- Student will recognize a paramedic as a community helper.
- Student will understand what a paramedic does.
- Student will recognize that paramedics help people who are sick or injured.

“Meet a Paramedic” supports these lessons in *What Can You Do?*

- Unit 1 - Community Helpers
- Unit 4 - Survival Skills

## Instructor preparation

One paramedic presenter needed. Equipment should be clean, organized and laid out for easy demonstration.

## Instructor notes

Use simple, age-appropriate terms, not jargon — fire engine rather than apparatus, for example. The word paramedic will be new to the students.



# Meet a paramedic

## Materials

- equipment used by a paramedic when they respond to an accident or to someone who is sick, such as heart monitor, oxygen bag, and medical kit

## a demonstration activity

Paramedics discuss their role as community helpers in time of sickness or accident.

## Exercise

- Explain that a paramedic is trained to help people if they are in an accident or become sick.
- Explain that the paramedic will usually arrive in an ambulance or fire engine and will give immediate help while a sick or injured person is taken to the hospital. If the student dials 911, the paramedic will be the person to respond to help.
- Explain that the paramedic works under the direction of a doctor. There are some procedures they have been trained for and are permitted to perform independently. At other times they will talk with a doctor by phone or radio.
- Discuss the special training needed to be qualified for the job of paramedic and some of the skills a paramedic has.
- Show and describe the special equipment used in the job of paramedic.

# Grade 2: Tool or toy?

## Objectives

Student will understand that lighters and matches are fire tools, not toys.

## Skills

- Student will learn that fire tools are not toys for children and that if they find one they should tell an adult.

“Tool or Toy?” supports these lessons in *What Can You Do?*

- Unit 2 - Safe, Unsafe for Children
- Unit 5 - Stop, Think, Go Stories

## Instructor preparation

Prepare a box with toys and tools as outlined under the “materials” section on the next page.

## Instructor notes

Students in Grade 1 are introduced to the Stop/Think/Go decision-making model in Unit 5 of the *What Can You Do?* curriculum. They learn to **stop** before acting in a situation, **think** about their possible choices and **go** — act on the best choice.



## Tool or toy?

### Materials

Box containing:

- small age-appropriate toys
- tools such as pliers and screwdrivers
- fire tools such as book and stick matches, barbecue lighters, regular lighters
- Use the included Stop/Think/Go sign.

### a discrimination activity

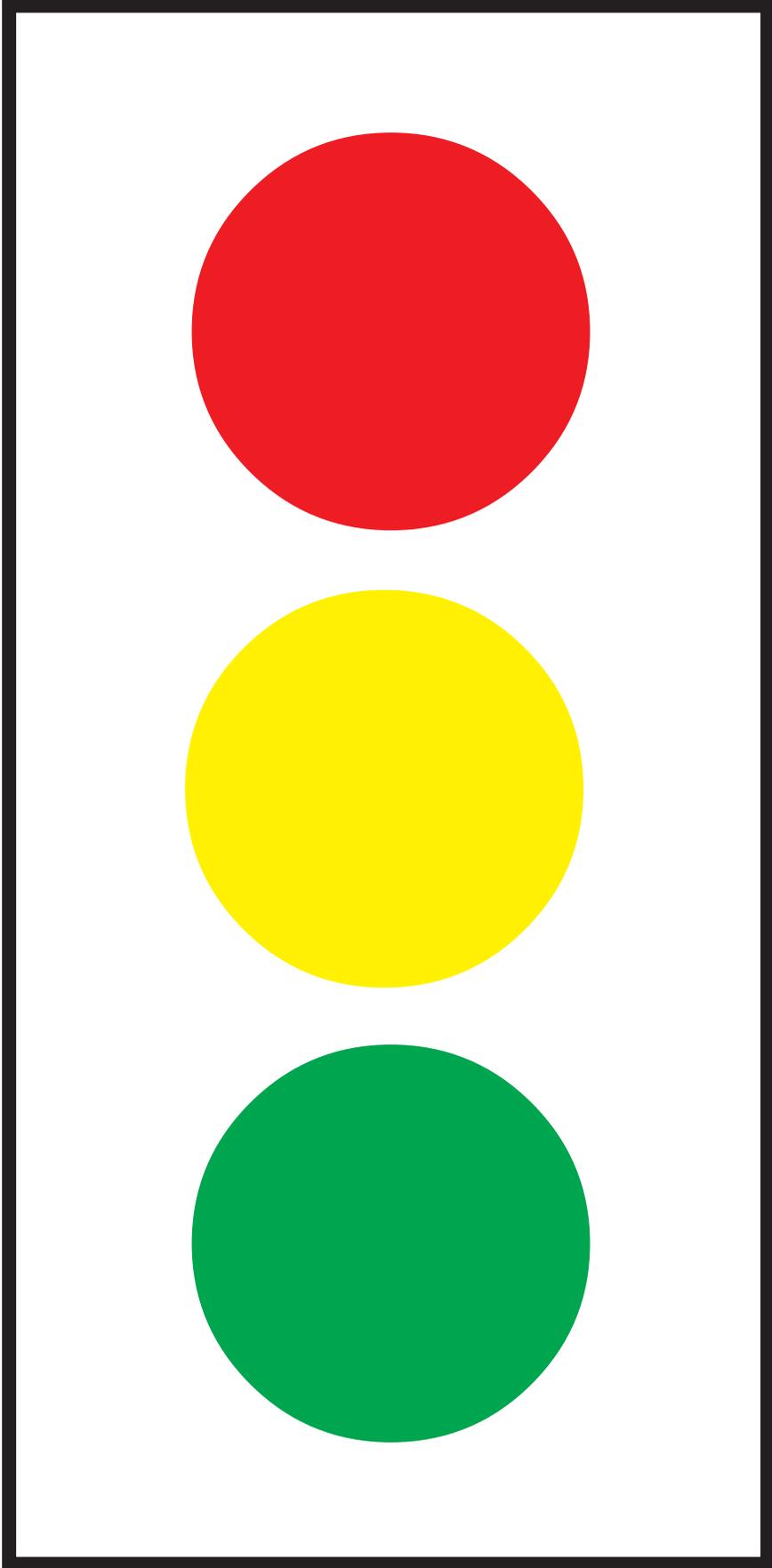
Students will look at examples of tools and toys and decide which category each belongs in.

