

Educator's

Handbook

on the theme of fire prevention

for Kindergarten Teachers (Children ages 4 to 5)

for use with

flash™



2009-2010 Edition



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Letter to Kindergarten Teachers

It is a great pleasure once again this year to be issuing the *Flash Junior* newsletter aimed at Québec children ages 3 to 5. The newsletter was created as a teaching tool for use during *Fire Prevention Week*, but can be used anytime during the school year to teach fire safety. The Teacher's Handbook is designed to be used in combination with the newsletter and is filled with detailed activities to introduce children to fire prevention. These activities have been prepared for kindergarten students ages 4 and 5 and meet the general requirements of the Québec Education Program, in particular the "Health and Well-Being" component which urges educators to "foster a concern for prevention and safety in preschool children by helping them identify certain hazards or health risks and encourage healthy lifestyle habits." (p. 44). The activities presented in this guide are also related to development of the six preschool competencies, more specifically the component of the first competency to "identify healthy living habits and respect safety rules" (QEP, p. 55)

Appendix I contains a table listing which competencies of the preschool program each activity addresses.

The Handbook is divided into four parts. Part one contains activities to make full use of the *Flash Junior* newsletter. Part two features additional games and activities that allow children to incorporate safety concepts in connection with the fire prevention theme. Part three contains fire safety projects that can be carried out with children. All of the material necessary to carry out these activities is provided in the appendices in Part 4.

We trust you will make full use of this educational tool and capitalize on it as an opportunity for children to explore and learn fire safety information.

Talk it over with colleagues!
Best Safety Wishes!

Francine Boily
Preschool Teacher



PART I
Activities Based
on the *Flash Junior* Newsletter



1.1 Looking Back on the *True Story*

● Preparation

Material:

- Appendix III: Danger Symbols
- Appendix IV: Explanation of Danger Symbols
- Appendix II: *Chief* Puppet
- One copy of the *Flash Junior* newsletter (for the teacher)
- A container showing the symbols indicated (preferable)
- Appendix V: Information Letter to Parents (one copy per student)
- The song entitled "*Fire! Fire!*" which can be downloaded from the one of the following Web sites:
www.ville.montreal.qc.ca/incendie and www.msp.gouv.qc.ca/incendie/youth.
Song lyrics are printed on the flap of the newsletter

Organization of the class:

- In a large group

● Implementation

- Sometime before beginning the activity, display the poster showing the danger symbols in the discussion corner of the classroom (Appendix III enlarged) so children have a good view of it and it piques their curiosity.
- Introduce the *Chief* puppet and ask them if they have ever seen this character before. (In all likelihood they have, if they were previously in daycare). Explain that *Chief* is a firefighter mascot and that he will be their mascot throughout the year when you discuss fire safety.
- Before you begin reading the story, instruct the children to examine the danger symbols that appear in Appendix III and ask them if they have ever seen these symbols before.
- Once they have identified the danger symbols shown at the bottom of the newsletter and the symbol on the container the little girl is holding, ask them what they think will happen in the story. Encourage them to share their ideas.
- Read the *True Story* aloud and explain to children that "*True Story*" means that this story really did happen. Instruct them to listen carefully, because when the story is finished, *Chief* will want to make sure everyone has understood what happened.

Here are few sample questions you can ask using the *Chief* puppet:

- What surprised you in the story?
Examples of answers*: The carelessness of Audrey; Jeremy's quick thinking; his courage: he knew what to do.
- What was Audrey doing?
Examples of answers: She was carrying a bottle of flammable liquid; she was going to pour it on the fire.



1.1 Looking Back on the *True Story*

- Did she know what she was doing? Why?
Example of answer: No, she is too little.
- Who saw her?
Example of answer: Her big brother, he was on the stairs.
- What was his reaction?
Example of answer: He acted quickly and pushed his little sister to stop her from pouring the fuel into the stove.
- How did Jeremy know his little sister was in danger?
Examples of answers: He knew about danger symbols, he must have learned about them at school; he had seen a billboard by the side of the road showing a severely burned person.
- What would you have done in this situation?
Examples of answers: I don't know; I would have been afraid of catching fire; I would have done the same thing.
- How does the story end?
Examples of answers: Their mother came to see what was going on; everyone was saved; Jeremy was burned slightly, but his burn will heal.
- What do you think of the action Jeremy took?
Examples of answers: He did the right thing; he didn't wait for his parents to come, it would have been too late.
- Have you ever had a similar experience?
Take note of the children's answers for the following activity.

* Important: The answers suggested are only examples. The purpose of the activity is for children to understand the key message of the story.

- *Chief* wants to make sure everyone knows the word "danger" and what it means. Explain to them that today *Chief* wants to know if they have ever seen the symbols shown on the poster and what they mean. Lead a discussion about this poster.
- *Chief* would like to remind everyone about what the danger symbols mean: Don't touch! These symbols appear on containers in the home, garage, school and everywhere else.
- *Chief* explains that you have to have "good radar" to detect them. Examine each frame, the shape and drawings of symbols on the poster with the class. They have different colours and are different sizes. Point out to children that danger symbols always appear on the front of containers, at the bottom of a label.



1.1 Looking Back on the *True Story*

● Integration

- What did you learn from this story?
Example of answer: That you should not touch a container with a danger symbol on it without telling your parents.
- Review the new words and new ideas that children have learned.
- Give each child a Letter of Information to Parents (Appendix V) and indicate that: "*Chief* needs you to give this letter to your parents so they can help make sure you obey safety rules everywhere you go, at school and at home."
- Conclude by playing the song "*Fire! Fire!*" to the class and animate *Chief* with the sound of the music.
- Explain to children that *Chief* enjoys this song and that they will be hearing it each time there is a fire prevention activity. You'll see, the children will learn the tune in no time.

● Reinvestment

Children can also have fun performing pantomimes to show what they should do if they see a container and don't know what is in it:

- Stop
- Look to see if there is a danger symbol
- Ask for the help of an adult



1.2 Placing Story in the Right Order

● Preparation

Material:

- Appendix II: *Chief Puppet*
- Appendix VI: Story to Place in Order (one per team)
- The song "*Fire! Fire!*"
- Scissors
- Glue sticks
- Blank sheets of paper

Organization of the class:

- In a group to set up the activity
- Teams of two to place the story in the right order

● Implementation

Setting up the activity:

- First play the song to children.
- Then go back briefly over the *True Story* to review the important highlights.
- Show them Appendix VI. *Chief* would like to know if the class can use these pictures to put the story in the right order? Can they also do it as a team?
- Remind children of how to work as a team:
 - Concentrate on the task.
 - Do not do someone else's task.
 - Listen to the ideas of classmates.
 - Take turns speaking.
 - Everyone takes part.
 - Talk in a low voice.
 - Determine in advance which team member will present the story once it is complete.
- Determine with children the order in which the story should be placed (from top to bottom and left to right).
- Separate the class into teams and hand out a copy of Appendix VI, scissors, glue sticks and blank sheets of paper.

