

## Table of Contents

### Unit VI

Introduction .....	1
Fire Prevention Visits and Inspections .....	1
Public Fire Education Planning .....	1
The Process.....	2
Starting Point: Establish Responsibility.....	2
Step One: Identification.....	2
Step Two: Selection .....	2
Step Three: Design .....	2
Step Four: Implementation .....	2
Step Five: Evaluation.....	2
The People .....	2
Training.....	3
Themes and Messages.....	3
Learn Not to Burn® .....	4
Level I: Kindergarten - Grade 2 .....	4
Learn Not to Burn® Resource Books.....	4
Level II: Grades 3-5.....	4
Level III: Grades 6-8.....	4
Implementation:.....	5
Fire Department Role: .....	5
Learn Not to Burn® Preschool Program .....	5
Implementation:.....	5
Fire Department Role: .....	5
RISK WATCH®.....	6
Objectives.....	6
Rolling Out Risk Watch® .....	6
STEP #1 - Get Familiar.....	6
STEP #2 - Reach Out.....	7
STEP #3 - Build Your Coalition .....	7
STEP #4 - Plan.....	7
STEP #5 - Finding \$\$\$ .....	7
STEP #6 - Kick Off .....	7
STEP #7 - Go For It!.....	7
STEP #8- Grow .....	8
Fire and Life Safety Education Resources .....	8

## Introduction

Fire loss statistics reveal that about 2300 fires occur each year in Saskatchewan, of which, approximately half occur in dwellings. An average over the period shows that 27 fire deaths and 42 fire injuries per year occur in fires. The statistics also show that the majority of deaths and injuries occur in residential occupancies. The statistics indicate that dollar loss for dwelling fires is also much greater than that of any other property class.

The statistics show that fire prevention priorities should be directed at the home. The primary reason communities establish a fire department is to protect their citizens and their property. Fire departments are even staffed by those living in the greatest risk area. Yet, it is the dwelling that receives the least attention by most fire departments.

Except for television and what material children may bring home from fire prevention programs at school, public education aimed at dwellings in many communities is virtually non-existent.

**It is less costly in lives and dollars to prevent a fire than to fight one.**

## Fire Prevention Visits and Inspections

from Unit V form only a part of an overall Fire Prevention Program the fire department should be offering to their community. Dwelling visitations and inspections are a public education opportunity as much as they are an inspection service. It is also very much a high profile activity where the fire department can put it's best image forward through a highly visible service brought to the door-step of the community. How many departments depend on their community to operate? This service translates to enhanced public support for the department. While inspections of business properties may be done at any reasonable time, the dwelling visit should be performed by INVITATION into the home. The Fire Department is OFFERING a valuable service and SEEKS CO-OPERATION in delivering it. The service seeks identification of hazards and not violations. For the service to be worthwhile and have meaning, it must set certain objectives. These objectives should include:

- Identify and correct life safety hazards
- Educate occupants to eliminating life safety hazards
- Educate occupants on life safety devices
- Educate occupants to prevent fires from starting
- Educate occupants on actions to be taken in case of fire
- Enhance awareness of fire dept. and it's services

But public education should not end with Dwelling visitations and inspections. Fire departments can still be seen as highly visible, valuable and community service orientated through other types of fire prevention education programs.

## Public Fire Education Planning

The most important element in public fire education is the planning process. Effective analysis of the community's fire problem will help to ensure success, but it is not the only step in the planning process. As in any good planning process, there are a number of checks and balances that will hopefully ensure your program is on target.

Public Fire Education Planning combines two essential ingredients: The planning process, and the people who complete the process. This five-step process was developed after extensive studies of education programs that successfully reduced fire loss in different communities. Every step is based on real, successful experiences. Although the successful programs differed greatly, they all shared an underlying systematic approach.

## **The Process**

The planning process has a starting point and five basic steps: Identification, Selection, Design, Implementation and Evaluation. Within each step are Activities and a Decision. The Activities involve gathering and organizing information, materials and resources. In the Decision phase, the information is reviewed, summarized and acted upon. Frequently the information, when displayed, will present a clear direction that the whole group can readily agree on because it represents the consensus of all their thoughts. In the end, clear objectives should be stated.