### Exercise

- Tell the students you are going to play a game.
- Discuss the difference between tools and toys.
- Pull objects out of the box one at a time.
- Have students decide whether an object is a tool or a toy and place each on the “toy side” or “tool side” of the table as appropriate.

A second activity if there is time:

- The instructor may present scenarios involving tools or toys. (Example: you see your father’s electric drill on his work bench. Should you pick it up and use it?)
- Coach the children through the decision-making model. They should **stop** before picking it up, **think** — ask themselves if it is a tool for grown-ups or a toy for children, and **go** - leave the tool alone. Then, present other scenarios involving matches and lighters.
- Use the Stop/Think/Go sign while walking through the scenarios.



# Grades 3 & 4

## *What shall I expect in the classroom?*

### **Characteristics of third and fourth graders**

- Have improved hand-eye coordination
- Have improved small muscle control
- Can concentrate for a longer time
- Can understand more complex concepts
- Begin to set standards for themselves
- Have a sense of fair play
- Are able to take turns
- Begin to form separate gender groups

### **Hints for the instructor:**

- Use clear and simple, jargon-free language. If it appears they don't understand something you are saying, ask if this is so and clarify. Children this age are "sponges" for ideas.
- Don't underestimate their abilities by talking down to them. Children this age are a great deal more capable than most adults give them credit for.
- Engage them with techniques such as brainstorming and problem-solving.
- Encourage them to consider how the concepts you are teaching apply to their lives at home and in the community.
- Try to involve all the students in some way. For example, don't call exclusively on the child with the quickest raised hand (there's usually at least one "quick-draw McGraw.")
- Be sure to call on each gender equally.

# Grade 3: I'm out'a here

## Objectives

Student will learn to identify escape routes from commercial buildings such as schools and restaurants

## Skills

- Student will learn how and why to identify multiple ways to exit a building in case of emergency.
- Student will learn why some doors are not good for getting out of buildings.

“I’m out’a here” supports these lessons in *What Can You Do?*

- Unit 2 - Lesson B (Extended Activity)
- Unit 4 - Fire Escape Plan

## Instructor preparation

Identify an area of the building with multiple exits for demonstration during the class.

## Instructor notes

Explain why some doors have exit signs and some don’t — the marked exit doors are the shortest route to safety and they are not dead-end (such as a closet).

In a variety of settings, students should be able to quickly answer the question, “If the fire alarm were to go off right now, what door would you use to go out?”



# I'm out'a here!

## Materials

- exit signs
- pictures of marked exits
- pictures of unmarked exits
- emergency exit routes visual from hotel room
- picture of horn strobe/detector

## Homework Assignment

Students will visit local business and identify escape routes and draw an escape plan from the business.

## Do the Write Thing prompt

Today I learned to identify different ways to get out of buildings I visit.

The skill I learned is \_\_\_\_\_.

The skill I need to practice is \_\_\_\_\_.

