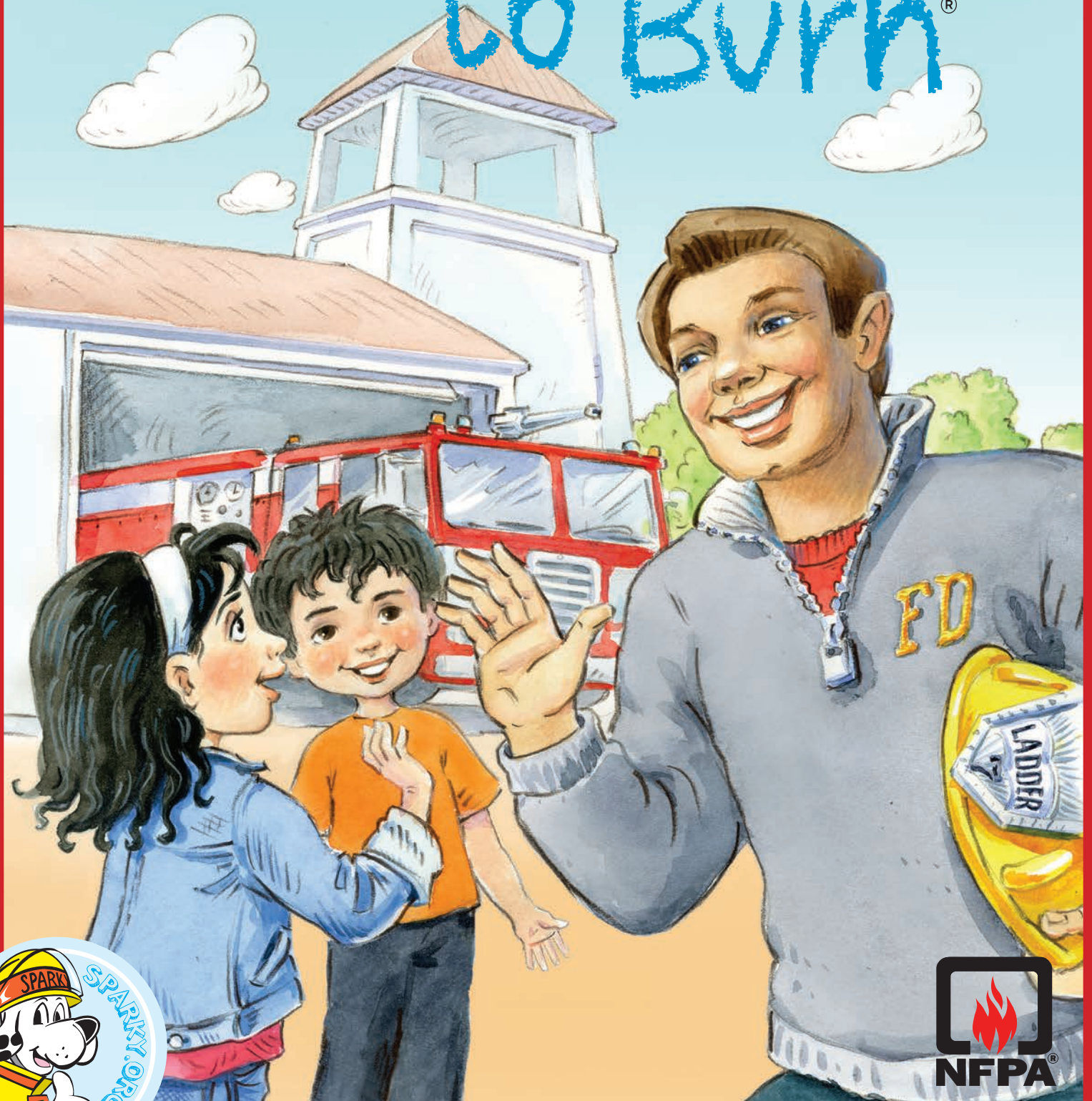


Learn not to Burn Preschool to Burn[®]



Learn not Preschool to BURN®



Copyright Statement: Copyright ©2014 National Fire Protection Association (NFPA), Quincy, MA. All rights reserved. *Learn Not to Burn* is a trademark of the National Fire Protection Association. All materials on NFPA's websites are the property of NFPA. Student activity sheets, and family letters may be copied solely for classroom use. *Learn Not to Burn-Preschool* may not be reproduced, sold, or distributed without the express permission of the copyright holder. NFPA generally does not grant permission for its content to be displayed on other websites.

Copyright Requests: If you wish to use any material from this or any other NFPA publication, please send your request in a letter detailing what material you would like to use, the purpose of using this material, and what will be the distribution of the final product, by mail (Dennis Berry, Director of Licensing, NFPA, 1 Batterymarch Park, Quincy, MA 02169-7471) fax (+1 617 984-7222) or e-mail (dberry@nfpa.org). Your letter should include your name, address, and telephone number and be on letterhead if possible. When we have received that information we will provide you with a written reply, usually within two weeks.

Trademarks and Service Marks: NFPA is the holder of numerous registered trademarks and service marks, including but not limited to, NFPA 70®, *National Electrical Code*®, *International Electrical Code*®, *NEC*®, NFPA 70E®, NFPA 72®, *National Fire Alarm Code*®, NFPA 101®, *Life Safety Code*®, *Life Safety Code*®, 101®, NFPA 5000®, *Building and Construction Safety Code*®, *National Fire Codes*®, *NFC*®, *Sparky the Fire Dog*®, the name and image of *Sparky*®, *Learn Not to Burn*®, *Risk Watch*®, *Remembering When™* and *NFPA Journal*®. NFPA trademarks and service marks should only be used with the permission of NFPA or in accordance with the trademark law and, if used, must be acknowledged with both an ® designation and a credit statement. NFPA also holds additional trademarks and service marks to designate its goods and services.

Linking to NFPA: Please e-mail your linking request and include the URL of the page from which you would establish the link. NFPA does not allow the use of its content on another website without its permission and does not allow its content to be "framed" by another site (you may not link to an NFPA web page inside HTML frames so that the content appears to be part of your site). A link to NFPA's website may not be used in the context of an endorsement for any information on your website, any company products and/or services, or any situation that is in conflict with the NFPA mission.



Acknowledgements

Executive Direction

Lorraine Carli, NFPA Vice President, Outreach and Advocacy

Project Management

Karen Berard-Reed, NFPA Senior Project Manager,
Public Education

Contributors

Judy Comoletti, NFPA Division Manager,
Public Education

Leslie A. Sevey, Ph.D., Assistant Professor,
Rhode Island College, *Providence, RI*