Action:

- Instruct the children to cut out the six pictures and glue them in the right order on the blank sheet of paper. Ensure that they cooperate.
- Go around to each team and ask them a few questions such as: What is happening in this picture? On what side does your story begin? What comes before? Have you left room for your team mate? Why did you place this picture here?



1.2 Placing Story in the Right Order

● Integration

- Taking turns, ask each team to go to the front of the classroom to present their story to the class and *Chief*.
- All of the stories may not have been placed in the same order. Ask each team why they put their story in this order.
- Ask the children about their work: Did everything go well? Was it easy working as a team? Did you get along well?
- Ask them what they learned from their work.
- Ask if any children have an adventure they would like to share with the others that deals with fire safety.



1.3 Find the Magic Number

● Preparation

Material:

- One *Flash Junior* newsletter (for the teacher)
- One *Flash Junior* newsletter for each child
- Appendix II: *Chief Puppet*
- Appendix VII: Find the Magic Number
- The song “*Fire! Fire!*” can be downloaded from one of the following Web sites: www.ville.montreal.qc.ca/incendie and www.msp.gouv.qc.ca/incendie/youth
Lyrics for the song are printed on the flap of the newsletter

Organization of the class:

- In a large group for the introduction
- Individually for the game

● Implementation

Setting up the activity:

- This activity can be carried out after children have played the centre game in the *Flash Junior* newsletter, entitled “Look Closely”. Children have to find fire safety do’s and don’ts.
- Before beginning the activity, play the song “*Fire! Fire!*” to the class. Sing along with the children and animate the *Chief* puppet.
- After listening to the song, explain to the children that they can teach their parents the lyrics of the song because they are written on the flap of the *Flash Junior* newsletter (show it to them) and that they can even sing it before going to bed, because each of them will be given a newsletter to take home. Explain to them that the lyrics to the song are printed on the back of the “door hanger”, which they can place on the handle of the door to their room. Below the lyrics, the Internet address where this song can be downloaded is indicated.
- Discuss the lyrics of the song with the class. (Examples of questions: We’ve been singing this song for some time now, but does everyone know what it says? Yes, the song is a story about people who have gotten out of their house in time thanks to a smoke alarm; yes, firefighters came quickly and put out the fire, etc.)

Explain to children that there should be at least one smoke alarm in each home. That is one of the fire safety rules. Tell them also that *Chief* congratulates his friends for looking closely when playing the *Flash junior* newsletter game to find fire safety do’s and don’ts. Now, *Chief* is wondering if you are ready to find the magic number to become a skilled junior firefighter.



1.3 Find the Magic Number

Action:

- Show them the sheet entitled "Find the Magic Number". Explain that they have to cross out a number each time they find the answer to what *Chief* asks. Give them an example by showing the game sheet: "For example, *Chief* wants you to find "1 fire truck" in the centre game. You search in the game to find a fire truck and when you find it, you make an X over the number 1. You do the same thing for the other items *Chief* wants you to count. At the end, only one number should be left and that is the "magic number". You will have to guess what this number means.
- Ask if there are any questions.
- Hand out the *Flash Junior* newsletters to children.
- Hand out the game sheet entitled "Find the Magic Number".



Chief's questions

One by one, find the following items in the centre game. Count how many of each item there are and cross out the corresponding number on the table.

- | | |
|--------------------|-----------------------------------|
| - fire trucks (4) | - balloons (9) |
| - smoke alarms (5) | - presents (7) |
| - lamps (3) | - dogs wearing a birthday hat (6) |

What number is left? The number 8

Why is it magic?

Answer: Because it stands for the 8 fire safety rules.

Can you name them? (Go over the rules on the back of the newsletter with the children)

- Stay away from hot things that can burn!
- Recognize the sound of the smoke alarm and get out!
- Stop, drop and roll if your clothes catch fire!
- Tell a grown-up if you find a lighter or matches!
- Crawl low under smoke!
- Cool a burn with cold water and tell a grown-up!
- Consider a firefighter a friend!
- Practise using an escape plan!

Integration

Did you learn anything else from this activity?

Chief is proud of your work!



1.4 Word-Picture Association

● Preparation

Material:

- Appendix II: *Chief* Puppet
- Appendix VIII: Word-Picture Association, Large Print
- Appendix VIII: Word-Picture Association (one per team)
- Adhesive gum to place behind each word label
- Word labels printed on posterboard, cut out and laminate (see word labels in Appendix IX).
- One *Flash Junior* newsletter per team
- The theme song
(www.ville.montreal.qc.ca/incendie or www.msp.gouv.qc.ca/incendie/youth)

Organization of the class:

- In a large group to explain the activity
- In teams of two for the word-picture association game

● Implementation

Setting up the activity:

- Explain to children that *Chief* is very happy that they know the fire safety rules. But he has trouble remembering some important words that appear in the story about Jeremy and Audrey. Some words have disappeared and have been replaced by pictures. He would like the children to help him find the missing words.
- Announce to them that if they can complete the exercise they may be allowed to read the story to friends in grade one.
- Display the enlargement of Appendix VIII: Word-Picture Association.
- Read the series of sentences to the children.
- Ask them if they recognize some words and letters in these sentences.
- Allow them to discuss their findings.
- Take the opportunity to discuss sentences, punctuation (periods), words and capital letters.

Examples of questions:

- Which is the longest word?
- Which is the shortest word?
- What do you see at the end of the sentence?



1.4 Word-Picture Association

Action:

- Place the children in groups of 2, facing the enlarged poster of Appendix VIII.
- Hand out one word label to each group. Make sure each word label has adhesive gum on the back of it.
- Read the sentences again.
- Each team takes turns gluing the word label that matches the picture.

● Integration

- What did you learn during this activity?
- What part of it did you like?
- Did your team work well together?
- Do you recognize other words now?

