

Texas Fire Chiefs Association
DOCUMENT SUBMISSION FORM

Candidate Department: Coppel Fire Department

Best Practice Standard:7.04 Public Safety Education
(insert the Best Practice Standard you are working on - example "1.01")

Proofs of Compliance Submitted:

- Please see the attached document "Fire Prevention Division Instruction Manual," pages 17-50.

Submitted By: Gregg Loyd	Date: 10/1/2013
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Evaluator's Review

Evaluator:

Date Accepted:

COPPELL FIRE DEPARTMENT

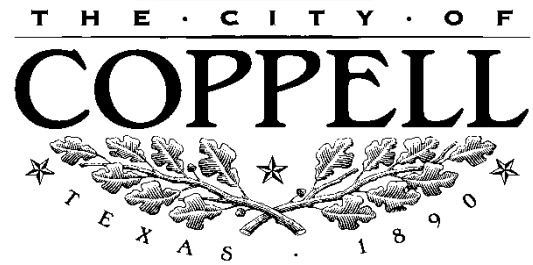
FIRE PREVENTION DIVISION
INSTRUCTIONAL MANUAL



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Position:	<u>Deputy Fire Chief</u>
Status:	<u>Exempt</u>
Rev. Date:	<u>October 1, 2009</u>



JOB DESCRIPTION

Basic Function

The City of Coppell Deputy Fire Chief has a critical role in ensuring efficient delivery of fire suppression and emergency rescue services. The Deputy Fire Chief develops departmental training programs, coordinates departmental operations, oversees and evaluates all departmental functions and related emergency response services, and also performs the duties of the Fire Chief in that employee's absence. The Deputy Fire Chief frequently interacts with members of the general public in emergency and non-emergency settings, members of other City departments, local public service agencies and with members of other fire suppression and emergency management agencies. Regular attendance is an essential job function and the Deputy Fire Chief regularly works an 8:00-5:00 schedule, Monday-Friday and additional hours weekly to attend after-hours meetings, oversee departmental, municipal, emergency or other situations, and as required on 24-hour a day on-call status.

Essential Job Functions

- Develop and implement fire, emergency medical, hazardous materials and specialized rescue education for employee development.
- Develop, implement and supervise operational programs covering hazardous materials, emergency medical services, information management, telecommunications, dispatch, and public relations issues.
- Supervise daily department operations, assign and review the work of subordinate personnel, coordinate special projects, direct emergency operations, and resolve staffing issues.
- Perform Fire Chief duties in that employee's absence, assist with Chief's workload as necessary, including City staff support, emergency management coordinator, development review, purchasing or budgetary matters and personnel issues.
- Analyze data to identify trends in regard to budget response, equipment needs, staffing demographics, employee injuries, efficiency improvements, and economy of service delivery.

- Prepare memos, monthly reports, correspondence, and other documents related to Departmental operations.
- Perform public relations functions including frequent contact with City residents and other public education tasks.
- Perform other related duties as required, requested or instructed.

Skills/Abilities

The Deputy Fire Chief must possess the ability to effectively communicate verbally and in writing with other City officials, subordinate employees, citizens, members of the media and other individuals using the English language. The Deputy Fire Chief performs multiple tasks, which require frequently changing focus under time pressures in noisy or distracting environments. This employee must be able to maintain composure and exercise critical decision-making skills in emergency situations. This employee must also have the ability to plan, prioritize, organize, assign, direct and review the work of subordinate employees. This employee is directly involved in recruiting, training, promoting and disciplining subordinate employees and must be comfortable in an authoritative role. The Deputy Fire Chief must be able to operate a personal computer to perform essential job functions. The Deputy Fire Chief must also be able to travel frequently within the City, and occasionally outside the City, and within and outside the State of Texas. This employee must also have the ability to respond within 15 minutes to an emergency scene within the city limits of Coppell during peak travel periods.

Physical Requirements

Due to this position being a certified Firefighter, the Deputy Fire Chief has a high level of physical demands, including, but not limited to: performing essential job tasks and mobility in emergency situations while donning necessary gear, including a radio and air tank; lifting and carrying various objects weighing up to 100 pounds for a distance of up to 200 feet; exerting a push/pull force of up to 100 pounds in emergency situations; employ various static and dynamic postures, such as sitting, forward/side/overhead reaching, standing, walking, fingering, talking, hearing, near and far acuity, kneeling, crouching/squatting, gripping/grasping, turning, twisting, balancing, bending, stooping, depth and color perception and peripheral vision in order to perform required tasks. The employee must also be in good physical shape and be able to pass annual physical agility tests.