Editor

Jenna Padula, Write | Edit | Proof, *Madison, CT*

Illustration

Olga & Aleksey Ivanov, MB Artists Representatives,
West Palm Beach, FL

Deborah Borgo, Gwen Walters Artist Representative,
New York, NY

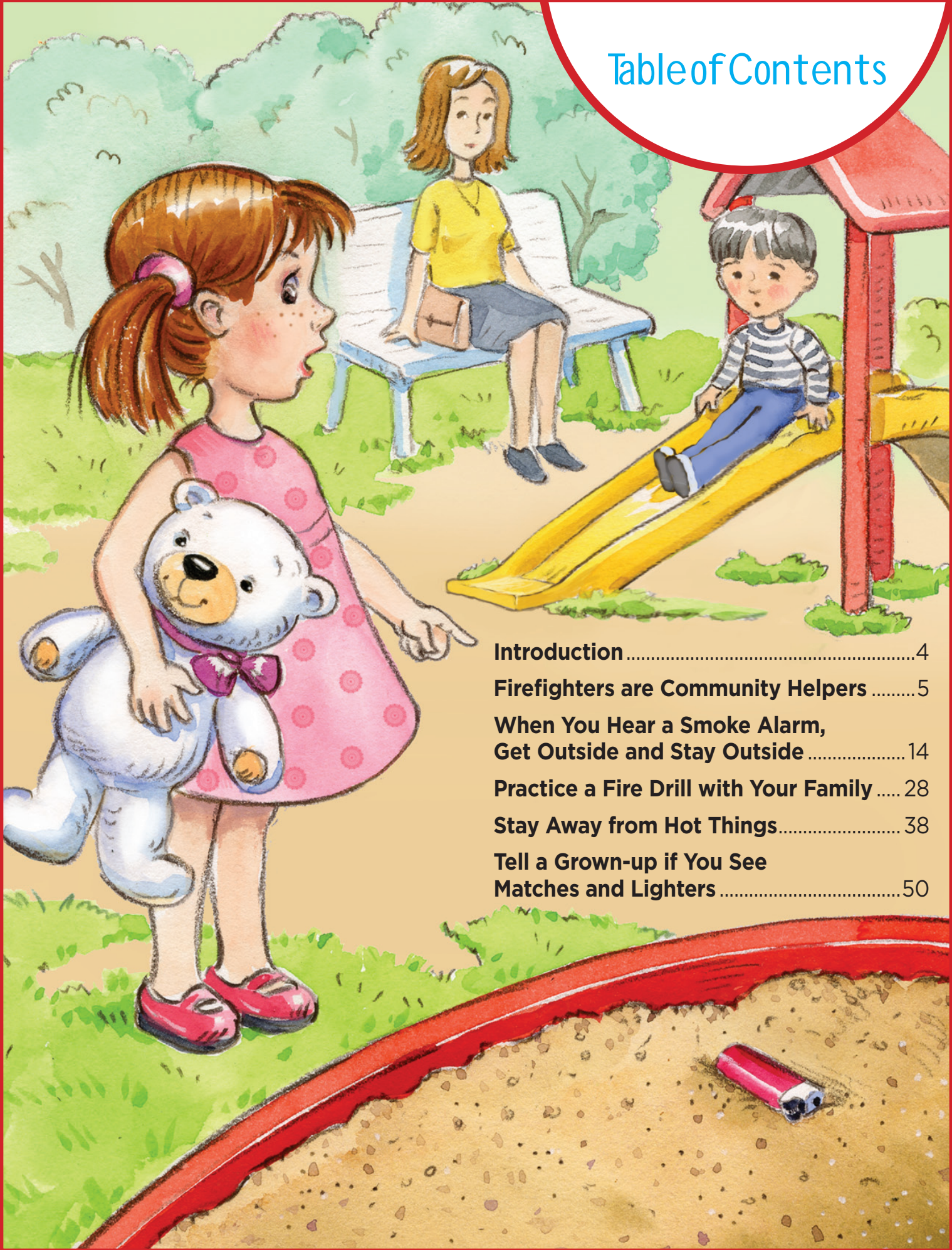
Karen Lee, Karen Lee Illustration, *Cary, NC*

Music

Jim Post, Jim Post, Inc., *Galena, IL*

Steve Roslonek, Fast Monkey Music, (ASCAP)

Table of Contents



- Introduction** 4
- Firefighters are Community Helpers** 5
- When You Hear a Smoke Alarm,
Get Outside and Stay Outside** 14
- Practice a Fire Drill with Your Family** 28
- Stay Away from Hot Things**..... 38
- Tell a Grown-up if You See
Matches and Lighters** 50

Introduction

A FIRE SAFETY EDUCATION PROGRAM FOR PRESCHOOLERS

Introduction

Welcome to the National Fire Protection Association *Learn Not to Burn* family. *Learn Not to Burn* has served as the pillar of NFPA educational programs for more than 40 years. It has evolved over the years to address the changing fire safety and educational needs of students and teachers. We hope you find the on-line version of the program to be easy to use and meet the high standards you expect from NFPA.

As an educator you work hard to help children prepare for a bright and challenging future. Teaching your students how to prevent fires and how to respond properly in a fire situation are skills your students will remember and practice throughout their lives. With *Learn Not to Burn* you are teaching your students to recognize and avoid fire risks, helping them lead fuller and more productive lives and reaching beyond the classroom to families in this process.

Learn Not to Burn is a comprehensive fire safety curriculum available on **nfpa.org** for use in schools. Developed by the NFPA, *Learn Not to Burn—Preschool* is based on the field-tested results of the original *Learn Not to Burn* program. It presents five fire safety messages using classroom lessons, activities and home connections. It provides you with maximum flexibility so that it can be taught as a stand-alone fire safety unit or easily integrated into language arts lessons. Throughout the program, you can invite the local fire department into the classroom to support the lessons.

Make time for fire safety education in your classroom.

How to Use *Learn Not to Burn—Preschool*

1. First, review the program and become familiar with the format presented with each fire safety behavior.
2. Gather the materials you will need for your first lesson.
3. Duplicate the family letter to go home with students. This will help families work together to review the important fire safety messages learned in the preschool or day care center.
4. Present the lesson following the step-by-step lesson plan.
5. Present all five fire safety lessons.
6. Continue reinforcing the fire safety lessons throughout the school year. Make time for fire safety — it's a commitment to keeping your students, their family and the community safe from fire.

Lesson 1

FIREFIGHTERS ARE COMMUNITY HELPERS

Teacher Information

A firefighter is a community helper who protects people from fire and keeps them safe. Firefighters work for the fire department and can help us in many ways by putting out fires, teaching people to prevent fires, rescuing people from fires, and responding to medical emergencies. Firefighters wear special clothes and equipment to keep them safe. They wear special protective coats, gloves, pants, hoods, and boots. They also wear protective helmets, use alarm devices to signal for help if they are in trouble, and use special breathing apparatus to allow them to breathe when they go into a fire or smoke.

Some children are scared by the look and sounds of firefighter equipment. Explaining how the equipment helps a firefighter stay safe while working is important. Becoming familiar with the role of the firefighter and the sight and sound of the equipment can lessen a child's potential fear during a fire and encourage cooperation during life-saving fire rescue incidents.

Teaching Points

- Firefighters help the community stay safe from fire.
- Firefighters wear special gear (clothes and equipment) to help them stay safe from fire and smoke.
- The equipment can look and sound scary, but it keeps the firefighter safe.
- We do not need to be afraid of firefighters even though their equipment can look and sound scary.

Objectives

Each child will be able to:

- explain how firefighters are community helpers.
- explain how a uniform helps a community helper stay safe.
- acknowledge that children do not need to fear firefighters, even when they are wearing gear.

Materials

- Book: *Whose Hat Is This?* by Sharon Katz Cooper
- Pictures of community helpers
- Masks worn by various community helpers

Procedure

Hook (4-5 Minutes)

1. Read book: *Whose Hat Is This?* by Sharon Katz Cooper
2. Explain that the clothing and equipment workers wear can be called “gear.” Discuss the different types of gear the characters wear in the story. Ask students why the workers wear special gear. Talk about the different ways each worker’s gear helps to keep the worker safe.

Body (10-12 Minutes)

3. Show pictures of community helpers (umpire, construction worker, chef, dentist, firefighter) with minimal gear. Ask students to identify each picture.



After each picture is identified, ask students what the people have in common:

- Community helpers
 - Wear special clothing
 - Have special equipment to do their jobs
4. Briefly discuss how each helper works in the community and how the gear and equipment protects the helpers and helps them work.
 5. Discuss whether or not the equipment makes the workers look scary. Ask if any children are afraid when someone is wearing a scary mask or scared by loud noises. Reassure the children about their fears. Discuss how firefighters’ gear can be scary but the gear is important. Gear keeps firefighters safe so they can help people in the community.
 6. Use different types of masks to help children understand that masks can make people look scary but a friendly helper can be under the mask. If possible, demonstrate with actual masks used by a dentist, an umpire, and a firefighter. Cover the teacher’s face with a mask and remove it to reveal the friendly helper underneath.

Wrap Up (3-4 Minutes)

7. Sing the *Helpers* song to the tune of “I’m a Little Teapot” with the children and review the main points of the lesson.