## a planning activity

Students will plan ahead for exiting in public places in case of an emergency.

## Exercise

- Many of us have escape plans for our homes. When we are in places away from home it is just as important to find ways to get out if there is a fire. Explain the need to identify more ways out of the building than the way you came in. For example, people in a restaurant will try to exit the way they came in. Your family may be able to get out faster using another door.
- Lead brainstorming session of places students could go where identifying more than one exit might be needed: restaurant, sporting event venue, grocery store, mall, hotel, movie theater.
- Tell students they should always look for the exit signs in public buildings. Show examples of exit signs using signs in the classroom or pictures of marked exits. Point out that an exit sign on or by a door indicates a safe and quick way out of the building.
- Identify all exits and escape routes from the room they are in. Then go to a large gathering place in the building (i.e. cafeteria, gym). Identify marked escape routes from the area. Identify doors that **are not** emergency exits and discuss why they should not be used.

# Grade 4: Do the right thing

## Objectives

Student will understand and articulate fire-safe responses to household scenarios which demonstrate the potential risk for causing a fire.

## Skills

- Student will understand the importance of maintaining an awareness of fire safety at home.
- Student will learn fire-safe responses to potentially risky situations.

“Do the right thing” supports this lesson in *What Can You Do?*

- Unit 5 - Fire-Safe Scenarios

## Instructor preparation

Prior to class, select the scenarios to be used. Scenarios appear on the following pages.

You may wish to bring props along, such as: tree lights with the UL label, extension cord and power strip (to demonstrate the difference between them).

## Instructor notes

Use simple, direct words such as fire engine rather than apparatus, or firefighter rather than lieutenant or captain.



# Do the right thing!

## Materials

- scenarios provided
- props as needed

## a problem-solving activity

Students will problem-solve solutions to unsafe fire scenarios.

## Exercise

- Read a scenario.
- Ask the students what the problem is. If no one knows, give them the answer.
- After the problem has been defined, ask the students to describe the right thing to do in the situation.
- Finally, tell the students what kind of help they may expect from the fire department.

As time allows, present more scenarios.

# Home Fire Safety Scenarios

## Ignoring a smoke alarm

You are at a friend's house and the smoke alarm goes off. The family doesn't leave. They continue watching television. (A working smoke alarm would be an appropriate prop.)

**What is the problem?** A small fire can quickly grow too big to escape from. The alarm gives people precious time needed to escape. A smoke alarm should always be taken seriously.

### **What can you do?**

Tell the family the smoke alarm is going off and encourage them to leave the house. Leave yourself.

After, if it was a false alarm, the family should be encouraged to check their smoke alarms. They may have needed a cleaning, or be too old to perform reliably. If they are old, they should be replaced.

### **What can the fire department do?**

Extinguish the fire.

Check the smoke alarms to see if they are working properly.

Some fire departments have new smoke alarms to give away.

## Microwave fire

You are preparing a snack after school. You put popcorn in the microwave and turn it on high.

You smell popcorn burning and see flames through the glass door.

### **What is the problem?**

Food cooked in a microwave at too high a heat can catch on fire.

### **What can you do?**

Read directions first. Make sure you understand how to microwave popcorn safely.

Turn the microwave off, unplug it, and keep the door closed.

Tell an adult.

Call 911.

### **What can the fire department do?**

Provide information about using a microwave safely.

Respond with a fire engine and check to make sure the fire is out.

## **Extension cord safety**

You are setting up your new video game and cannot find an outlet to use. Your mother buys you an extension cord. (An extension cord and a power strip would be appropriate props.)

### **What is the problem?**

An extension cord is too lightweight for this task and can cause a fire.

### **What can you do?**

Explain that the extension cord is too lightweight and is a fire hazard.

Ask your parents to buy a power strip.

Find another place to play the video game.

Unplug something else; use that outlet; and unplug your equipment when you are done.

### **What can the fire department do?**

Provide information on using extension cords safely and when to use a power strip.

Encourage people to buy UL listed cords and power strips

## **Christmas tree safety**

You notice your parents left the Christmas tree lights on when they went to bed.

### **What is the problem?**

Lights could short, causing a fire. Have tree lights on only when someone is awake.

### **What can you do?**

Tell your parents and ask them to unplug the lights or unplug them yourself.

### **What can the fire department do?**

Provide information about using tree lights safely.

## **Smoke alarm at grandmother's house**

You're visiting your grandmother's house. The only smoke alarm is chirping. Neither you nor your grandmother can reach the smoke alarm. (A smoke alarm with a dead battery so it makes the chirping sound would be a good prop.)