Experience

Basic education qualifications for the position of Deputy Fire Chief include a Bachelor's Degree in Fire Protection Technology, Emergency Management or other closely related field of study. Additional basic qualifications include a minimum of seven (7) years' experience working with a municipal fire department or Emergency Services organization with progressively increasing managerial responsibilities equivalent to those of at least the rank of a Battalion Chief. Additional basic qualifications include Advanced or Masters Fire Fighter certification, certification as an intermediate instructor, certification pertaining to handling of hazardous materials and Incident Command System Certification. The Deputy Fire Chief must have a valid Texas driver's license. Specific experience with personnel management, municipal budgeting, and administrative duties relating to Fire Department administration is also highly desirable. Additional preferred qualifications include post-graduate work in a field related to Public

Administration, Graduation as an Executive Fire Officer from the U.S. Fire Administration, and experience as an Arson Investigator, Paramedic or EMT.

Knowledge

The Deputy Fire Chief should have an excellent working knowledge of all aspects related to the administration and management of a municipal fire or emergency services department. This employee should be able to understand and apply effective training methods and have advanced knowledge of hazardous materials handling techniques. The Deputy Fire Chief must be able to read, comprehend and explain City policies and practices and have a complete understanding of modern firefighting and emergency services. This employee must be able to read, interpret and analyze maps, chemical data sheets, plans, and diagrams and must also rely on reasoning skills to develop and implement emergency response strategies. The Deputy Fire Chief must remain constantly aware of advances in firefighting equipment, technology and techniques. This employee is responsible for ensuring that fire fighters and emergency services personnel undergo adequate training in the safe and proper operation of firefighting and emergency equipment. The Deputy Fire Chief must also have an understanding of municipal budgeting processes, be familiar with drafting budgetary and statistical data, growth planning and emergency response time evaluations.

Working Environment

The Deputy Fire Chief performs many essential job functions in an indoor office environment with limited physical activity and minimal exposure to hazards. This employee also performs training functions in a field environment, which requires moderate to high levels of physical activity and exposure to hazards. During the emergency management phase of duties, this employee is often exposed to extreme temperature ranges, loud noises and potential hazards of all types. Under emergency conditions, there is a moderate to high level of physical activity, high exposure to outdoor and environmental hazards darkness, smoke inhalation, chemical exposure, blood-borne pathogens, human suffering or death and other physical or emotional stressors. The Deputy Fire Chief frequently travels between fire stations, City Hall, incident locations and outside agencies for meetings or training with other departmental and legal personnel.

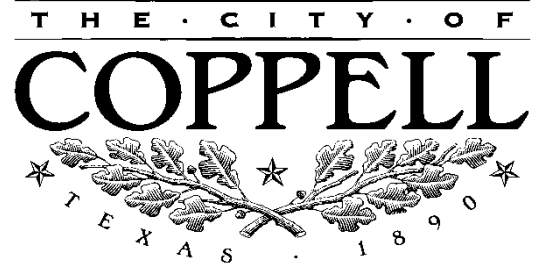
Reporting Relationship

The Deputy Fire Chief reports directly to the Fire Chief and indirectly to the Deputy City Manager.

Position: Assistant Fire Marshal

Status: Non-Exempt

Rev. Date: October 1, 2009



JOB DESCRIPTION

Basic Function

The Assistant Fire Marshal will be responsible for the field operations of the Fire Prevention Division. This employee is responsible for inspections, investigations, annual inspections, fire prevention activities, and Fire Code complaints. The Assistant Fire Marshal assists the Fire Marshal and performs his duties in his absence.

Essential Job Functions

- Inspects new construction for Fire Code compliance.
- Tests new fire alarm and fire sprinkler systems and conducts annual inspections of existing structures.
- Coordinates fire drills for schools and high hazard occupancies.
- Provides fire extinguisher training for businesses.
- Oversees fire hydrant maintenance in the city of Coppell.
- Responds to Fire Code complaints in a timely and effective manner.
- Assists shift personnel in pre-fire plans.
- Conducts fire investigations.
- Assists the Fire Marshal in plan review or any other manner requested.
- Performs duties of the Fire Marshal in his absence.
- Performs any other tasks requested or required.

Skills/Abilities

The Assistant Fire Marshal must possess the following skills and abilities: reading and interpreting blueprints, specifications, codes and ordinances; performing hydraulic calculations,

area, and volume as it relates to fire codes and ordinances; and the ability to manage time and ensure projects adhere to codes.

Physical Requirements

The Assistant Fire Marshal is part of the Fire Department and is required to undergo and pass mandatory firefighter physical ability tests on an annual basis. This position has several additional physical requirements, including, but not limited to: lifting and carrying various objects, materials and tools weighing up to 20 pounds for a distance of up to 200 feet; exert a pull/push force of up to 30 pounds; and employ various static and dynamic postures, such as standing, walking, forward/side/overhead reaching, handling (gripping & grasping), fingering, turning, talking, hearing, smelling, near and far acuity, depth and color perception, sitting, kneeling, crouching, squatting, twisting, balancing, bending, stooping, climbing, crawling, and peripheral vision in order to complete daily and occasional tasks.