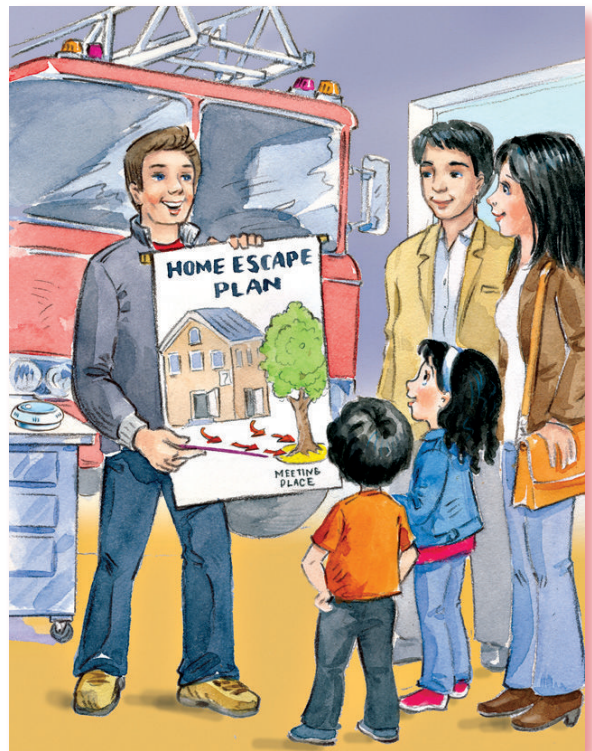
*Look at all the stuff firefighters wear
Boots, helmets, masks, and all that gear.
They might look scary but I know
They are helpers on the go.*

Discussion questions related to main points:

- How do firefighters help the community?
- What are some example of firefighters’ gear?
- Why do firefighters wear special gear?
- Why might some kids find the gear firefighters wear scary?
- What can you say to a friend who might be scared by the firefighter’s mask or loud equipment?

Optional Extension Activities

- **Visit from a firefighter** — Having a firefighter visit the classroom with her or his clean gear would be very helpful. The firefighter can show each piece of gear to the children and explain its purpose. The children can help the firefighter get ready for work and add each piece of gear. This will allow children to see how a real firefighter will look in full gear. **Note:** The firefighter should be sure to bring only clean gear. Do not allow children to wear the firefighter’s helmet. It may be too heavy for the child.
- **Create a center activity** with a firefighter template to create a large sized firefighter cut-out. Children can dress the firefighter in safety equipment (turnout gear, helmet, SCBA, and so on) piece by piece. Children can explain to peers how the equipment protects firefighters. The children should remove the gear to reveal the friendly firefighter underneath.
- **Read the book** *Clothesline Clues to Jobs People Do* by Kathryn Heling to reinforce the message about gear workers wear to be safe. Have children color in pictures of gear worn by firefighters and hang the pictures on a classroom clothesline or allow children to hang dress up gear on a clothesline.



Family Letter

FIREFIGHTERS ARE COMMUNITY HELPERS

Dear Family,

We will be learning about fire safety through the *Learn Not to Burn®-Preschool* program. The children will learn age-appropriate ways to stay safe from fires. Topics include knowing the sound of a smoke alarm, practicing a family fire drill, and staying away from hot things such as matches and lighters.

Today, we learned about firefighters. The children learned how firefighters are community helpers. They also learned about the special gear firefighters wear to stay safe. It is not uncommon for children to be scared by the look and sounds of the gear. Our activities help children become familiar with the gear. This can lessen the fear a child may have if interacting with a firefighter during a rescue.

Please talk with your child about the important jobs firefighters do in the community. If your child is fearful about firefighters, comfort her or him by reviewing how gear helps the firefighter stay safe. Remind your child there is a helpful person underneath.

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Play a GUESSING GAME with your child about community helpers. This game is a great way to fill time while riding in the car, waiting at a restaurant, or when settling down at bedtime. Allow the game to serve as a conversation starter about firefighters and the important jobs they do. Gently address any fears your child may bring up.

Person 1: Say, "Guess what community helper I'm thinking of."

Person 2: Respond with "What sound does it start with?"

Person 1: Sound out the first letter of the helper's name. "It starts with the ____ sound." (Be sure to say the sound not the name of the letter.)

Person 2: Respond with "One more clue, please."

Person 1: Provides a clue such as "This helper delivers letters," "This helper drives a noisy truck," or "This helper keeps pets healthy."

Person 2: Guesses the community helper.



Fire safety fun for families at Sparky.org!











Lesson 2

WHEN YOU HEAR A SMOKE ALARM, GET OUTSIDE AND STAY OUTSIDE

Teacher Information

Smoke alarms save lives. Every home needs smoke alarms. Smoke alarms should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. Most smoke alarms make a “beep, beep, beep” sound. Between each set of three beeps is a slight pause — “beep, beep, beep, pause, beep, beep, beep, pause” and so on. Some smoke alarms have a speaking voice or allow for a family member to record her or his voice in addition to the “beep, beep, beep.” Smoke alarms for people with disabilities may have a different tone, flashing lights, or a shaker under the bed pillow.

A smoke alarm senses smoke and will sound if there is smoke in the home. When a smoke alarm sounds, everyone should get outside right away.

Most likely, young children won’t be home alone when a smoke alarm sounds. Parents or caregivers will assist them. However, each child must be able to identify the sound of the smoke alarm and what it means. Children also must know what to do and where to go when the alarm sounds.

Children must understand when a smoke alarm sounds or “beeps”, they should go outside immediately with the rest of the family. There is not time to stop for toys, pets, or other things. Young children are often frightened by strange, loud noises. They may freeze, hide, or respond in other inappropriate ways that could endanger their safety. Becoming familiar with the sound of a smoke alarm and knowing how to react to the sound is important for children.

Responding to Questions

Children may ask questions that are difficult to answer. Here are some frequently asked questions and recommended answers that will help them understand how to react safely.

1. “What if I have a baby brother or sister who doesn’t know what to do when the smoke alarm beeps? What will happen to them?”

Tell children that the adults in the home will hear the sound and bring the baby and anyone else who needs help outside. If someone is unable to get out for some reason, it is the firefighters’ job to get them outside. Reinforce that children only have one job and that is to “get outside and stay outside.”

2. “Our smoke alarm goes off sometimes when Mommy or Daddy is cooking. Should we go outside?”

Explain that when an adult is cooking and the smoke alarm sounds, he or she is there to determine if everyone should get out quickly. Adults can make this decision. If an adult says to go outside when the smoke alarm beeps, do what he or she says.

3. “What will happen to my pet (dog, cat, fish...) if I don’t bring him or her outside with me?”

Children might become upset when they are told to leave their pets behind. Explain that many pets will leave the home with the family because the animal can tell there is some kind of danger. Also, comfort the children by explaining that firefighters will save pets when they can.

Teaching Points

- A smoke alarm will let you know if there is a fire in your home.
- You need smoke alarms in your home.
- Most alarms make a loud “beep, beep, beep” if there is smoke.
- If the smoke alarm sounds, everyone should get outside and stay outside until an adult says it is safe to go back inside.

Objectives

Each child will be able to:

- identify the sounds of a smoke alarm.
- leave the building safely and remain outside at the sound of an alarm.

Materials

- Sound posters: dog, baby, car, fire truck, smoke alarm
- MP3 files of sounds to match posters
- Smoke alarm with a battery
- Smoke alarm song
- Posters: snoring bear, frog, smoke alarm
- Do You Have a Smoke Alarm Song (*optional*)
- Coloring page (*optional*)

Procedure

Hook (3-4 Minutes)

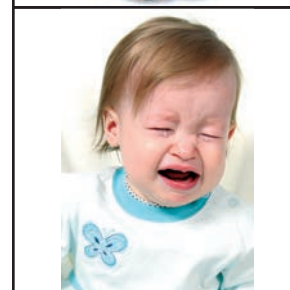
1. Introduce the lesson by discussing loud sounds.

Discussion Questions

- Who can tell us the difference between a quiet sound and a loud sound?
- Can you give an example of a quiet sound? How about a loud sound?
- Can loud sounds ever be helpful?
- Can you think of a sound that would not be helpful if it was quiet?

2. Display the five sound posters: dog, crying baby, car, fire truck, smoke alarm

Hold each poster one at a time and tell the children you will play a variety of sound clips. The children should start out standing. Ask the children to crouch down when they hear the sound that matches the poster. Reinforce the idea that some sounds need to be loud to be helpful.



Body (10–12 Minutes)

3. Show the children the smoke alarm. Tell them you are going to press the button so the alarm will make the “beep, beep, beep” sound. Warn the children about the loud noise. Ask:

- Has anyone heard this sound at home?
- How does this sound help us?
- Is it important for the smoke alarm to make a loud noise?