### **What is the problem?**

The chirping indicates either a low battery or a malfunctioning alarm.

### **What can you do?**

Be on the safe side and exit the house.

Ask another adult to help change the battery.

Place more smoke alarms in other locations in the house.

Buy a new alarm if this one is ten years old or older.

### **What can the fire department do?**

Check the chirping alarm and replace it if necessary.

Explain what the chirping means.

Explain where new alarms should be placed and provide a new one if necessary.

Be sure a new battery is correctly installed.

# Grade 5

## *What shall I expect in the classroom?*

### **Characteristics of fifth graders**

- Are interested in doing things “right”
- Can concentrate for longer periods of time
- Enjoy working in groups
- Are developing interests outside of school
- Are increasing in maturity
- Girls are often ahead of boys developmentally
- Are more self-conscious and self-critical
- Are beginning to criticize adults
- May be forming cliques

### **Hints for the instructor:**

- Fifth graders, because of their increasing maturity, can learn more complex ideas and be given more complex tasks.
- State expectations clearly so they can get it “right.”
- You may want to have the classroom teacher select members for any groups. He or she will have a good understanding of which children can work well together.
- Expect them to complete tasks responsibly.
- Give positive feedback on work they complete for you.
- Don’t embarrass anyone. They are already self-conscious.

# Grade 5: Fire safety inspection

## Objectives

Student will help conduct a school fire inspection.

Student will develop the habit of practicing awareness of fire safety.

## Skills

- Student will understand the importance of school inspections for the safety of students and staff.
- Student will learn how to search or inspect for fire hazards.
- Student will learn fire safety rules.
- Student will use fire inspection checklists.

“Fire safety inspection” supports these lessons in *What Can You Do?*

- Unit 1 - Fire Facts
- Unit 2 - Fire Prevention

## Instructor preparation

Pre-planning for this lesson should occur with the school and classroom teacher prior to the actual lesson to outline program goals and objectives. Prior to each fire safety inspection, the classroom teacher will select a team of students to help perform the inspection. A pre-meeting with the selected students should occur before the actual inspection to review their role. This meeting should be staffed by the fire department instructor. The classroom teacher may wish to attend to fully understand the lesson. By rotating the students through the lesson, it should be possible for all students to have a turn by the end of the year.

## Instructor notes

The state of Oregon requires fire inspections according to international fire code in all schools. For this lesson, the local deputy fire marshal will instruct teams of students in recognizing the most common fire hazards in the schools.

# Grade 5 Fire safety inspection

## Materials

- Powerpoint about fire inspection (provided)

Box provided by the participating fire department containing:

- fire inspection checklists (master provided)
- clip board for each Junior Fire Marshal
- Powerpoint illustrating common school fire hazards (provided)
- sufficient Junior Fire Marshal vests (optional)



## a hands-on activity

Students will help conduct a school fire inspection.

## Exercise

- Explain fire and life safety (fire code) rules for schools, the reasons for the existence, and how they contribute to keeping a school and its occupants fire-safe.
- Using the Powerpoint as a visual aid, explain the most common school fire hazards.
- Explain the use of the fire inspection checklist.
- Conduct the inspection with the team of students. This can be either an actual inspection or a mock one. Completed checklists are returned to the fire department for review.

## Note:

This lesson can be adjusted to suit the situation in the school. For example, in pilot testing, it worked well in one school to instruct on a mock inspection and leave the inspection report forms in the school office. Students fill out a report if they spot something wrong and the report is forwarded to the school safety committee for action.

**Fire Inspection Checklist**  
(enter location of problem on line)

- Did you find any extension cords being used?
- 

- Did you find any power strips plugged into each other?
- 

- Do all electrical outlets and switches have a cover on them?
- 

- Did you find any exit lights not working?
- 

- Did you find any decorations or art work hanging from the ceiling?
- 

- Did you find any extinguishers blocked by items?
- 

- Can you get to the extinguisher?
- 

- Are you able to open all the exit doors?
- 

- Are garbage cans emptied every day?
- 

- Is anything that can burn stored in furnace rooms or electrical rooms?
- 

- Did you find any electrical panels blocked?
- 

- Is all storage lower than 18" below sprinklers?
- 

- Are all fire alarm equipment and sprinkler valves clear to get to?
- 

- Are all the fire lanes painted red and not faded?
- 

- Can you see the school address numbers clearly?
-

# Grade 5: Fire drill monitoring

## Objectives

Student will understand evacuation drills for fire and conduct themselves in a safe and responsible manner during a drill.

## Skills

- Student will learn how to safely practice school fire drills.
- Student will assist with timing of drill and end-of-drill attendance checks.