Notes :

- This game can be played again as a group, individually or in teams, using photocopies of Appendix VIII. This sheet can then be placed in each student's portfolio.
- Words can be placed in the writing corner and children can practise writing them or try to write other words.
- Children can also invent a story and have fun writing words.



PART 2

Activities and Additional Games



2.1 Introduction of the Poster Calendar

● Preparation

Material:

- Appendix II: *Chief* Puppet
- *Chief* Poster Calendar
- Lyrics of the song "Fire! Fire!" (see newsletter)
- The song "Fire! Fire!", downloaded from the Web site.

Organization of the class:

- In a large group

● Implementation

Setting up the activity:

- Use the poster calendar to introduce the activity. Position the poster to ensure that each child has a good view of it and to pique their curiosity. Instruct them to take a place on the floor in front of the poster and ask what they think the poster is for. Ask questions to develop observations:

EXAMPLES OF QUESTIONS:

- What does this poster show? (There is a dog walking on...)
- Do you recognize this dog? Have you seen him before? (Yes, his name is *Chief*.)
- Do you think he is wearing an unusual uniform?
- Do you know what this uniform is for? (It protects firefighters from fire.)
- And what do you see on the calendar? Ask them to list what they see on the calendar. (Numbers, a Christmas tree, mittens, a life buoy, jack-o'-lantern....)
- What is the calendar used for? (List the months of the year as you point to each month and discuss each season.)
- Why are there drawings on the calendar? (To identify the seasons and draw on a child's cultural references: QEP, p.66, 67, 68. "This is fall, when you rake the leaves, we celebrate Halloween; this is winter, when it snows, we celebrate Christmas, we can skate outside, we celebrate Valentine's Day; This is spring, flowers come up out of the ground, etc.)
- If the children recognize a smoke alarm and the battery illustrated on the calendar, use this illustration to expand on their knowledge about the subject. Ask them why they think the following items are shown: *Chief* on a smoke alarm and on the calendar, for example (Because it is Fire Prevention Week; *Chief* appears on the calendar as a reminder for us to practise fire safety all year long.)
- Ask children how many floors they have in their home?



2.1 Introduction of the Poster Calendar

- Ask them how many smoke alarms there should be on each floor.
- What does the word prevention means? (The different things we do to prevent a danger, or an accident, big or small, from happening.)
- What do you do to prevent something bad from happening to you? (“I look before crossing the street, I don’t talk to strangers, I think before I act; I am careful, etc. »)
- Have you ever seen a fire?
- Etc.

● Integration

Chief would like to know:

- If you learned anything about fire?
- What you think about our new calendar?
- Where we should place it as a reminder about prevention, because it’s important?
- If you think fire prevention is important only at school? (Prevention is important everywhere, especially at home.)
 - Take note of the emergence of new words or new ideas that children have explored.
 - You can conclude the activity by playing the song again.



2.2 Fire Drill Game: “Escape!”

● Preparation

Material:

- Appendices XI, XII and XIII: happy, sad and winning *Chief*. These three pictures can be used anytime to encourage children during fire prevention activities.
- Appendix II: *Chief* Puppet
- Blank sheets of graph paper
- Appendix X: Letter to Parents Regarding Home Escape Plan (one per student)
- The theme song

Organization of the class:

- Work in a group to set up the activity and when you review the activity after completing it
- Individually for the escape plan

● Implementation

Setting up the activity:

- Discuss the information in the theme song.
- *Chief* wants to know if children know the shortest route out of the school in a fire emergency. Ask children to explain it to him. If they know the shortest way out, they are champs!

Action:

- Practice the fire drill with children before the actual school fire drill to familiarize them with this type of activity and to show them the meeting place outside. A picture of happy and winning *Chief* (Appendix XI or XIII) should be waiting for them at the meeting place outside. At the end of the drill, count the children to make sure everyone is present, and then return to the classroom. The *Chief* puppet applauds the children for completing the fire drill so quickly. The children can then show *Chief* the path they took to return to the classroom.
- The picture of sad *Chief* (Appendix XII) can be used if a disruptive situation arises, such as, a child experiences fear during the fire drill, a child lagged behind the group to get to the meeting place, or during another situation to stress the importance to the group of practising fire safety.
- Instruct children to use the graph paper to draw the path they took to exit the school.
- Explain to them that *Chief* would like to know their home escape plan, if they had to leave their home in a fire emergency.
- Hand out the letter to parents regarding the home escape plan.



2.2 Fire Drill Game: "Escape!"

● Integration

Review what the children have learned, what had an impact on them...

- How did the fire drill proceed?
- What did you learn?
- Were there things that frightened you, surprised you or affected you?
- Explain to children that when the school fire alarm rings, they should not be worried. It is simply *Chief* and his friends who want to ensure that all the students in the school know the fastest way out. Each class has its own meeting place. You should therefore follow your class, not worry and remain calm.

Note:

The children can bring the home escape plan they made at home with them to school to discuss strategies with classmates to find the shortest way out of a house.



2.3 The Junior Firefighter Brigade

● Preparation

Material:

- The poster of *Chief's* safety tips: If you don't have a large poster, you can use the safety tips page in the *Flash Junior* newsletter.
- The *Flash Junior* newsletter (one per student)
- Appendix II: *Chief* Puppet
- Appendix IX: The Eight Safety Tips, cut out
- Appendix XIV: Junior Firefighter Diploma (one per student)
- The home escape plan students have brought from home, if available
- The theme song
- Blank sheets of paper (one per team)
- Markers
- Glue sticks
- A large sheet of cardboard to display *Chief's* eight safety tips each team has drawn

Organization of the class:

- Work in a large group to set up the activity and to put on the pantomime performances
- Work in teams for the pantomime performances and to make the poster

● Implementation

- During the discussion, allow children to speak freely about their home escape plan. Some may have brought their home escape plan to school.

Setting up the activity:

- *Chief* is the leader of the junior firefighter brigade and members of the brigade use signals to communicate. To join the brigade, *Chief* needs you to find the eight fire safety rules.
- Go over the eight fire safety rules shown on the blackboard or in the newsletter and allow them to express their findings.
- Review the safety rules.
- Complete explanations and list the reasons *Chief* wants children to know the fire safety rules. For example: Why should you crawl on the floor on your hands and knees, Why is it important to have a home escape plan, etc.



2.3 The Junior Firefighter Brigade

Action:

To be a member of the brigade, *Chief* asks the children to work in teams to perform a pantomime showing the eight fire safety tips. They can then show their pantomimes to another group, such as elderly individuals in a retirement home or a class from school.