Explain how the sound of the smoke alarm keeps families safe by warning of smoke or fire. If you hear the “beep, beep, beep”, get outside and stay outside. Everyone should stay outside until help arrives or an adult says it is safe to go back inside.

4. Play “The Smoke Alarm Song” (1:45). Give children the pictures of the snoring bear, frog, and smoke alarm to hold. When each sound is made during the song, ask children to hold the appropriate picture up high.



After the song, review the sound the smoke alarm makes and discuss what children should do if they hear a smoke alarm.

Ask:

- What sound does a smoke alarm make?
- Why is a smoke alarm loud?
- What is your job when you hear the smoke alarm? The child’s job is to get outside and stay outside until an adult says it is safe to go back inside.

5. Share the story about Maya. Discuss how Maya reacted to the smoke alarm:

Maya was playing with her toys when the smoke alarm went beep beep beep — beep beep beep. Maya knew that meant she and her family should go outside right away. She stopped playing right away, put her toys down, and walked quickly out the door. Her mom and dad also heard the smoke alarm. They all went outside to their meeting place, which was the big tree in front of their house. They all stayed at the tree until Maya’s mom told everyone it was safe to go back inside.

Ask:

- Did Maya do the right thing when she heard the smoke alarm?
- Why is it important that Maya stopped playing right away?
- What should you do if you hear the smoke alarm at home?



Wrap Up (4–5 Minutes)

6. Show students the coloring page. Ask: *What is happening in the picture? What should the boy do? Can he bring his favorite teddy bear with him?* Have students color in the picture and the words “Get Out and Stay Out.”

7. Review main points:

The smoke alarm makes a “beep, beep, beep” sound.

When you hear the smoke alarm, get outside quickly and stay outside.

Optional Extension Activities

- **Share Sparky’s video, “What’s the Sound of the Smoke Alarm?”** See if the children can select the correct sound.
- **Play the “Do You Have a Smoke Alarm?” song.** Teach the children to sing part or all of the song. Suggest or ask students to suggest names of other people to use in the song (grandmother, auntie, another teacher). Ask students to share the song at home and ask parents to test the alarm and make sure everyone in the home knows the “beep, beep, beep” sound.
- **Have children demonstrate the “Get Outside and Stay Outside” action** with “let’s pretend” scenarios about being at home sleeping and a smoke alarm sounds.
 - Let’s pretend you are playing with blocks. You hear “beep, beep, beep.” What should you do?
 - Let’s pretend you are sleeping in your bed. You hear “beep, beep, beep.” What should you do?

**SMOKE ALARM INFORMATION FOR ADULTS**

Working smoke alarms save lives. Make sure your home has enough smoke alarms. You need a smoke alarm on every level of the home, inside each bedroom, and outside each sleeping area. For the best protection, interconnect all smoke alarms so when one sounds, they all sound. Test all smoke alarms monthly. Replace all smoke alarms every 10 years.

Family Letter

SMOKE ALARMS ARE IMPORTANT

Dear Family,

Our class is learning about fire safety. Today the children learned to get outside and stay outside when they hear a smoke alarm. Your child learned to identify the “beep beep beep” sound of a smoke alarm and its important role in keeping us safe from a fire. We discussed how important it is to get outside when the smoke alarm sounds and go to your outside meeting place.

Please talk to you child about the importance of smoke alarms in your home.

Together we can keep your family safe from fire.

Sincerely,

More information for parents and teachers can be found at nfa.org/safetytips.



Family Fire Safety Activity

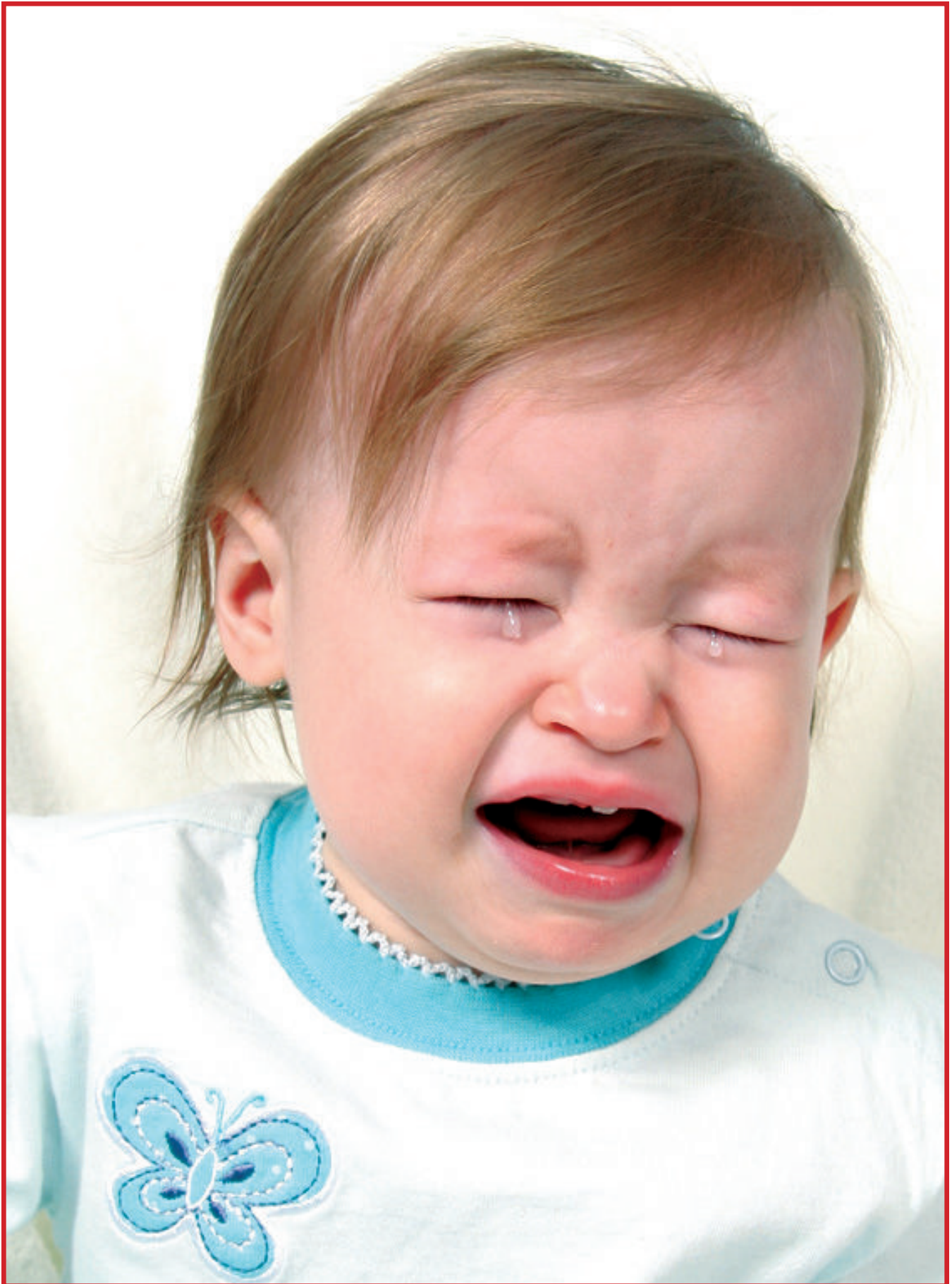
What's that sound?

- Find a smoke alarm in your home.
- Point to the alarm and ask your child to tell you the sound the smoke alarm makes.
- Push the smoke alarm button so you can hear the sound.
- Have your child explain what to do if the smoke alarm sounds. Your child should tell you to get outside and stay outside until an adult says it is safe to go back inside.
- Take your child outside and show her or him your family meeting place. The meeting place should be a safe place away from the building where everyone can go when the smoke alarm sound such as a tree, a neighbor's porch, or mailbox.
- Explain to your child that he or she should wait at the meeting place until help arrives or until a grown-up says it is safe to go inside.



Fire safety fun for families at Sparky.org!