“Fire drill monitoring” supports this lesson in *What Can You Do?*

- Unit 4 - Disaster Preparedness Plan

## Instructor preparation

Pre-planning for this lesson should occur with the school and classroom teacher prior to the actual lesson to outline program goals and objectives. Prior to each monthly drill, the classroom teacher will select a team of students to help monitor the drill. A pre-drill training with the selected students should occur before the actual drill to review their role. This training may be staffed by the classroom teacher and/or the fire department instructor. Rotate the students through this lesson so that by the end of the year it should be possible for all students to have taken a turn.

## Instructor notes

The state of Oregon requires monthly fire drills – students and staff must evacuate the school in a safe and timely manner. The pre-drill training with the students will teach them their role in monitoring the fire drill and how to complete the checklist.

# Grade 5 Fire drill monitoring

## Materials

- Powerpoint about fire drill monitoring (provided)

Box provided by the participating fire department containing:

- fire drill checklists (master provided)
- clip board for each Junior Fire Marshal
- stop watches for each Junior Fire Marshal
- sufficient Junior Fire Marshal vests (optional)



## a hands-on activity

Student will help monitor a school fire drill.

## Exercise

- Remind students that drills are practiced to prepare for a real emergency to ensure that all are safely out of the building. Fast and efficient evacuation is important because most people die from smoke and deadly fumes, not from the fire. Remind students that, just as emergency drills are practiced in school, their families should plan and practice emergency escape plans at home.
- Review and discuss the role of the Junior Fire Marshals:
  - assist with evacuating the school in a safe and timely manner
  - monitor time needed for evacuation
  - help ensure that everyone is out of the building
  - send the completed checklist to the fire department for review
  - give input on whether the drill was orderly

## Evacuation Checklist

Remind students to evacuate calmly and efficiently.

Class Room(s) Area: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Evacuation Time: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Evacuation was orderly?     • Yes     • No

Doors closed?                 • Yes     • No

Was any exit blocked as part of the drill?     • Yes     • No

Comments: \_\_\_\_\_

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Inspector \_\_\_\_\_

# Grade 5: High Five review game

## Objectives

Student will review lessons learned in *What Can You Do?* curriculum in order to reinforce them.

## Skills

- Student will review skills in the *What Can You Do?* curriculum.

“High Five” supports all the lessons in *What Can You Do?*

## Instructor preparation

Review the *High Five* game on the disc accompanying *Do the Right Thing*. Have the room and computer equipment set up prior to the class.

## Instructor notes

This game is intended to be played in Grade 5 after students have completed their study of *What Can You Do?* The game is designed for a maximum computer screen size of 800 x 600. If you are playing the game with a small group on the computer, set your screen resolution to 800 x 600 and then switch it back when you're done playing the game. If you are projecting the game for a larger group, it's a good idea to make sure that the AV equipment is working properly before class. Equipment varies!



## High Five review game

### Materials

- High Five game (provided)
- Computer and projector if game is to be projected

### an interactive activity

Student teams will compete in a Jeopardy-style game that reviews the lessons of *What Can You Do?*

### Exercise

- Describe what the game is about and how it is played. There are five categories that align with the *What Can You Do?* curriculum — Fire Facts, Fire Prevention, Fire Safety Inventions, Survival Skills and Fire Smart Decisions. There are five questions in each category valued at \$100 to \$500. The more difficult questions have the higher dollar value.

*High Five* is set up so up to five teams can compete. Each team has its own icon — ambulance, fire engine, fire extinguisher, fire helmet and fire plug. A correct answer gives a team one point. Correct answers are displayed and accompanied by the sound of applause. When an incorrect answer is selected, the correct answer is displayed and the sound of a fire siren is heard because “when the engines roll, fire prevention has failed.” This is an opportunity for further fire education.

The game automatically tallies the scores for the teams.

- Choose two to five teams to compete.
- You may wish to reward the winning team and include rewards for the other teams as well.
- This is meant to be a fun learning activity.

# The Chief

## Objectives

Student will practice skills learned in *What Can You Do?* classroom lessons.

## Skills

- Student will learn how to recognize and practice responding appropriately to a smoke alarm.
- Student will practice escaping from a fire.
- Student will practice calling 9-1-1 to report an emergency.

**The Chief** multi-hazard house trailer provides opportunities for students to practice fire safety skills learned in *What Can You Do?* fire awareness curriculum for elementary school in a simulated home setting. The Chief is outfitted to provide a residential fire sprinkler demonstration and has a 9-1-1 simulator.