- Remind children of how to work as a team. For example, each person should have a role, remain open to everyone's ideas, etc.
- Divide the group into five teams and have each team draw at random the illustration of two safety rules.
- Give the children a few minutes to prepare their pantomimes. Ensure that each team understands the safety rules selected.
- Before performing the pantomime, team members should say the following: "If I want to become a junior firefighter, I should do this:"
- Each team then presents the safety rule to the group, and the group has to guess which rule the team is depicting.
- Each team then draws the safety rules they have performed on a blank sheet of paper and glues the paper to the large piece of cardboard that has been provided for this purpose. (Suggestion: Separate teams into two and ask each half of a team to draw one safety rule.)
- Review with them the fire safety rules the children have illustrated.
- Everyone is now ready to become a member of the junior firefighter brigade and receive their diploma.
- Give each child a diploma they can take home. Suggest that children perform a pantomime showing a few safety rules to their parents to help remember them.

● Integration

- What was the most interesting part of this activity?
- What did you learn?
- Did your team work hard?
- Do you remember the eight safety rules you learned from *Chief*?
- Could we perform our pantomimes for someone? Who?
Possible answers: my brother's class, my sister's class, the grade 6 class, etc.
- Who do you think your poster would help? Where could we display it?
Possible answers: In a senior citizens' home, day care service, etc.

Note:

Pantomime performances could be shown in a senior citizens' home, if there is one nearby and the poster could be displayed there. Children will sense that they have contributed by helping senior citizens learn the fire safety rules.



2.4 Sly Fox and Eight Fire Safety Tips

● Preparation

Material:

- Chief's large poster showing eight fire safety tips or the safety tips in the *Flash Junior* newsletter
- Appendix IX: The Eight Safety Tips, cut out (one copy per team)
- 4 or 5 tables

Organization of the class:

- In a large group for explanations
- In teams of four or five for the Sly Fox game

● Implementation

Setting up the activity:

In the classroom, future junior firefighters are training to look for everything that can be useful to prevent fires. *Chief* once again asks them to “look closely” to find out which fire safety rule the Sly Fox has removed from the table.

Action:

- Divide the group into four or five equal teams and choose the first Sly Fox for each team.
- Teams are placed in different locations around the classroom where tables have been set up.
- Each Sly Fox places the eight safety rules on the table.
- After a period of observation (approximately 2 minutes), the children turn their backs to the table displaying the safety rules and during this time, the Sly Fox removes one of the fire safety rules from the table.
- The children turn around to face the table and have to try to find which safety rule has been removed.
- The person who finds the missing safety rule becomes the next Sly Fox, and the game proceeds until all team members have been the Sly Fox.

Note: If the game is too easy, you can remove two or three safety rules at a time.

Variation: The game can be played with items or pictures related to fire safety, for example: smoke alarm, firefighter mask, piece of hose, unusual objects, other safety rule pictures, etc.



Additional Games

Here are a few more games you can play anytime during the day, when the opportunity arises. They are designed to underscore the safety rules students have learned.



2.5 Guessing Game

Material:

- Appendix II: *Chief* Puppet
- Appendix XI: Picture of happy *Chief* (2 photocopies)
- Appendix XIII: Picture of winner *Chief* (one per student)
- Adhesive gum to display the pictures of *Chief*
- Chalk to draw two ladders on the blackboard

Before beginning the game, display the two pictures of happy *Chief* at the same height at the top of the blackboard. Appoint one student to keep track of answers (this can be the helper for the day).

The *Chief* puppet wants to know if the children are now safety conscious and if they can answer his questions. To play the game, begin by separating the class into two groups: junior firefighter brigade 1 and junior firefighter brigade 2. The helper draws two ladders on the blackboard: one for brigade 1, the other for brigade 2. Each ladder should be drawn below the pictures of happy *Chief*. The object of the game is to be the first team to climb the ladder and reach *Chief*. Each time a team member gives a correct answer, the helper draws an X on a rung of the team's ladder (from bottom to top) and if the answer is wrong, the helper moves the X down one rung.

Important: Members of the brigades take turns answering a question; they have to raise their hand before answering. If a child answers before raising his or her hand, the team loses their turn. The winning team is the first to reach *Chief* at the top of the ladder.



2.5 Guessing Game

Chief's questions

- Name something hot that can burn you. (An iron, coffee pot, toaster, stove, lighter, hot water, bath water, the sun, a portable heater, etc.).
- What is the name of the building firefighters leave before they go to put out a fire? (A fire station).
- When you hear a smoke alarm and have to get out quickly, what is the name of the place you have to go to right away? (The meeting place)
- What should you do if you have to go through a room where there is a lot of smoke? (Crawl on your hands and knees below the smoke to get out.)
- What should you do if you find a lighter or matches? (Tell a grown-up.)
- What should you do if your clothes catch fire? (Stop, drop to the ground, cover your face with your hands and roll on the ground several times until you put out the flames.)
- What do you do if someone (with a disability, for example) cannot lay on the ground? (Use a towel or blanket to put out the flames.)
- What do you call the mask that firefighters wear? (A respirator.)
- How do you make a burn feel better? (Run cold water over the burn for 10 to 15 minutes. If a burn is severe, call for medical help immediately.)
- Who works at a fire station? (Firefighters)
- What is the name of the vehicle firefighters use to drive to a fire? (A fire truck)
- Does a fire truck carry more than one firefighter? (Yes)
- When a firefighter hears a fire alarm, what does he do? (He gets dressed quickly...)
- Name some items you can find in a fire truck? (An axe, air tanks...)
- Name some things that are on the side of a fire truck? (Ladders, hoses...)
- Where does a firefighter get water to put out a fire? (A fire hydrant)
- Is a car engine hot after a long trip? (Yes)
- What things can an adult use to protect his or her hands from something hot? (Special handles, special gloves made of aluminum...)
- What kind of material is used to make a firefighter's coat? (Kevlar) Why? (Because it is fireproof.)
- Why should you crawl on your hands and knees and not on your stomach, like a snake, if there is a lot of smoke? (Because poisonous smoke settles very close to the floor.)
- What is an escape plan used for? (It shows us the fastest and safest way out of a building.)

Chief congratulates the children for so many right answers.

Note: You can hand out a picture of winner *Chief* to the winning team or to everyone for their participation.



2.6 Story Exercise: Firefighters at Work

This activity can be carried out after a visit to a fire station or after firefighters have come to the school. It can be carried out in the classroom or school gym. As you recite the story, children perform the actions suggested by the storyteller. They can also add other movements based on a song of their choice.