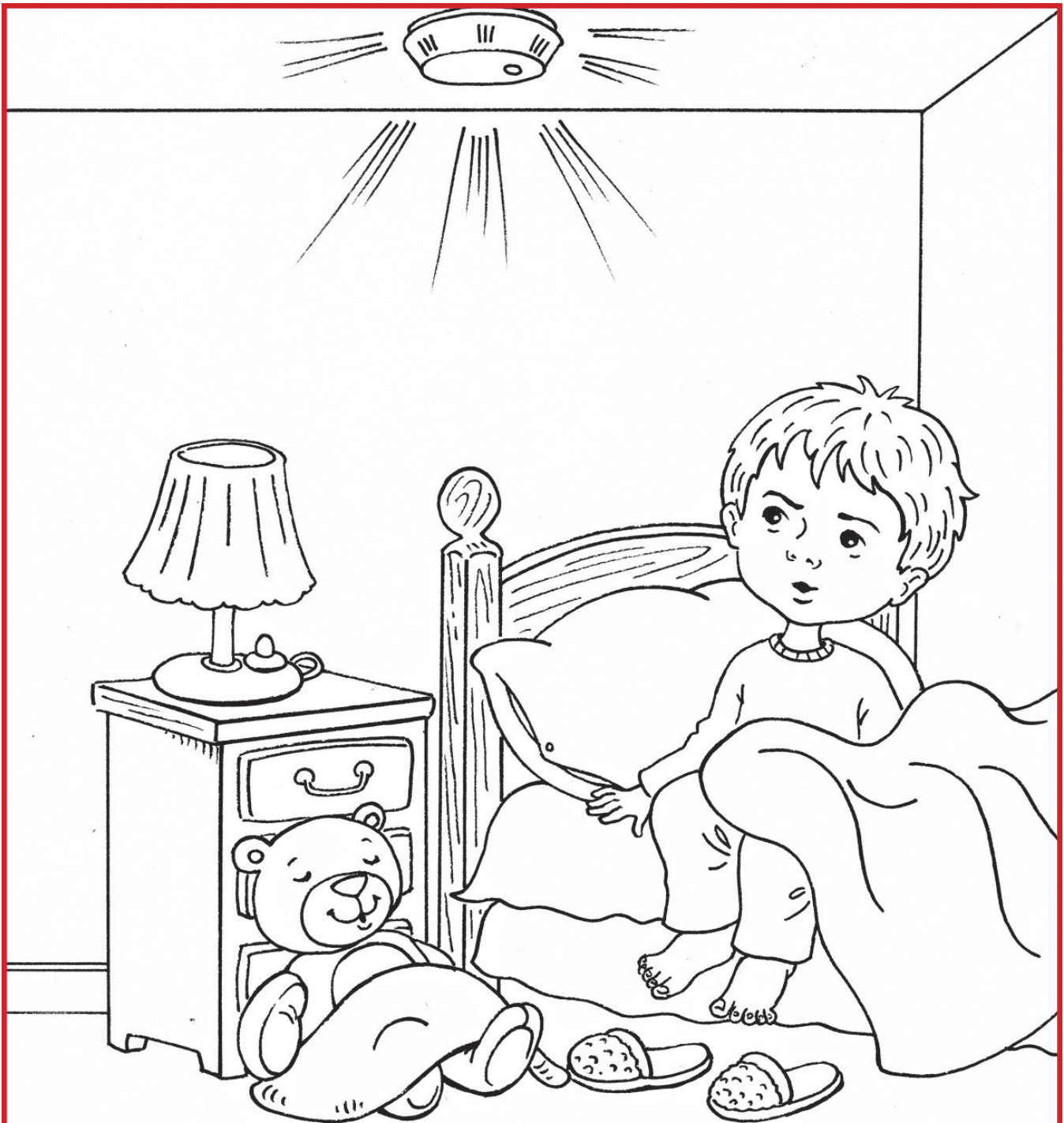












*Get out &
Stay out*

Lesson 3

PRACTICE A FIRE DRILL WITH YOUR FAMILY

Teacher Information

SMOKE ALARMS SAVE LIVES. Every home needs smoke alarms. Smoke alarms should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. A smoke alarm makes a, “beep, beep, beep” sound. Between each set of three beeps is a slight pause — “beep, beep, beep, pause, beep, beep, beep, pause,” and so on. A smoke alarm senses smoke and will sound if there is smoke in the home — possibly from a fire. When the smoke alarm sounds, everyone should leave the home. Everyone should know the sound of the smoke alarm and how to respond quickly.

A home fire drill is a time for a family to practice their home fire escape plan. This is a plan to get out of the home quickly in case there is a fire. Every room in the home needs two ways out. One way out would be the door and the second way out may be another door or a window. Every home fire escape plan needs an outside meeting place. A meeting place is a permanent location in front of the home that is a safe distance from the home. A good meeting place might be a neighbor’s home, a street light, a mailbox, a neighborhood store, or a special tree. Everyone in the family should go to the meeting place so everyone will be together and adults will know that everyone is safe. Families should practice their home fire drill at least twice a year.

Some behaviors are unsafe when the smoke alarm sounds. Children may ask about these behaviors. Let them know they are unsafe and stress the importance of getting outside quickly:

- You cannot bring your toys with you during a fire drill.
- You cannot bring your pets with you during a fire drill. The firefighters will do their best to rescue your pets.
- Do not hide if the smoke alarm sounds. The smoke alarm is loud and can be scary but you must get outside.
- Take fire drills seriously. Do not dance or play when the smoke alarm sounds.

More information for parents and teachers can be found at nfpa.org/safetytips.



Teaching Points

Here are the four important things to do if the smoke alarm sounds:

1. Get up and walk. Don't run but walk briskly.
2. Remember to know two ways out of every room.
3. Get yourself outside quickly.
4. Go to your outside meeting place with your family.

Objectives

Each child will be able to:

- describe how he or she will react when a smoke alarm sounds at home.
- identify a possible family meeting place outside the home.

Materials

- Computer, projector, screen, speakers and Internet access
- Home Fire Drill Posters:
 - Hear the smoke alarm and stop what I am doing
 - Get up and walk
 - Know two ways out
 - Get outside
 - Wait at outside meeting place with family
 - Get favorite toy
 - Bring my favorite toys
 - Play with my cat
 - Hide under my blankets
 - Dance

Procedure

Hook (2-3 Minutes)

Plan to have a fire drill at the childcare center before teaching this lesson.

1. Review the information from the previous lesson on smoke alarms:
 - What sound does a smoke alarm make? (*beep, beep, beep*)
 - What should you do when you hear the smoke alarm? *Get outside and stay outside until an adult says it is safe to go back inside.*

Body (15-18 Minutes)

2. Refresh the children's memories about the last fire drill at the preschool/childcare center. Ask volunteers to describe the steps they followed when the smoke alarm sounded.
3. Discuss home fire drills. Ask: *We have fire drills at school. Has anyone ever had a fire drill at home? Why would this be important to do at home with family? What would you tell your family to do if they hear the "beep beep beep" of the smoke alarm?*

4. Discuss the actions to take when practicing a home fire drill:

- **Get up and walk:** Stop whatever you are doing (playing, sleeping, or dancing) and walk towards the door. Do not run, but walk briskly.
- **Know two ways out:** Be aware of two ways out of every room. It may be two doors or a door and a window.
- **Get outside:** Go right outside. Do not stop to pick up toys or pets. Stay outside.
- **Wait at outside meeting place with family:** Stay at the meeting place until help arrives or an adult says it is safe to go inside.

5. Play the SteveSongs “Little Rosalie” video available for free on the NFPA website: www.sparkyschoolhouse.org under the music tab. After the video, review the steps covered in the video to take when the smoke alarm sounds: Get up and walk, know two ways out, get outside quickly, wait at outside meeting place with family.

6. Group Activity: Have the children sit in a circle. Scatter the home fire drill posters face up in the middle of the circle. Ask children to work together to put the posters into two categories: safe and unsafe actions during a home fire drill.

Beep, Beep, Beep!

This is the sound of the smoke alarm.



Hear the smoke alarm and stop what I am doing.