### **Starting Point: Establish Responsibility**

A clear understanding of responsibilities is crucial to effective planning. There are two major areas of responsibility to be established: administrative or policy responsibility and staff or program responsibility. After deciding which people are responsible for which duties, the planning process can begin.

#### **Step One: Identification**

The Identification step involves identifying the most important local fire problems so that the fire education effort can focus on those specific problems. The Activities include gathering information on subjects ranging from the most frequent location of fires to high risk behaviour. The Decision is to agree on the major fire problems in your community. Once the major local fire problems have been identified, effective solutions can be developed.

#### **Step Two: Selection**

While Identification defines a community's needs for fire education, Selection is an inventory of community resources available to meet those needs and selection of achievable objectives. The Activities of Selection include conducting an inventory of community resources, available materials and potential audiences, as well as estimating costs and benefits of different educational strategies. The Decision is selecting program objectives that meet your community's needs and resources.

#### **Step Three: Design**

The Design step moves the fire education process from planning toward implementation. The Activities of Design involve determining the specific content and format of fire safety messages and packaging the program for delivery to the community. The Decision is to outline and approve the education program package.

#### **Step Four: Implementation**

The fourth step is implementing the education program designed for your community's specific needs and resources. Implementation Activities include producing and distributing materials, training personnel and involving target audiences in the education process. In addition, an organization or individual will monitor the program for smooth day-to-day operation. The Decision is an agreement as to exactly how the fire education program will be implemented, monitored and, if necessary, modified in your community.

#### **Step Five: Evaluation**

The final step is measuring the impact of the fire education program. Among the Activities are comparing baseline and new data on fire deaths, injuries, property losses and incidents. You will also compare old and new information on awareness, knowledge and behaviour in the community. The Decision is to review the program's impact and determine how to show the success of the program or how the focus of the program might be modified for better results. In this way, Evaluation returns you to the Identification or Selection steps to adjust your program.

## **The People**

The way people complete the process is also important. Each step of the planning process has been carefully designed to help people use the maximum resources available. During each Activities phase, you should list on the work sheets as many different ideas and opinions as possible. Judgments should

be deferred until all information is in. Different viewpoints should be encouraged; they may lead you to fresh approaches that will be the key to a successful program.

When working as a group make sure that each person expresses his or her viewpoint in turn. Don't be satisfied with just one point of view from the group during this phase.

An extremely important element to a successful public education program, whether inspection, visitation, or other activity is training.

## Training

The IFSTA (International Fire Service Training Association) produces a number of study manuals and training programs for public educators. The Essentials Curriculum Fire Fighting Training package has basic information on public education in Module 18 "Fire Prevention and Public Education" (see Unit V also). IFSTA also produces a manual "Fire and Life Safety Educator" (7<sup>th</sup> Edition) and a study guide. Certification as a Fire and Life Safety Educator is available from the Office of the Fire Commissioner (see Unit IV, Appendix D). This information can form the basis of a training session to orient the team members each time the program is to be delivered. As well as covering some basic etiquette and items to be checked during the inspection, this training should instill in the team members a sense of purpose and pride in their task. They will be representing the fire department and as ambassadors should project a positive image and leave a good impression with the occupants. This session would also serve to familiarize the teams with the theme and materials to be used in the campaign.

Don't assume that fire fighters automatically know all there is to know about fire prevention or the theme being promoted or that they will pass on the needed information. Don't assume the recruited member doesn't know anything and will have to be chaperoned. Have all members understand that the training session is a requirement for ALL and that it is to ensure a uniform approach by all teams.

The fire department may want to be involved in more than just dwelling visits, such as visiting the school to teach children basic fire safety habits, (see Learn Not to Burn® and Risk Watch® later in this Unit), there may be an opportunity to teach prevention to residents and staff at the hospital, nursing home, or senior citizens apartment building and even provide prevention education to businesses by teaching basic fire safety and how to use a fire extinguisher to employees.