Lessons for use with The Chief include:

- 1) responding to a smoke alarm
- 2) escaping a fire
- 3) emergency reporting

Bringing The Chief to your school(s) would be a great way to review and reinforce lessons students learned in *What Can You Do?*

The Chief is available for loan to Oregon fire departments and districts. Contact the Office of State Fire Marshal Community Education Unit, 503-934-8200 or email: [oregon.sfm@state.or.us](mailto:oregon.sfm@state.or.us). The Community Education staff will provide you with all the information you need to bring The Chief to your area.



## FIRE SURVIVAL LESSONS

- 1 Pre-test: Entry Survey**
- 2 Smoke Alarm Response**
- 3 Escaping a Fire**
- 4 Emergency Reporting**

\* Home Connection take-home materials cover taking care of a smoke alarm and home escape plan.

# Welcome aboard THE CHIEF

## **Objectives**

Student will demonstrate home fire survival skills.

## **Skills**

### Smoke alarm response

- Student will practice correct response to a smoke alarm.

### Escaping a fire

- Student will practice exit procedures in a fire.

### Calling 9-1-1

- Student will practice reporting a fire or other emergency.

THE CHIEF — this multi-hazard trailer — is an excellent tool for giving participants an opportunity to learn and practice survival skills in a fire or other emergency.

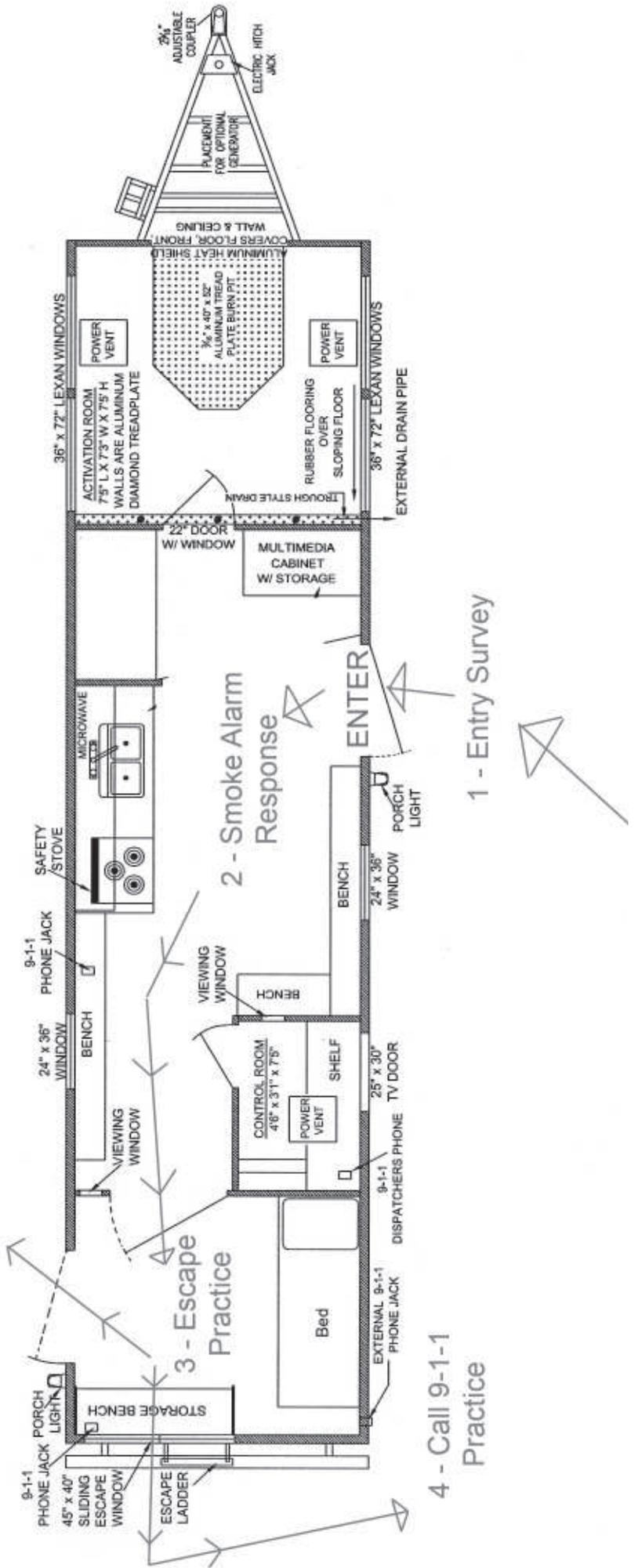
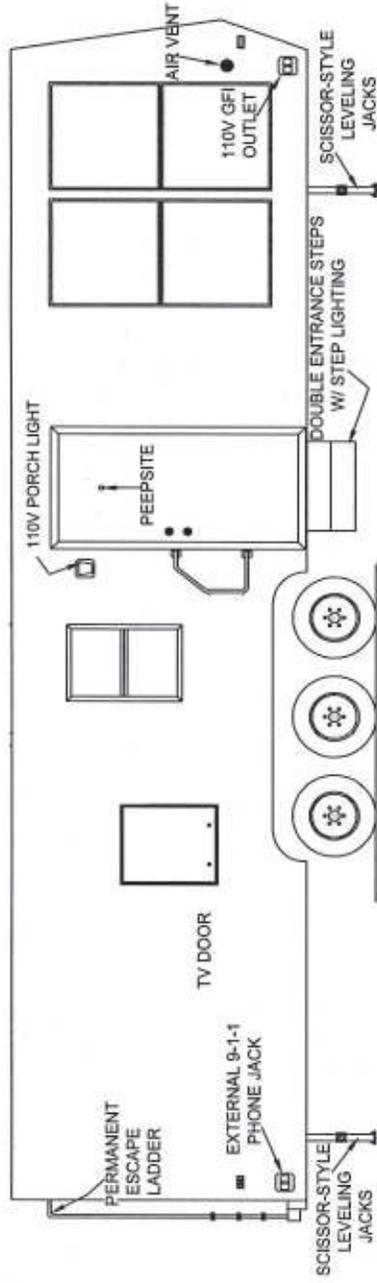
Lessons included in this unit cover:

- 1) An entry survey or pre-test
- 2) Smoke alarm response
- 3) Escaping a fire
- 4) Emergency reporting

Materials to be sent home are provided in the trailer. They cover smoke alarm maintenance tips and home fire escape planning.

If you are using THE CHIEF in a school or public fair setting, it is likely you will have a number of people going through at a time. You may wish to break the crowd into groups of a manageable size based on the number of staff available and the space available in the trailer. An entry pre-test is provided to help with this process. As an example, have twelve people at a time take the test before entering the trailer and then continue to admit groups of twelve or fewer, giving staff inside the trailer time to complete the lesson at their station.

Skill lessons are delivered at Station 2 prior to actual practice at Stations 3 and 4. Trailer staff at Stations 3 and 4 should review the key points of the lessons with students at their station.



# 1

## ENTRY SURVEY (PRE-TEST)

### **Materials provided:**

- Sandwich board
- Pre-test to display on sandwich board

### **Teacher preparation:**

- Set up sandwich board and pre-test
- Set up "tree" at the exit end of the trailer

### INTRODUCTION

This lesson is a warm-up for the practice lessons on smoke alarm response, escaping a fire, and call 9-1-1 practice. It's a great opportunity to get a sense of what the students already know and what areas need to be stressed. It also gives trailer staff the ability to control the number of participants moving through the trailer at any one time. Also point out the "tree" and tell group it is the meeting place upon exiting the trailer.

### **Pre-test**

#### smoke alarm

- What is a smoke alarm?
- If a smoke alarm goes off, what should you do?

#### escaping a fire

- Does your family have (and practice) a home escape plan?
- Should you go back into a burning house to get something you forgot?

#### calling 9-1-1

- What telephone number do you call for help in an emergency?



## SMOKE ALARM RESPONSE

### INTRODUCTION

This lesson covers recognizing the sound of a smoke alarm and the proper response when a smoke alarm sounds.

An assortment of bells and other devices to produce sounds are in the control room. After students have heard the smoke alarm, they will do a sound discrimination test in which they will be asked to identify the smoke alarm sound.

There is no escape practice associated with the behavior at this station. You may wish to resound the alarm at Station 3 as the trigger for students to practice fire escape behaviors.

"Home Connection" materials about smoke alarms and home escape plans are provided and should be given to students to take home to their families.

# LESSON PLAN

Goal: Student will practice correct response to a smoke alarm.

## Materials provided:

- Smoke alarm
- "Find Your Finger" (30 second TV spot)
- "What to Do" (30 second TV spot)
- Sound discrimination props
- "Home Connection" materials to be sent home with students for families

## Teacher preparation:

- Prepare TV spots to be played

## Smoke alarm response

### recognizing the sound of a smoke alarm

- Show the smoke alarm and ask students if they know what it is.
- Explain that a smoke alarm can "smell" smoke in the air before we can and that it will warn us there might be a fire some place in the house.
- Tell students they will learn what a smoke alarm sounds like and they may want to cover their ears because the sound is very loud.
- Sound the alarm.
- Have staff in control room randomly produce other sounds — including the smoke alarm. Ask students to raise their hands when they hear the smoke alarm.