SAFE ACTIONS DURING A HOME FIRE DRILL



Get up and walk



Know two ways out



Get outside



Wait at outside meeting place with family

UNSAFE ACTIONS DURING A HOME FIRE DRILL



Bring my favorite toys



Play with my cat



Hide under my blankets



Dance

7. Discuss the behaviors in each category and clarify any errors. Briefly discuss why the unsafe behaviors are unsafe. Stress the importance of getting outside quickly. After briefly discussing the unsafe behavior, focus on the correct actions to take when the smoke alarm sounds. Refer to the posters while discussing the following points:
- The smoke alarm makes a “beep, beep, beep” sound.
 - If you hear “beep, beep, beep”, walk quickly.
 - Look for doors and windows you could use to get outside in an emergency.
 - Get outside quickly.
 - Think about places near your home that could be your family meeting place: mailbox, neighbor’s porch, a big tree. Explain that having a family meeting place helps firefighters to do their jobs safely.

Wrap-Up (2–3 Minutes)

8. Group Chant: Students respond in chorus after teacher gives an ordinal statement:
- Teacher says, “First”; Students respond with “Get up and walk.”
 - Teachers says, “Then”; Students respond with “Know two ways out.”
 - Teacher says, “Next”; Students respond with “Get outside quickly.”
 - Teacher says, “Last”; Students responds with “Wait at your outside meeting place with your family.”
 - End with “HIGH FIVE” and children share high fives with each other.

Optional Extension Activities

- **Read the poem:** Sparky the Fire Dog Says “Stay Fire-Safe!” by Annie Elliot in the NFPA free e-book, *Rescue Dogs, Firefighting Heroes, and Science Facts* at www.sparkyschoolhouse.org/ebook.
- **Sort and Sequence Center Activity:** Print Home Fire Drill posters in smaller “card” sizes. Have the children sort the cards into ‘safe’ and ‘unsafe’ piles. Once sorted, children will put the SAFE cards into the appropriate sequence based on the “Little Rosalie” video.
- **Have children create an invitation to a family fire drill.** Ask them to give it to their parents and remind them to practice the home fire drill soon.
- **Use the SteveSongs Moves video on www.sparkyschoolhouse.org/music** to teach students the movements from the “Little Rosalie” video. “Little Rosalie” moves can be found by clicking School Tube. Then have a dance off!
- **Show Sparky’s video, “Get out and Stay out.”** Sparky says, “When the smoke alarm sounds get outside and stay outside. Do not wait for anything! Even if it is pizza!” Go around the circle and ask children to say “When the smoke alarm sounds, get outside quickly. Do not wait for anything — even _____.” Each child should fill in the blank with a favorite activity or snack.

Family Letter

PRACTICE A FIRE DRILL WITH YOUR FAMILY

Dear Family,

Our class is learning about fire safety. Today we learned to practice a family fire drill. Your child learned four important things to do if the smoke alarm sounds:

1. Get up and walk. Don't run but you should walk briskly.
2. Know two ways out of every room.
3. Get yourself outside quickly.
4. Go to your outside meeting place with your family.

It is important that all family members are aware of the two possible ways out for each room in your home, as well as your outside meeting place. Once you have an escape plan, remember to practice. Have a family fire drill twice a year.

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Practice the Family Fire Drill

Before Fire Drill Day:

- Pick a day for a family fire drill. Make a poster announcing the date of the family fire drill. Let everyone in the family know it will happen.
- Spend a few minutes each day reviewing the important points of the home escape plan: the sound of the smoke alarm, different ways out of each room, and the outside family meeting place.

On Fire Drill Day:

- When at least one child is involved in a favorite activity, push the test button on the smoke alarm.
- Watch the children's responses to the alarm to make sure they are taking appropriate actions.
- Meet the children at the outside meeting place. Give the children feedback about the four important steps and praise them for doing a good job if they:
 - Walked briskly when they heard the smoke alarm
 - Knew two ways out of every room.
 - Got outside quickly and didn't stop to bring toys or other items.
 - Got to the outside meeting place and waited there.



Fire safety fun for families at Sparky.org!











Lesson 4

STAY AWAY FROM HOT THINGS

Teacher Information

Young children should be taught the difference between hot and cool, as well as the risks of touching hot items. There are many things inside and outside that are hot or could get hot. Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal. Preschoolers need to be able to identify items that are hot and sometimes hot. Children should learn to stay away from anything that can get hot.

Children younger than five are at the highest risk for burn injuries. Burn injuries in young children most frequently occur from contact burns that result from touching a hot object, such as a stovetop or an iron. Young children also experience a high number of burns from hot liquids (scalds), such as hot coffee, soup, or tap water. Chemical and electrical burns are also pose high risks of injuries among this age group.

Matches and lighters can get hot. Teach children safe actions if they find matches or a lighter: Tell an adult and never touch. Matches and lighters should be locked in a cabinet out of the reach of children. Bath water can be very hot. Teach children to never turn the water on without adult supervision. An adult should always supervise a child in the bathtub.

Teaching Points

- There are things inside and outside the home that are hot or can get hot.
- Things that are hot can burn and hurt you.
- Stay away from hot things. Don't touch them.
- If an item might be hot, stay away and ask an adult for help.
- Things that are hot or can get hot include bath water, soup, a stove, a radiator, curling or flat irons, a fireplace, coffee, matches, lighters, and many other items.
- Do not touch matches or lighters. Tell an adult if you find matches or lighters.

Objectives

Each child will be able to:

- distinguish between hot things, cool things, and things that can be hot or cool.
- recognize safe actions around hot and potentially hot items.



Materials

- Computer with internet access, projector, and speakers
- Ice pack from the freezer (or another cold item)
- Microwavable hot pack (or another warm item)
- Two hula hoops
- Flashcards of Hot and Cool Items
- Real-life Cool and Sometimes Hot Items (*optional*)
- Basket for flashcards
- Lyrics to “What Do You See?” song
- Old magazines (*optional*)
- Glue (*optional*)
- Scissors (*optional*)
- MP3 file of the song, “Don’t Touch Hot Things” (*optional*)
- Laminated Hot Things posters (*optional*)
- “Circle the Hot Things” worksheet (*optional*)
- “Sort It Out” worksheet (*optional*)

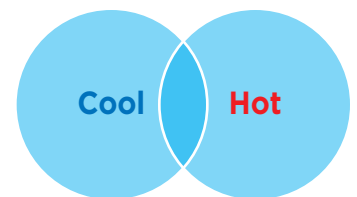
Procedure

Hook (4-5 Minutes)

1. Introduce the lesson by discussing the concepts of cold and hot. Demonstrate the concept with a cold pack from the freezer and a warm pack that has been heated in the microwave. Be sure to heat the pack only to warm, rather than hot. Have children touch the cold pack and the warm pack.

Discussion Questions

- Can you think of any other items that are cold?
 - What is the difference between cool and cold?
 - Can you think of any other items that are warm?
 - What is the difference between warm and hot?
 - Why do we need to be very careful around hot items?
2. **Group Activity:** Make a Venn diagram with hula hoops on the floor. Using the flashcards of hot and cool items (or real items) work together to sort the items into cool and hot categories. Children also will be introduced to items that are in the “sometimes hot” category. These are things that can be either hot or cool such as an iron, a bowl of soup, or water in the bathtub.
 3. When finished, discuss why children should not touch hot and sometimes hot items. Separate the hoops so the cool items stay with the cool hoop, and the sometimes hot and hot items stay with the hot hoop.



Discussion Questions

- What can happen if we get too close to hot things?
- Has anyone ever had a burn before? Did it hurt?
- Is it always easy to tell if something is hot?
- What rules help us to stay safe around hot things?

5. Stress safe behaviors around hot items:
- Stay away from hot things. Don't touch them.
 - Don't touch things that are sometimes hot. Ask an adult for help.
 - Do not touch matches or lighters.
 - Tell an adult when you see matches or lighters.

Wrap-Up (4-5 Minutes)

6. Have a basket containing the picture flashcards. One by one, pull a picture out of the basket. Sing the "What Do You See?" song to the tune of "Twinkle, Twinkle, Little Star." Depending on the picture, children will have to decide which line should end the song:

"That is hot! Walk away." or
 "That's nice and cool, I can stay."

7. Review main points:

Stay away from hot things. Don't touch them.

Don't touch things that are sometimes hot. Ask an adult for help.

Do not touch matches or lighters.

Tell an adult when you see matches or lighters.