The Office of the Fire Commissioner can assist in developing programs in your community and has a library of audio-visual materials that can be borrowed. Feel free to contact the Office for advice and support regarding public fire education programs.

## Themes and Messages

Public Education programs need no other reason to be carried out other than being just what it is - a means to prevent fire deaths, injuries and losses in your community. However, to keep this program fresh and address a multitude of life and fire safety concerns throughout the year it is often a good approach to tie a theme into the program. A theme is usually thought of as the subject matter or message to be presented. If a home inspection program did not have a theme and this was the second or third year with the same format as the first year, the occupant might understandably say "We just had one a little while ago - thanks but no thanks".

Some themes are obvious such as Spring Clean-up or Christmas. Often themes are provided such as with nation-wide programs like Fire Prevention Week or Burn Awareness Week. One nationally used theme- E.D.I.T.H.- even became a program of it's own. Some themes may be of a very special nature such as a campaign centered on an individual or incident; Jerry Lewis used a similar approach with "Timmy" in his promotion of Muscular Dystrophy. This could be done locally as well. People more readily relate and receive the message of a local loss. Most people see fire losses as senseless acts, yet some good can come out the loss when used in a theme to make others more aware about fire safety in their homes.

Themes do not always have to be catchy phrases or associated with people or events. A very successful door-opener that continues to work well is the free battery or smoke alarm. This theme offers occupants a free smoke alarm or battery replacement along with a cleaning and of course the free home inspection service. Theme ideas are limited only by the amount of imagination available.

Any fire prevention program introduced into a community has importance and impact but few will have the potential that a home inspection program has. This program addresses the entire community and carries its message right to the clients door-step. It provides an immediate payback as well as a long term one. Immediate because it provides the community with a better trained and prepared fire department. Immediate because the service gives the fire department a positive profile today that will translate into long term community support. Immediate and long term because IT PREVENTS FIRES and SAVES LIVES. Fire departments should regard fire prevention activities as part of the job. While these programs do take work, the time and effort is more than rewarded by the saving of a single life.

## **Learn Not to Burn®**

Since the 1994 introduction of the 3rd edition of the Learn Not to Burn® program into Canada, over 80 lives have been reported as saved - all as a direct result of the Learn Not to Burn® program. Used in classrooms nationwide, the curriculum integrates 22 key fire and burn safety behaviours into regular school subjects. Three levels are specifically designed to teach students in kindergarten through grade eight how to prevent fires and to survive in the event of a fire emergency. Learn Not to Burn® is a practical, evaluated program for classroom instruction which encourages home and community participation.

The curriculum includes:

- 22 curriculum cards covering each fire safety behaviour.
- Complete lesson plans.
- Illustration cards.
- Evaluation instruments.
- Fire safety information for teachers.

### **Level I: Kindergarten - Grade 2**

Using activity-oriented projects, this level teaches young children fire safety habits by practising them. Detailed lesson plans and objectives help teachers incorporate fire safety lessons into physical education, music, art, language, and math.

### **Learn Not to Burn® Resource Books**

Created for Kindergarten through Grade 3, these books supplement the Learn Not to Burn® curriculum. The books work together in a sequential 4-step program that can be implemented into regular classroom subjects. Focusing on important fire safety behaviours, each book contains background and discussion points for teachers, reproducible activity sheets, evaluation instruments, and parent letters. Also each step in the program includes an imaginative classroom activity.

### **Level II: Grades 3-5**

With more complex lessons students are encouraged to learn the role of "Fire Safety Persuader". Lesson plans challenge reading and math skills, and also tie into history and science.

### **Level III: Grades 6-8**

With this older group the curriculum challenges students with more detailed fire safety information about the key Learn Not to Burn® behaviours. This advanced level includes projects in math, language arts, and history.

### **Implementation:**

Having children learn about fire safety with this time tested program is one of the most important contributions you can make to your community. During the time period 1995-1999, the Learn Not to Burn® Level 1 curriculum and Resource Books were distributed to every elementary school in Saskatchewan. Unfortunately, many of these programs sit unused on library shelves.