Knowledge

This position requires general and specific knowledge of fire and building codes and ordinances, on a local, state and federal basis. The Assistant Fire Marshal must also have general office equipment knowledge and be familiar with Fire Department procedures. Employee must have a firm grasp of the English language and be able to communicate, both written and verbal, with co-workers and the public.

Experience

This position requires an Associate Degree or higher in Fire Science or a related field, a current Texas Class B driver's license with a good driving record, a Basic Fire Investigator certification and an Intermediate Fire Instructor certification. An annual physical agility test will be required.

Working Environment

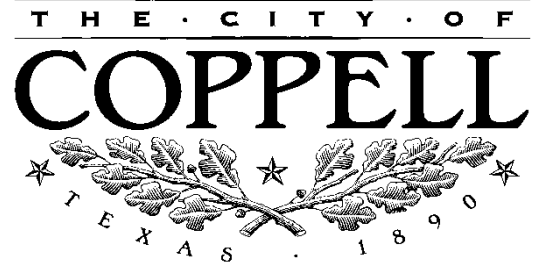
The Assistant Fire Marshal performs most tasks in a closed office environment with some work, such as inspections, occurring at various locations throughout the City and exposing the employee to a variety of noises and hazards associated with Building Inspections and Fire Codes.

Reporting Relationship

The Assistant Fire Marshal reports directly to the Fire Marshal and indirectly to the Fire Chief.

In accordance with the ADA, the City Of Coppell is willing to consider any reasonable accommodation.

Position: Public Education Specialist
Status: Non-Exempt
Rev. Date: December 3, 2013 DRAFT



JOB DESCRIPTION

Basic Function

Under direct supervision of the Deputy Chief-Prevention, the Public Education Specialist will be responsible for the development and management of the comprehensive community-based fire and life safety programs for use in schools, businesses, community organizations, and for the general public. The Public Education Specialist will conduct managerial level work and serve as media contact person regarding public education campaigns, programs and projects, as well as conduct grant writing for the Fire Department. Analysis of curriculum effectiveness is the key to a successful program. The Public Education Specialist will possess the skills necessary to collect data and conduct subsequent analysis.

Occasionally, some evening and weekend hours may be required to complete various public education duties.

Essential Job Functions

- Develops and coordinates fire safety education and injury prevention programs for use with public and private schools, businesses, civic/community groups, and the general public.
- Trains fire department personnel on life safety educational topics, as well as providing updates on the needs of area teachers, students, and citizens.
- Oversees, coordinates, and schedules public education programs.
- Designs innovative lesson plans and competently conducts public speaking engagements on life safety topics.
- Maintains a library of public education and training materials.
- Addresses public relations needs through promotional campaigns, and develops and designs community service projects.
- Serves as community liaison for fire safety programs, and promotes commercial and industrial training programs to increase fire safety awareness in the workplace.
- Seeks and coordinates assistance from volunteers, interns, and local businesses to enhance education programs.

- Counsels juveniles in the juvenile fire setter program.
- Researches and writes grant proposals to enhance the public education program.
- Assists in managing the awarded grant funds per the grant application agreement and the City of Coppell requirements.
- Assists in preparing and monitoring the Public Education and Fire Safety budgets.
- Serves as the Fire Department webmaster. Updates the city's website with applicable information related to fire department activities.
- Prepares and maintains reports and files.
- Develops press releases and coordinates special events.
- Possesses the ability to become certified as an American Heart Association CPR instructor.

Skills/Abilities

- Requires effective oral and written communication skills, with emphasis on use of principles of persuasion and motivation.
- Requires proficiency in informational presentation techniques for a wide variety of audiences.
- Requires proficiency in using Microsoft Excel
- Requires ability to exercise judgment, decisiveness, and creativity in situations in which pre-defined duties change.
- Requires ability to perform mathematical equations using addition, subtraction, multiplication, division, decimals, percentages, and fractions, as well as interpretation of graphs and charts. Basic statistical computations and analysis.
- Requires experience in the coordination and implementation of community-based education programs of adult education.
- Requires visual perception, discrimination, and oral communication.
- Requires the ability to exert moderate physical effort in light work, involving some combination of kneeling, crouching, crawling, lifting, carrying, and pulling, as well as lifting objects weighing as much as 30 pounds.

Knowledge

- Requires a bachelor's degree in education or related field that provides the knowledge and skills needed to perform the duties, or a Coppell Fire Department member with TCFP Fire Service Instructor II Certification, minimum three (3) years' experience with Coppell Fire Department, and a minimum of 30 college credit hours.
- Knowledge of fire service topics is a plus.