Firefighters are at the fire station. They are doing exercises to help them get ready for their work. They have to be ready to climb tall ladders, pull long heavy hoses and carry them back and forth. (Bend your knees, grab your feet with your hands, bend your legs, lift one knee, then the other, as high as you can, alternate lifting your arms and legs.) A fire alarm means there is a fire (Pretend what firefighters have to do...): They put on their pants, boots, coat and hat, then climb aboard the fire truck.

The driver brings firefighters to the scene of a fire. (Place the children two by two; They pretend to hang on while another student drives the truck. The driver can be the helper for the day...). They arrive at the fire. They quickly take the hoses and spray water on the fire. They climb up a ladder to spray the roof of the house (lift up your arms and legs...). They use axes to open the doors (bend up and down), then spray water on the fire (rotate their bodies from left to right). They climb onto the roof, being careful not to fall off (try to keep their balance). They put on their mask and air tank so they will not choke from the smoke (take deep breaths). They spray more water on the fire (rotate their bodies from left to right). The fire is out. They climb down the ladder (bending knees). They jump over puddles of water on the ground (jump over imaginary obstacles). They take off their masks, take a deep breath and return to the fire station (deep breath and a small hop). They remove their fire fighting uniforms and hang them on a hook (movement). They are pleased with their work because the fire is out.



Congratulations! Hurray for firefighters!

2.7 Craft: A Firefighter's Mask (face mask)

This activity can be carried out with the assistance of cycle three students or in a workshop setting (no more than two at a time).

- For each child, cut 4 sheets of aluminum foil, approximately 216 X 279 mm (8 1/2" X 11") and place the sheets on top of one another.
- Mould the sheets of foil directly over the child's face, pressing lightly on the eyes, nose, mouth and side of the face.
- Now that the mask has the shape of the child's face, reinforce the mask by slightly rolling up the edges of the four sheets together, taking care to follow the curves that have been made.
- Use a marker to trace the contour of the eyes and mouth and cut out the openings. Place the mask on the child's face to check that it is properly adjusted.
- Attach an elastic band on the back of the mask.
- You can now decorate the mask by drawing lines.
- You can draw these lines using markers at the beginning of the activity, when the aluminum foil is straight and not yet creased (it's easier) (Important: Use permanent markers).



2.8 Words and Rhyming Games

- Word game: variation of an oral Kim's game. The first player says the word "firefighter", then the second player repeats it and says a different word about fire safety. The third player repeats both words and adds another one, and so on... until players run out of new words.

For example: firefighter
firefighter ••• hose
firefighter ••• hose ••• fire

- **Rhyming words game** using words such as "firefighter" or "fire". The words have to end with "ter" or "ire" sounds.

Ex. **firefighter**: lighter, fatter, better, master, flatter, matter, sister...

Ex. **fire**: tire, hire...

firefighter
lighter
Master
better
sister



PART 3

Project Suggestions



Project Suggestions

Before beginning a class or team project, children should have a basic knowledge about fire prevention.



● Preparation

Material:

- Appendix XV: Project Evaluation (one copy per student to be placed in each child's portfolio)
- Other objects, to be determined with the help of children

Organization of the class:

- In a large group for the brainstorming session
- In teams for projects

● Implementation

Setting up the activity:

Hold a brainstorming session to come up with ideas for projects that children can carry out.

● Suggestions

- Create a fire prevention poster.
- Draw mazes using a fire hose shape.
- Draw a picture of Chief's fire safety tips and cut it into a puzzle.
- Write an invitation letter to a firefighter.
- Draw a picture, individually or as a group, depicting a fire safety story.
- Draw a picture about fire safety do's and don'ts.
- Use modeling clay to make items firefighters use: hose, hat, truck, fire hydrant, etc.
- Perform pantomimes to show fire safety rules.
- Prepare a show about fire prevention.
- Build a fire station using playing blocks.
- Make a fire truck.
- Play firefighter in the make-believe corner.
- Set up a pretend hospital to treat burn victims.
- Invent a song, rhyme or story.
- Play a memory game.
- Etc.

3.0 Project suggestions

● Method

- List the ideas that are proposed.
- Select which activities will be carried out.
- Instruct the children to divide themselves into work teams.
- Help the children coordinate their activities. Provide them with support and lend a hand if they require assistance to solve a problem.
- Examples of questions to ask:
 - Where can you find what you're looking for?
 - What kind of material do you need?
 - What is the first thing you have to do?
- At the end of the activity, a representative from each team presents their project and explains how they completed it.

● Integration

Ask the following questions:

- What did you learn?
- What question would you like to ask the team that just presented its project?
- What did you do in order to ...?
- What else would you like to know more about?

Note: Use Appendix XV to evaluate the projects.

Children who have presented their project can help others complete theirs or they can do an individual project while waiting.

Ideally, the projects should be suggested by the students themselves. Below is a list of possible projects you can carry out for an idea of how to expand on fire safety activities.



3.1 Class Project: Pantomimes

This project can be carried out with assistance from grade 6 students and can be presented to each cycle (Grades 1 and 2, etc.) or to another group of spectators.

A show about the eight fire safety rules, to be presented to grade one students.

Two teams prepare four pantomimes each and present them to their own class first for feedback and suggestions in preparation for the show. The teams are also responsible for their costumes.

One team prepares decorations: students create a poster showing the eight fire safety rules and decorations for the show.

Another team prepares invitations and tickets for the show and writes a letter to the group they would like to invite. On the day of the show, these students greet the guests.

3.2 Team Project: Visit from a Firefighter

One of the children's relatives is a firefighter and we have decided to invite this person to visit the school. You could also organize a trip to a fire station. Following the visit, *Chief* suggests carrying out team projects.

One team prepares a "memory game" about fire prevention, using the eight fire safety tips (make two photocopies of *Chief's* safety tips). During the week, the entire class can play the game.

Another team makes puppets and prepares a fire safety presentation. They present the show to their classmates first for feedback about where to make improvements.

The third team makes a fire station out of blocks: legos, wooden blocks, construx, etc. The team then shows the fire station to their classmates and makes changes based on feedback.

A fourth team draws *Chief's* safety tips, presents the drawings and displays them in the classroom.