The most effective method of implementation into the school system is via a teacher workshop that highlights the importance of fire safety education and also how to use the program. The workshop is packaged and available for use by fire departments that want to deliver the workshop to the teachers in their community.

### **Fire Department Role:**

There are 2 important roles for the fire department.

- i) Encourage your school(s) to implement LNTB by informing them of the importance of fire safety education for children and your intention to support the program.
- ii) Once implemented, support is essential if the program is to be used on a continuous basis. If the fire service wants teachers to teach fire safety and students to learn fire safety, then the fire service must act as a year round resource to the program.

### **Learn Not to Burn® Preschool Program**

Based on the successful Learn Not to Burn® curriculum, this preschool program teaches fire safety awareness and skills to children ages three to five. A 44 page Teacher's Guide and cassette tape of original fire safety songs present a range of fun, engaging lessons focusing on eight key fire safety behaviours. Each lesson includes a song, objectives, teacher information, lesson plans, learning and play activities and an illustration which can be used as a colouring or activity sheet or a classroom poster. This is a terrific program for preschools and day cares.

### **Implementation:**

The most effective method of implementation into preschools and day cares is via a workshop that highlights the importance of teaching the program and also how to use the program. The workshop is packaged and available for use by fire departments wishing to deliver the workshop locally.

### **Fire Department Role:**

There are 2 important roles for the local fire department.

- i. Encourage your local preschool and day care operators to implement the LNTB Preschool Program. The program is available at no cost through the Office of the Fire Commissioner.
- ii. The day care requires fire department support when they teach the lesson titled "Recognize the Fire Fighter as a Helper?"

## **RISK WATCH®**

Unintentional injuries are the # 1 health threat to children in North America. In Saskatchewan, 70% of all deaths for children and youth ages 1-19 are due to injury. We experience one of the highest child injury death rates in Canada.

From burns to car crashes to drowning, fire departments have become the first responders to various types of medical emergencies that, very often, are entirely preventable. Traffic injuries, falls, burns, drowning and poisonings are not random accidents - they are predictable and preventable events. With education, motivation and the support of caring adults, children can learn to be much safer.

In early 1998, the National Fire Protection Association (NFPA) released Risk Watch®, the first comprehensive injury prevention curriculum for North American Schools. Developed by NFPA and a prestigious panel of national safety and injury prevention experts, this program represents a breakthrough in safety education for children, their families, and communities. Risk Watch® comprises five teacher modules targeting students in preschool through grade eight with classroom lessons and home extension activities to help children learn to be safer from dangers associated with the following eight risk areas:

- motor vehicle crashes
- choking, suffocation, and strangulation
- falls
- bike and pedestrian hazards
- fires and burns
- poisoning
- unintentional firearm incidents
- water hazards

Field-tested successfully in Canada (Brockville, Ontario) and the United States, Risk Watch® is a sequential program of instruction presented in five grade-specific modules. Each module addresses all eight injury areas and builds on prior lessons, allowing for an increasing degree of comprehension and complexity. The flexible Risk Watch® curriculum can be taught as a stand alone unit or be easily integrated into subjects such as health, language arts, and physical education.

### **Objectives**

The primary objective is to reduce the number of unintentional injuries among Saskatchewan children through the implementation of the Risk Watch® curriculum into the school system.

As a broad-based injury prevention program, Risk Watch® will bring community groups together with a common goal of childhood injury reduction. Working together, this coalition can achieve its goal more effectively and efficiently than any of the groups could individually. Coalition members include groups with an interest in preventing childhood injury hospitalizations and deaths. An example of coalition members includes, but is not limited to the following; fire, police, education, health district, EMS and Red Cross.

Risk Watch® does not replace the Learn Not to Burn® program. Learn Not to Burn® teaches one risk area namely, fire and burn prevention. Risk Watch® addresses fire and burn safety as well as seven other risk areas. Risk Watch® serves as an additional resource for teaching children to recognize risks and make responsible choices.