### knowing what to do if a smoke alarm sounds

- Ask students what the alarm means and what they should do if they hear it.
- Tell students they should immediately leave the house using their home escape plan.
- They should not stop to gather belongings.
- They should go to their family meeting place, and **Once out - stay out.**

### review

- Show "What to Do" TV spot.

### home connection

- Show "Find Your Finger" TV spot. This is information for students to share with their families.
- Distribute "Home Connection" key points about smoke alarms



## ESCAPING A FIRE

### INTRODUCTION

Two exits from the bedroom are available — out the door or out the window and down an escape ladder.

Staff may wish to determine which exit will be used by students.

Relevant factors are:

- a) weight (ladder supports up to 100 pounds)

NOTE: Be aware that students who are heavy for their height may be sensitive about it. Be tactful. You may tell the group before the lesson that both exits — window and door — will be used during the escape practice and that trailer staff will indicate which exit a student should use.

- b) physical ability

# LESSON PLAN

Goal: Student will practice exit procedures in a fire.

## Materials provided:

- Tree graphic on sandwich board for marking meeting place
- Heated door for escape practice
- 

## Teacher preparation:

- Turn heated door on
- Smoke alarm for sounding the alarm as cue to exit

## Escape activity

### crawl low under smoke

- Ask students what the easiest way out of their bedroom is and if they know how to open the window. If they can't go out the door, could they escape out the window?
- Tell students smoke makes the air unsafe to breathe. They should crawl low under smoke because the air is better near the floor.
- Demonstrate (or have a student volunteer demonstrate) rolling out of bed, crawling low to the door, and feeling to see if it's hot.

### test the door / decide the best escape route

- If you see fire or smoke coming from under the door, don't open it. Go out the second exit in the bedroom.
- Demonstrate checking door for heat. Touch it with the back of your hand. If it's cool, open it and crawl out the door to safety.
- If the door is hot, don't open it. Crawl to a window for safe escape.
- If window escape isn't possible, open window and shout "FIRE!"

### PRACTICE escape activity at Station 3

- Tell students they will practice escape skills. The alarm will sound. They will roll off the bed, crawl low to the door, feel the door, go out the window and down the ladder or out the side door (as indicated by trailer staff).
- Have children meet at the "tree."
- Once out - stay out.



## EMERGENCY REPORTING

### SCRIPT FOR 9-1-1 CALL

Students can practice calling 9-1-1 from inside or outside the house by plugging the student's phone into either the exterior phone jack located at the rear curbside portion of the trailer or the interior phone jack between the stove and window.

When the student picks up the phone, a dial tone is heard.

After a three to four second delay, the phone in the control room will ring and the red light will blink. This signals to the dispatcher to answer. The dispatcher will ask the student the following:

- 9-1-1. What is your emergency?
- Where is the emergency?
- (If at home) What is your address?
- What is your name?
- Are you safe?

NOTE: If the group is large, trailer staff should plan a way to use the time productively while students wait for their turn to practice in Station 3. Two options are provided in the trailer:

- 1) an assortment of short informational DVDs
- 2) several non-functioning cell phones.

Students can practice calling 9-1-1 on the cell phones. (The practice at Station 4 uses a land-line style phone.) Because cell phones are not functional, staff must play the role of the 9-1-1 responder.

# LESSON PLAN

Goal: Student will practice reporting a fire or other emergency.

## Materials provided:

- 9-1-1 phone and two jack locations (see hazard house floor plan)
- Script for 9-1-1 call (also posted in control room)

## Teacher preparation:

- Person in control room should review script for 9-1-1 call
- Plug phone into phone jack where students will practice making 9-1-1 call

## Reporting a fire or emergency

### 9-1-1 is the number to call in an emergency

- Ask students for examples of emergencies that should be reported using the 9-1-1 number to get help.
- Tell students that reporting a fire or other emergency immediately is critical to getting help as quickly as possible.
- If there is a fire, they should exit immediately and make the 9-1-1 call from a neighbor's phone or outside using a hand held or cell phone.

### calling 9-1-1

- Students must know how to report an emergency with confidence and clarity. Ask if they know their address and phone number.
- Tell them to pick up the phone, listen for the dial tone, and then press 9-1-1. Report the emergency to the person who answers. That person will ask them some questions and they should be ready to answer:
  - What is the emergency?
  - Where is the emergency?
  - If it's at home, what is your address?
  - What is your name?
  - Are you safe?
- Stay on the phone until told to hang up.

### PRACTICE calling 9-1-1 at Station 4

- Tell students where they will go to practice making the 9-1-1 call.