Optional Extension Activities

- **Have the class make a collage** of hot and cool items from magazine pictures. Items that can be hot sometimes should be included on the hot side. Ask the children to use the collage to teach their favorite stuffed animal about staying safe around hot things.
- **Place laminated Hot Things posters** on the floor around the room and get ready to play the MP3 file of the song, "Don't Touch Hot Things." Tell students to move about the room with a specific action when the music starts. (Examples: stomp, hop, walk like a monkey, crawl like a turtle, and so on.) Stop the music after a short period of time. When the music stops, the children must stand near the closest cool item. More than one child can be near any item. Discuss why it is important to stay away from hot things
- **Students can complete** the "Circle the Hot Thing" worksheet or the "Sort it Out" worksheet. Discuss actions the children can take to be safe around the hot and the sometimes hot items.



What Do You See? Song Lyrics:

To the tune of *Twinkle, Twinkle, Little Star*

Insert child's name, insert child's name, (*Whole Class*)

What do you see? (*Whole Class*)

I see _____ looking at me. (*Student who was picked*)

Insert child's name, insert child's name, (*Whole Class*)

What do you say? (*Whole Class*)

That is hot! Walk Away! OR That's nice and cool so I can play/stay! (*Student who picked*)

Example:

Pedro, Pedro,

What do you see?

I see matches looking at me.

Pedro, Pedro,

What do you say?

That is hot! Walk Away!

(Alternative Response: Don't touch! Tell a grown-up right away!)

OR

Tara, Tara,

What do you see?

I see a toy car looking at me.

Tara, Tara,

What do you say?

That's nice and cool, I can stay/ play!

Or if doing as a whole group:

Preschool, Preschool,

What do you see?

Family Letter

STAY AWAY FROM HOT THINGS

Dear Family,

Our class is learning about fire safety through the *Learn Not to Burn®-Preschool* Program. Today the children learned to stay away from hot things because hot things can cause a burn. We talked about things around the home that are hot, cool, and sometimes hot. The children learned sometimes it is hard to tell if an object is hot or cool. If unsure, children should stay away and ask a grown-up for help. For example, bath water, an iron, and a pan on the stove could be hot or cool so children should not touch and get an adult to help. The children also learned there are some things they should never touch, such as matches and lighters. It is important to keep matches and lighters in a locked cabinet out of the reach of children.

Please talk to your child about the importance of staying away from things that can get hot. Burns are very dangerous and they hurt.

SAFETY TIP! If someone is burned, the best action to take is to cool the burn right away with cool water. Place the burn under cool running water for 3 to 5 minutes. Get medical help if needed.

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Cool, Hot, and Sometimes Hot Home Scavenger Hunt

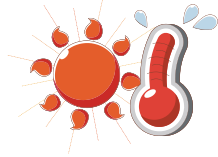
Talk with your child about the difference between cool and hot objects. Let your child share what he or she has learned. Review the important points: stay away from hot things; if you can't tell if an object is hot, ask a grown-up for help; never touch matches or lighters.

Tell your child you are going to go on a hot and cool scavenger hunt together. You will need tape and some cutouts of the hot and cool symbols on the next page. Go together but let your child lead on the hunt. When your child finds a cool item, allow him or her to tape the "cool" symbol to the item. When your child finds a hot or sometimes hot item, he or she should tell you and ask you to tape the "hot" symbol near the item. When all of the cutouts are gone, review the hot, sometimes hot, and cool items found in the home.



Fire safety fun for families at Sparky.org!