### **Rolling Out Risk Watch®**

Steps for Getting Started in Your Community

#### **STEP #1 - Get Familiar**

- Review the curriculum (especially the Introduction Section).
- Watch the Risk Watch® Teacher Introduction video.

- If possible, ask a teacher you know from your local school system to review the appropriate module level. Solicit his or her feedback, and ask for guidance on how best to get school buy-in to try Risk Watch®.
- Continue to seek the necessary approvals (school division director, curriculum supervisor, principal). Ask "Would you use Risk Watch® in the school system, provided outside funding for the program is secured?"

### STEP #2 - Reach Out

- Continue to seek the necessary support (police, fire, health district, EMS).
- Schedule a meeting to introduce and/or discuss the curriculum.
- Explain that the XYZ School has agreed to try Risk Watch®. Would they be interested in forming a coalition of local safety advocates supporting participating Risk Watch® teachers?

### STEP #3 - Build Your Coalition

- Invite other safety professionals and community leaders to join your Risk Watch® Coalition, such as representatives from your local Red Cross chapter and other groups and organizations interested in childhood injury prevention.
- Include representatives from your school system (enthusiastic teachers, curriculum administrator, Parent-Teacher Association, etc.).
- Involve potential sponsors and supporters, e.g., local insurance agency, service clubs, local merchants and businesses, the media, etc.

### STEP #4 - Plan

- Conduct regular coalition meetings to establish implementation goals and action plans. Topics to discuss include: proposed implementation plan; team roles and responsibilities; funding requirements; classroom support (community resource personnel visits, technical assistance, etc.); and evaluation strategies.

### STEP #5 - Finding \$\$\$

- Fundraising for Risk Watch isn't difficult! Here's the process:
  - Research the options. Prioritize best prospects.
  - Send a letter of introduction or telephone the prospective funder.
  - Schedule an appointment to make a brief presentation.
  - Prepare well: what projects has this funder supported in the past? How does Risk Watch® dovetail with their funding priorities?
  - Send a strong team to make the initial presentation.
  - Follow up with a written proposal.

### STEP #6 - Kick Off

- Launch your pilot program with a workshop for teachers that:
  - outlines the serious problem of unintentional childhood injury.
  - explains how teachers are the key to solving it.
  - demonstrates widespread community support for Risk Watch®.
  - provides a Risk Watch® module for each participating teacher.
  - highlight sample activities.
  - generates excitement.
  - a sample teacher in-service workshop is available upon request.

### STEP #7 - Go For It!

- Teachers administer pre-test. Coalition collects results.
- Community resource personnel visit classrooms upon request to motivate, encourage, and enhance the Risk Watch® lessons.

- Teachers administer post-test. Coalition collects results.
- If possible, the Coalition hosts a Risk Watch® appreciation event at the conclusion of the pilot to celebrate the progress of teachers, students, and their families.

## STEP #8- Grow

- Compile and analyze the results of your pilot implementation.
- Use data to revise implementation strategy and seek additional funding and support to expand the program.

Note: Think big but start small. Establish solid partnerships, demonstrate success, then keep building until you reach your goal.

## Fire and Life Safety Education Resources

The Office of the Fire Commissioner has an available library of fire and life safety education resources. It includes videos, books, education kits and instructor's guidebooks for delivering public education programs. The resources target a range of audiences including children, youthful fire setters and adults. The library also contains several training resources for fire fighters on the subject of fire and life safety education.

The library listing of fire and life safety education resources is included in this handbook.

### 1 Day Learn Not to Burn® Seminar for Schools

A way to re-introduce children to the program or to revive interest at the beginning of a school year or to complete a school year of the program would be by having a **Learn Not to Burn® Day** in your school(s). Involve the Principal in the planning stage and as many teachers as possible to present the lessons. The more people you get involved from the school, the better your chance of convincing them to use the curriculum in their regular school curriculum. It is recommended a fire department representative attend a staff meeting at the school and explain the seminar and its purpose so teachers know what to expect. Give the teachers time to consider and to confirm the date for the seminar.