3.3 Various Projects

This project activity can lead to other ideas, such as:

- Inviting a father, grandfather, grandmother, great grandparent to the classroom to talk about what they used to do to prevent fires in the past.
- Looking at different ways to heat a home.
- Comparing different ways to heat a home.
- Talking about waterproof clothing and regular clothing.
- Talking about other types of fires, volcanoes, campfires, forest fires, etc.
- Talking about clothing made of kevlar, which is a fireproof material.
- Talking about different types of jobs.

3.4 Your Projects

Which fire safety projects did you carry out with your group?
How did you change or adapt some of the proposed activities.
We are interested in hearing your ideas!. Contact me directly by email:
francineboily@videotron.ca.

Good luck with your projects!



Appendices



Links Between Activities and Preschool Program Competencies

(Reference: Québec Education Program, QEP 2001, Ministère de l'Éducation, p. 16-40, 51-68)

This teacher's handbook has been prepared specifically on the basis of the fifth competency of the preschool program: *To construct his/her understanding of the world* (QEP, p. 62). Through the activities suggested in this handbook, a child will be called on to develop strategies and acquire knowledge to better understand his/her environment and adapt to it. The child will explore different ways to solve a problem related to the proposed subject and consequently develop a critical interest. This document also ties in with the components of the first preschool competency: *Recognition of factors that favour well-being (health and safety)*.

It is also consistent with the following four intellectual cross-curricular competencies: *to use information, to exercise critical judgment, to use creative thinking and to solve problems* (QEP p. 26-42). In the activities we have proposed, the child will be required to develop the program's five other competencies: *to perform sensorimotor actions, to affirm his/her personality, to interact harmoniously with others, to communicate using the resources of language and to complete an activity or project* (QEP, p. 54-68). These types of activities will help a child develop different strategies: motor, emotional and social, cognitive and metacognitive (QEP, p. 66). These activities make use of cultural references for children, and the knowledge that will be acquired is often related to essential knowledges (QEP, p. 67-68).

Tables showing how the proposed activities tie in with competencies

Table 1

Competency 1: To perform sensorimotor actions effectively in different contexts	Act. 1.1	Act. 1.2	Act. 1.3	Act. 1.4
To broaden his/her repertoire of actions	×		×	×
To adjust his/her actions to the demands of the environment			×	×
To recognize ways to ensure his/her well-being	×		×	×
Competency 2: To affirm his/her personality.	Act. 1	Act. 2	Act. 3	Act. 4
To increasingly meet his/her physical, cognitive, emotional and social needs				
To share his/her tastes, interests, feelings and emotions	×	×	×	

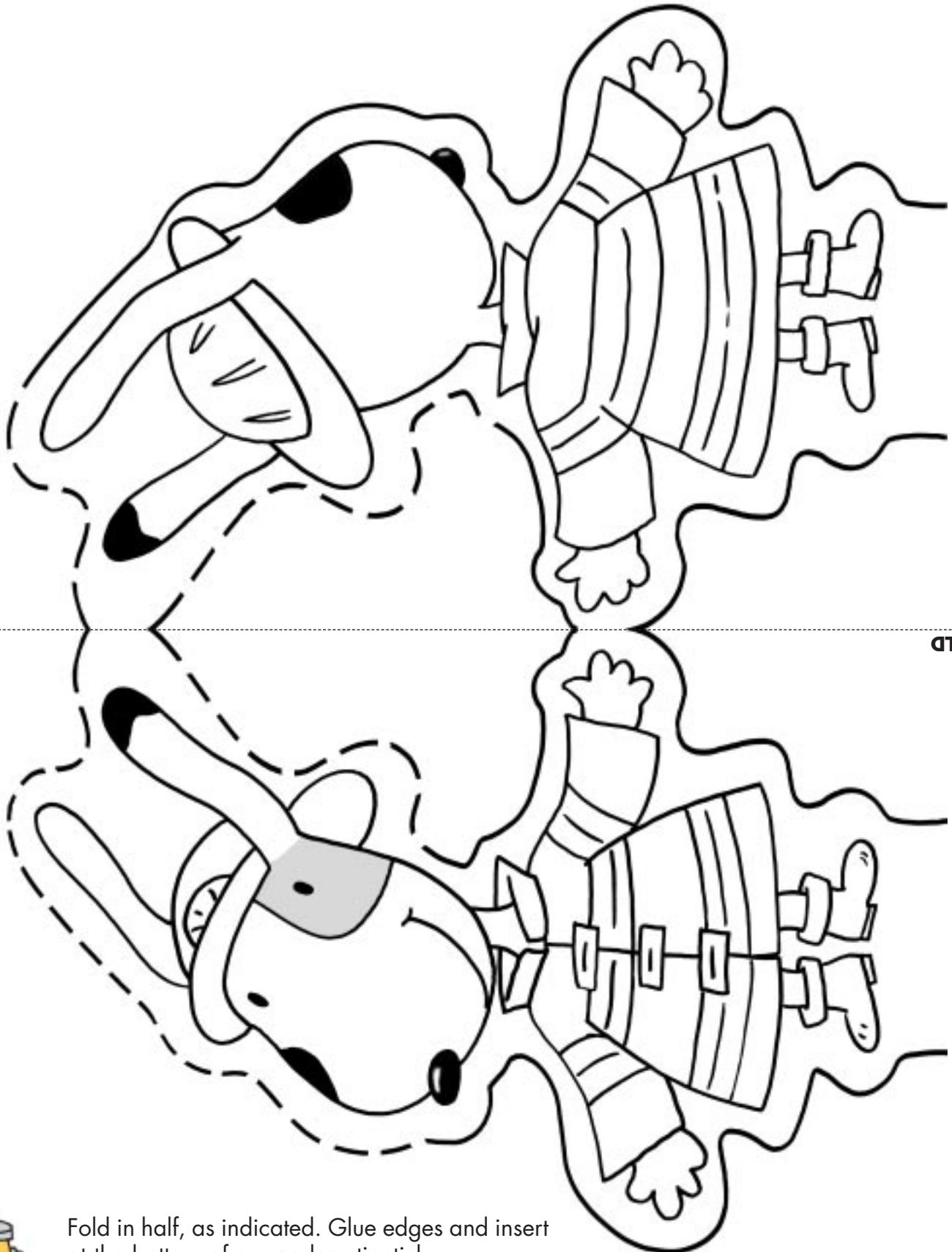
To show autonomy			x	x
To develop self-confidence			x	x
Competency 3: To interact harmoniously with others.	Act. 1.1	Act. 1.2	Act. 1.3	Act. 1.4
To show interest in others		x		x
To cooperate with others		x		x
To participate in the group	x	x	x	x
To apply a conflict-resolution process		x		
Competency 4: To communicate using the resources of language.	Act. 1.1	Act. 1.2	Act. 1.3	Act. 1.4
To show interest in communication		x		x
To produce a message	x	x		
To understand a message	x	x	x	x
Competency 5: To construct his/her understanding of the world.	Act. 1.1	Act. 1.2	Act. 1.3	Act. 1.4
To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology			x	
To exercise thinking of a variety of contexts	x	x	x	x
To organize information		x	x	x
Competency 6: To complete an activity or project.	Act. 1.1	Act. 1.2	Act. 1.3	Act. 1.4
To become involved in the project or activity, drawing on his/her resources		x		x
To show tenacity in carrying out the project or activity		x	x	x
To show satisfaction with the project or activity				
To transmit the results of the project		x		