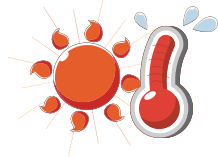
HOT



COOL



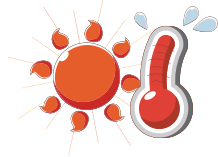
HOT



COOL



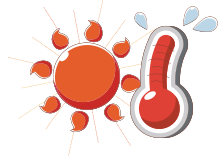
HOT



COOL



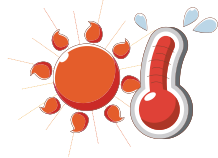
HOT



COOL

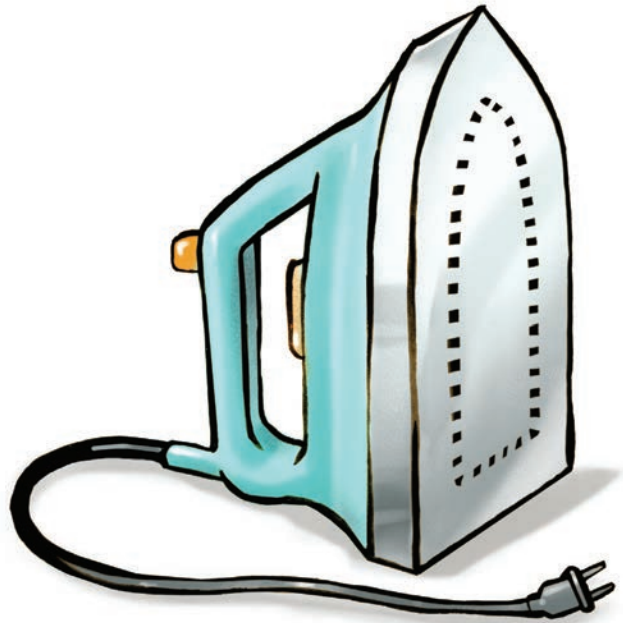


HOT

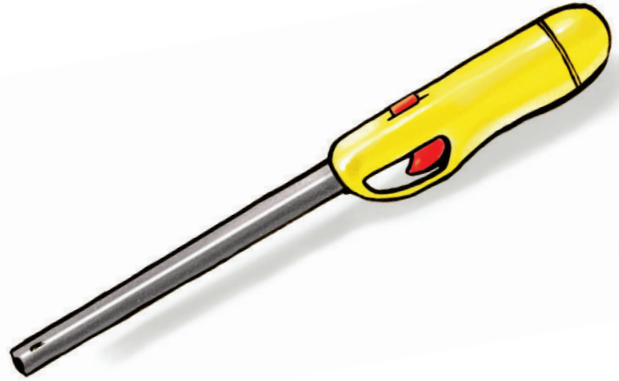


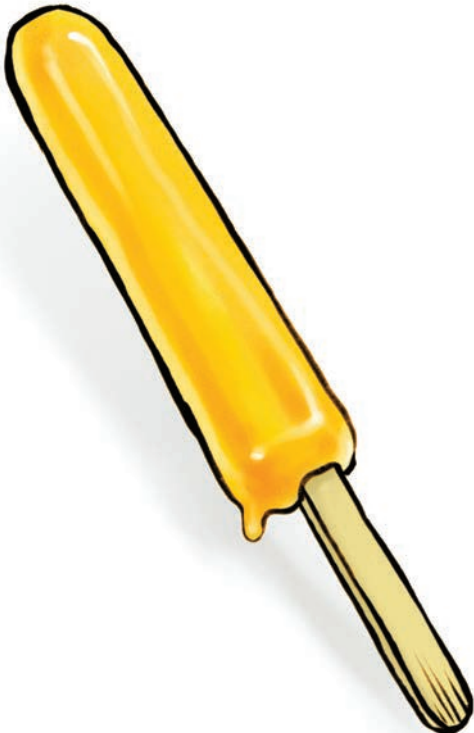
COOL







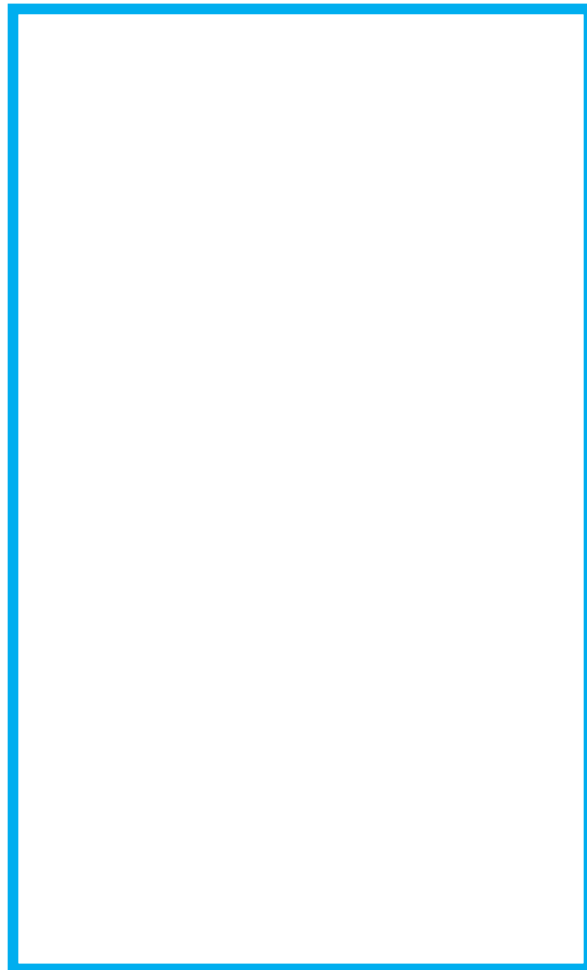
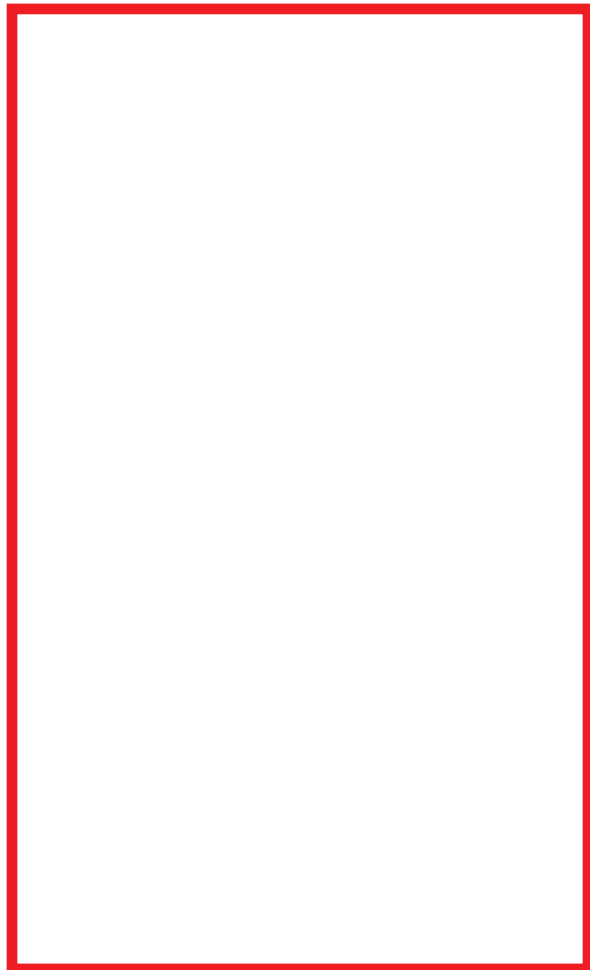




SORTING

HOT

NOT HOT



Circle the Hot Things!

Parents, teach your children to stay away from hot things that can hurt them!



Lesson 5

TELL A GROWN-UP IF YOU SEE MATCHES AND LIGHTERS

Teacher Information

Teach young children about the risks of touching hot items. Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal. Preschoolers need to be able to identify items that are hot and sometimes hot. Children should learn to stay away from anything that can get hot.

Matches and lighters can get hot. Children should be taught safe actions if they find these items: Tell an adult and never touch. Young children playing with matches and lighters cause many fires, deaths, and injuries each year. Matches and lighters should be locked in a cabinet, out of the reach of children.

Teaching Points

- Stay away from hot things. Don't touch them.
- Do not touch matches or lighters. Matches and lighters are dangerous and can be hot.
- Walk away and tell an adult if you find matches or lighters.
- Only adults should use matches and lighters.

Objectives

Each child will be able to:

- act in a safe manner around matches and lighters.
- identify situations related to hot items that require adult help.

Materials

- Teddy bears or a stuffed animal for each child
- Flash cards of hot and cool items
- *Matches and Lighters* MP3 file (*optional*)
- MP3 player and speakers (*optional*)

Procedure

Hook (4-5 Minutes)

1. Bring the children to the rug and ask them to bring their teddy bears. Tell the children they will have a chance to teach their bears what they have learned about hot things.
2. Use the flash cards of hot and cool items from Lesson 4 to review the “Stay Away from Hot Things” message. Display each flash card and ask the children to explain the correct action. Reinforce the idea that some hot things can be so dangerous that we also need to tell an adult. If children see a lighter or matches they should stay away AND tell an adult.

Body (10–11 Minutes)

3. Hold up the cards of the matches and the lighter. Remind the children that these items can be hot and dangerous. Review the safety rules related to matches and lighters and ask the children to tell their bears what to do if they find these items:
 - Stay away from hot things.
 - Walk away and tell an adult if you see matches or a lighter.
4. Share scenarios about hot items, matches, and lighters with the children. Ask volunteers to respond to the scenarios with their teddy bears to display the appropriate behaviors.

Sample Scenarios:

You and Teddy are playing in the living room. You are close to the woodstove. What should you say to Teddy? What should you do next?

You and Teddy are going outside to the swing set. You see a lighter on the ground. What should you say to Teddy? What should you do next?

You and Teddy are hungry. You go into the kitchen and you see some soup cooking on the stove. What should you say to Teddy? What should you do next?

You and Teddy are outside playing. You see a soccer ball on the ground and think it would be fun to play. What should you say to Teddy? What should you do next?

You and Teddy are at a friend's birthday party. After everyone has eaten cake, you notice your friend's mom left some matches on the table. What should you say to Teddy? What should you do next?

You and Teddy walk into the bathroom to brush your teeth. You notice a hair straightening iron sitting on the counter top. What should you say to Teddy? What should you do next?

- Discussion Questions:**
- Why do we need to be careful around hot items?
 - What is the safest thing to do if you see matches nearby?
 - What should you do if you are near something hot?



Wrap-Up (3–4 Minutes)

5. Play a responding game with the children. Explain that the teacher will hold up a picture card and say, “Hey look, it is a _____.” The teacher will fill in the blank each time with a different item, such as a cup of coffee, popsicle, lighter, toaster, apple, doll, faucet, matches, crayon, and so on. The children will respond with one of the following three statements and make the correct action:
- Stay and play (YAY! with arms waving).
 - Walk away (walk in place with arms and feet).
 - Tell an adult (walk in place with hand at mouth to call adult).

6. Review main points:

Stay away from hot things. Don't touch them.

Do not touch matches or lighters. Matches and lighters are dangerous and can be hot.

Walk away and tell an adult if you find matches or lighters.

Optional Extension Activities

- **Tell children that you will leave pictures of hot and not hot items** around the room for the next few days. You will be watching to see if they take the safe actions.
- **During storytime throughout the week**, ask the children to be on the lookout for hot and sometimes hot items in the illustrations. Encourage the children to say “I spot something hot!” when they see a hot item and follow up with a safety rule.
- **Sing the *Matches and Lighters* song** together.
- **Using the pages of a storybook**, the flashcards, or magazine images, work as a class to make a chart. Classify pages into those that have pictures of cool things only, hot and sometimes hot things, or hot things that require adult help.

Family Letter

TELL A GROWN-UP IF YOU SEE MATCHES AND LIGHTERS

Dear Family,

Our class is learning about fire safety through the *Learn Not to Burn®-Preschool* Program. Today the class continued to learn about how to be safe around hot things. The children learned matches and lighters can be dangerous and hot. If a child sees matches or lighters he or she should walk away and tell a grown-up right away. Children should never touch matches and lighters.

It is important for adults to keep matches and lighters in a locked cabinet out of the reach of children.

Please talk to your child about the importance of staying away from hot things, including matches and lighters.

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Be Safe Around Matches and Lighters

Talk to your child about how to be safe around matches and lighters: "If you see matches or lighters, don't touch. Walk away and tell a grown-up right away."

Cut out the images of the matches and lighters on the next page and place the images around the house. Tell your child he or she will have a chance to show off what he or she has learned about being safe around matches and lighters. Tell your child to follow the safety rules for matches and lighters if they spot one of the images. Be sure to praise your child for a job well done when he or she reports a discovered picture.



Fire safety fun for families at Sparky.org!