The one day seminar is an opportunity for the department, the children and teachers to review all 22 fire safety behaviours from the program. The seminar takes a fair amount of work to organize, but it will be well worth the effort. The following agencies have been involved in previous seminars and some have expressed interest in assisting in others.

Sask Power and Sask Energy (electrical and flammable liquids and gases fire safety)

Ambulance/Doctor/Nurse (local) (burns and first aid)

Shriners (escape planning, smoke alarms, fire safety)

Environment and Natural Resources (conservation officers) (outdoor fire safety)

Office of the Fire Commissioner

There are likely others in the community that will be interested in assisting also. Teaching the behaviours is not difficult and the LNTB books provide sufficient information to allow any volunteer to learn about the behaviour that they would have to teach

### The Seminar

The 22 fire safety behaviours are grouped to form 10 teaching points/stations that are located throughout the school. The stations are manned by the volunteers who teach the students the fire safety behaviours at each station. Teaching stations can be set up in different classrooms and the students move through the school in groups from one station to the next following a schedule that allows approximately 25 minutes per station. At the stations, the volunteers teach the student groups the fire safety behaviours assigned to that station. The Behaviour cards are included in the LNTB books, and can be photocopied for each station.

The behaviours can be grouped into 10 stations or if desired, more stations can be set up. The number of stations and grouping may have to be considered depending on the number of students in the school. With 100 students in a school, 10 stations allows 10 groups of 10 students. A relatively easy group to teach. A school with 300 children requires 10 groups of 30 students. 30 Students may not be too many, and it is worth considering keeping group sizes to 20 students.

It should be noted that Behaviour 1 (Responds Correctly during Fire and Smoke Drills at School), 23, 24, and 25 (Local Option Behaviours) are not listed in the groups following. It is strongly recommended that the use of Local Option Behaviours be considered. Has there been a specific fire problem in your community? Can the problem be addressed through the seminar? If yes, you may wish to consider a Local Option Behaviour for the seminar. The seminar has been used successfully to reduce fire incidents involving children playing with matches/lighters, starting grass fires and playing with fire in appliances (wood stoves). Behaviours may be grouped as follows:

- 2 and 19 install smoke alarms and fire escape planning
- 4 and 6 crawls in smoke and stop, drop and roll
- 7 and 17 first aid for burns and prevents scalds and burns
- 14 and 18 home hazard inspection and encourages safe smoking habits
- 10 and 11 safety around heating sources and flammable liquids fire safety
- 8 and 12 uses matches and lighters safely and outdoor fire safety
- 13 and 20 fire safety with small electrical appliances and outdoor electrical safety
- 21 and 22 recognizes fire department as a friend and recognizes dangers of false alarms
- 9 and 15 kitchen fire safety and holiday fire safety
- 3, 5 and 16 identifies exit signs and knows two ways out, reports smoke and fire immediately and follows safety procedures when babysitting.

#### The Schedule

Each group starts at a station. (group 1 at station 1, group 2 at station 2, etc...) and goes to;

Station	at:	time
1		09:10
2		09:35
3	RECESS	10:00 10:25-10:40
4		10:40
5		11:05
6	LUNCH	11:30 11:55-13:00
7		13:05
8	RECESS	13:30 13:55-14:10
9		14:15
10		14:20

At 15:05 the seminar will have been completed and students return to their home rooms for end of the day.

The stations may require props (smoke alarm to test behaviour, toy telephone so child can report fire properly, for example) or may require a fair amount of room and consideration of floor covering (practises stop, drop and roll for example). A review of the behaviour cards and points for each behaviour will provide an idea of required space and props. The stations can be made as elaborate or as simple as desired. Remember you will be dealing mainly with children and keeping their attention is important.

It is suggested the students have coloured name tags to indicate their group and to team students together (Kindergarten with Grade 4, Grade 1 with Grade 5, Grade 2 with Grade 6, etc..) or have a teacher move groups to each station.

Finally, let the media know so they can attend too!