Table 2

Competency 1: To perform sensorimotor actions effectively in different contexts	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To broaden his/her repertoire of actions	x		x	x	x	x	x			x	x	x
To adjust his/her actions to the demands of the environment			x	x		x	x			x	x	x
To recognize ways to ensure his/her well-being		x	x	x	x	x	x	x		x	x	x
Competency 2: To affirm his/her personality.	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To increasingly meet his/her physical, cognitive, emotional and social needs					x	x		x		x	x	x
To share his/her tastes, interests, feelings and emotions	x	x								x	x	x
To show autonomy		x	x	x	x			x		x	x	x
To develop self-confidence		x	x	x	x	x		x		x	x	x
Competency 3: To interact harmoniously with others.	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To show interest in others		x	x				x			x	x	x
To cooperate with others			x	x	x	x	x	x		x	x	x
To participate in the group	x	x	x	x	x		x	x		x	x	x
To apply a conflict-resolution process			x	x			x			x	x	x

Competency 4: To communicate using the resources of language.	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To show interest in communication		x	x		x	x				x	x	x
To produce a message	x	x	x		x	x				x	x	x
To understand a message	x	x	x	x	x	x	x	x		x	x	x
Competency 5: To construct his/her understanding of the world.	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology										x	x	x
To exercise thinking of a variety of contexts	x	x	x	x	x	x		x		x	x	x
To organize information		x	x	x	x	x		x	x	x	x	x

Competency 6: To complete an activity or project.	Act. 2.1	Act. 2.2	Act. 2.3	Act. 2.4	Act. 2.5	Act. 2.6	Act. 2.7	Act. 2.8	Act. 2.9	Project 3.1	Project 3.2	Project 3.3
To become involved in the project or activity, drawing on his/her resources		x	x	x	x	x	x	x		x	x	x
To show tenacity in carrying out the project or activity			x	x	x	x	x	x		x	x	x
To show satisfaction with the project or activity			x		x	x		x		x	x	x
To transmit the results of the project		x	x	x	x	x		x		x	x	x



FOLD



Fold in half, as indicated. Glue edges and insert at the bottom of a wooden stir stick.

Part 1 - Activity 1.1



Appendix IV - Explanation of Danger Symbols



Part 1 - Activity 1.1

Symbol	Danger	Examples of products
<p>Explosive</p>	<p>This container can explode if heated or punctured. Shards of metal or plastic can cause serious injury, to the eyes in particular.</p>	<ul style="list-style-type: none"> • Waterproofing products for boots and shoes in an aerosol container. • Aerosol paint.
<p>Corrosive</p>	<p>This product burns the skin and eyes upon contact. If swallowed, it burns the throat and stomach.</p>	<ul style="list-style-type: none"> • Toilet bowl cleaner. • Oven cleaner.
<p>Flammable</p>	<p>This product and its vapours are highly flammable near sources of heat, flames or sparks.</p>	<ul style="list-style-type: none"> • Contact cement. • Gas.
<p>Poison</p>	<p>This product can cause illness or death if licked, eaten, swallowed or if vapours are inhaled occasionally.</p>	<ul style="list-style-type: none"> • Windshield washer fluid. • Furniture polish.

There are currently only two types of shapes for symbols.

<p>Triangle (inverted)</p>		<p>This type of symbol is similar to a "yield" road sign. It means the container is dangerous.</p>
<p>Octagon (eight sides)</p>		<p>This type of symbol is similar to a "Stop" sign. It means the contents are dangerous.</p>



Taken from: http://www.hc-sc.gc.ca/cps-spc/house-domes/chem-chim/hazard-danger_f.html

Dear Parents,

Fire Prevention Week will be held from October 4 to 10. A number of activities have been planned for this week and throughout the year to introduce children to fire safety rules.

Here are a few examples of some of the activities that may be carried out:

- discussion of different ways to prevent fire
- fire safety rules
- a fire drill
- experimentation with the school's fire alarm system
- a visit from firefighters to our school
- etc.

We trust we can count on your cooperation to help your child explore this new subject matter by answering his or her questions or by providing him or her with books, articles, ideas or objects he or she could bring to class.

Thank you for you cooperation,

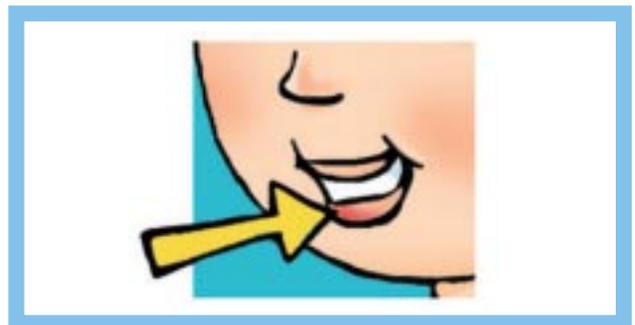
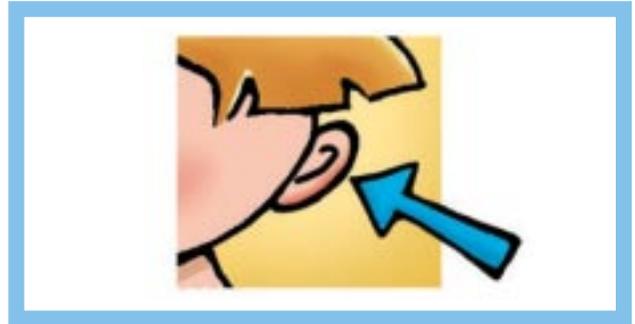
Teacher's signature



Appendix VI - Placing Story
in the Right Order



Part 1 - Activity 1.2



Part 1 - Activity 1.3

6		3
4		9
7		8
		5

Find the following items one by one in the centre game. Count the number of each item and cross out the corresponding number on the table.

- FIRE TRUCK
- SMOKE ALARM
- LAMP
- BALLOON
- PRESENT
- DOG WEARING BIRTHDAY HAT

What number is left? *The number* _____ *Why is it magic?*

Part 1 - Activity 1.4

It was during the holiday. saw his holding a of flammable liquid in her hands. pushed her to stop the liquid from going into the . He had only slight burns on his and . The of both came right away. is a hero to his .

Word Labels

- | | | | |
|------------------|---------------|---------------|---------------|
| Christmas | ear | bottle | Audrey |
| Jeremy | flames | mother | lip |
| Jeremy | sister | Jeremy | kids |



Here are eight key fire safety tips

that you should know

Stay away from hot things that can burn!



Tell a grown-up if you find a lighter or matches!



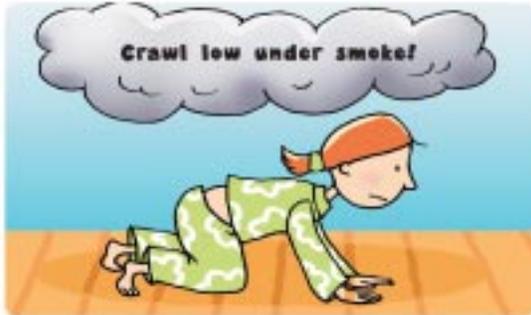
Stop, drop and roll if your clothes catch on fire!



Cool a burn with cold water and tell a grown-up!



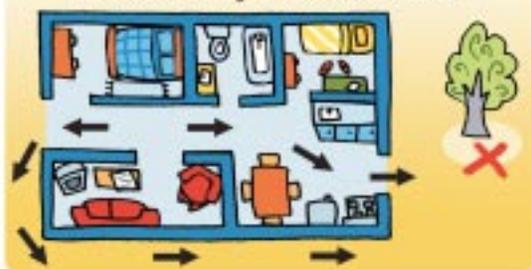
Crawl low under smoke!



Recognize the sound of a smoke alarm and get out!



Practise using an escape plan!



Consider a firefighter a friend!



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Appendix X - Letter to Parents Regarding a Home Escape Plan



Part 2 - Activity 2.2

Date : _____

Subject: Home escape plan

Dear Mom and Dad,

Today, we practised a fire drill at school and learned which is the shortest way to get out of the school in a fire emergency. We also chose a meeting place outside of the school where our whole class must go before returning to our classroom.

I would like to practise a fire drill with you at home. Can we draw up an escape plan for our home and choose a meeting place outside? I will be bringing this plan with me to school tomorrow to show my class. I will bring it back home so we can show it to Grandma and Grandpa and to our babysitters.

Your child _____

My Home Escape Plan









Congratulations to



Chief is pleased to award you this diploma
as a
JUNIOR FIREFIGHTER

Remember to practise *Chief's* fire safety tips.

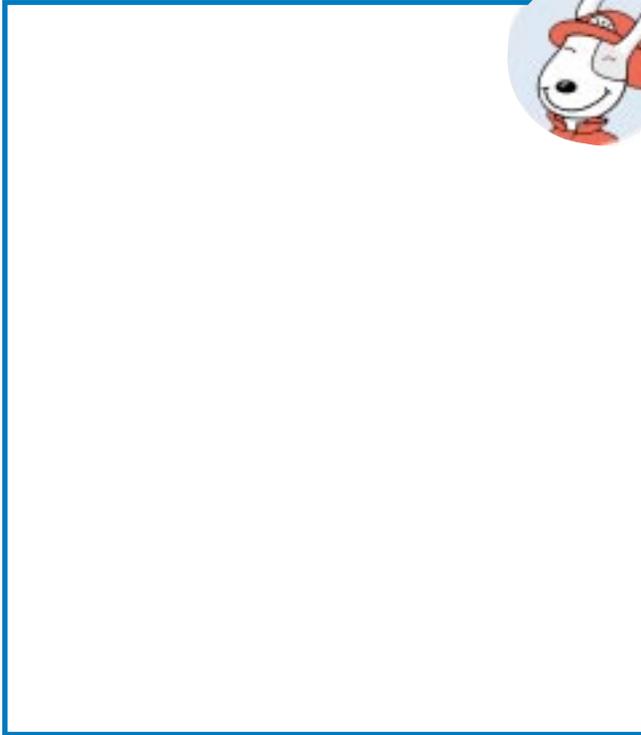
Congratulations to



Chief is pleased to award you this diploma
as a
JUNIOR FIREFIGHTER

Remember to practise *Chief's* fire safety tips.

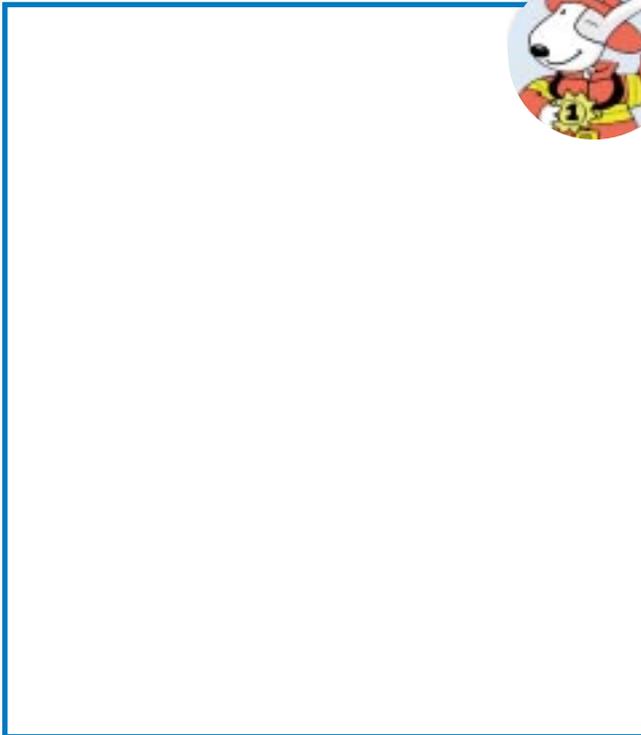
Draw what you liked best.



Draw what you liked least.



Draw something new you learned.



Draw something you could do better next time.