Experience

- Three (3) years' work experience in education or related field is preferred, or three (3) years' work experience with the Coppell Fire Department.

Working Environment

Tasks are performed without exposure to adverse conditions, such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature, excessive noise, machinery vibrations, electric currents, traffic hazards, toxic agents, violence, disease, or pathogenic substances.

The City of Coppell is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the City of Coppell will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the employer.

Coppell Fire Department Plan Review

The Coppell Fire Department shall review plans for compliance with applicable codes and city adopted amendments.

Development Review Committee (DRC) –site plan

DRC review is typically the 3rd week of each month. The committee meets on the 4th Thursday of each month to discuss issues with proposed development and possible solutions. The applicant meeting is the following Thursday. At this time the applicant explains the proposed plan and if the issues were resolved or if further clarification is needed. Planning and Zoning meetings occur on the 3rd Thursday of each month.

- access – median openings, driveway widths, inclines/declines, vehicle parking
- fire lane – proper width, turning radii, maneuverability, proximity to building
- fire hydrants – minimum number based on building construction type, every 300-feet
- fire department connection – adjacent to fire hydrant, proper size
- fire/life safety control room – exterior door, size of room
- landscape plan – plant materials adjacent to fire protection equipment

Construction plans – Building Permit plans

Plans shall be reviewed as quickly as possible, however, not to exceed the self-imposed 10 day limit. Plan intake is with Building Inspections. Retrieve plans from the Fire Department bin. Comments generated shall be attached as a PDF to the Impact system. If it is anticipated that clarification will be needed, contact the applicant directly. Return the plans to Building Inspections for release.

The following permits will be reviewed by the Fire Department prior to release by Building Inspections:

CB (commercial building)

CF (commercial finish-out)

CS (commercial shell)

FN (fence – commercial; insure fire lane/building access is maintained)

GN (generator)

ME (mechanical – commercial: fire alarm deactivation, duct smoke detectors, smoke removal)

TN (tent)

Additional Plan Reviews conducted by the Fire Department

The fire and life safety plans below are to be reviewed prior to work beginning at the site. Plan intake is with Building Inspections. Retrieve plans from the Fire Department bin. Comments generated shall be written directly on the plan and the accompanying permit. If it is anticipated that clarification will be needed, contact the applicant directly. Return the plans to Building Inspections for release.

- Fire Sprinkler/Fire Pump – hydraulic calculations, head specifications, pipe sizes
- Fire Alarm – smoke detection, manual pull , audio/visual, communicator
- Access Control – any electronically controlled door, specifications

- Racking System – signed/sealed structural set specific for anticipated storage
- Fire Suppression Systems – kitchen hood, specialized systems (clean agent, pre-action, etc)
- Commercial Fence permits if crosses fire lane easement or blocks access
- Smoke Evacuation – proper size of fans, make-up air louvers, controls
- Tents – insure compliance with fire code
- Generator installations – distance from building openings, property lines, fire lanes
- Miscellaneous - Hazardous Materials storage, Underground/Aboveground storage tanks, solar panel installations, dust collection systems

Coppell Fire Department

Fire Inspection Program

Fire Prevention Inspections

❖ Certificate of Occupancy Inspections:

Certificate of Occupancy (CO) inspections will be conducted prior to a new occupant moving in an existing space or newly constructed building, or when a business name or owner change occurs.

Notification or request of the above CO inspection will typically come from the City of Coppell Building Inspection Division. Coordinate with the Building Inspector to conduct the inspection together if possible.

Inspections will be entered in FireHouse system and pushed to the tablet version of FireHouse Inspector.

Complete the Building and Contact tabs of FireHouse Inspector. Once completed, conduct an additional push/pull to insure complete transfer of all information.

❖ Regular Inspections:

Regular inspection will be conducted on a priority basis as determined by the Deputy Fire Chief of Prevention. All commercial buildings will be inspected on a 3 year cycle.

Captain of Fire Prevention will be responsible for all "TARGET HAZARD" buildings. These buildings are determined by occupancy type, occupant load, commodity classification and/or revenue generation.

Shift Inspectors will be assigned inspections on a daily and/or monthly basis. The daily inspections will be conducted as early as possible as those tenants or contractors have specifically requested an inspection. The monthly inspections are assigned by the Captain of Fire Prevention. These inspections will be conducted at 'self-pace'.

Inspections will be entered in FireHouse system and pushed to the tablet version of FireHouse Inspector.

Complete the Building and Contact tabs of FireHouse Inspector. Once completed, conduct an additional push/pull to insure complete transfer of all information.

❖ Re-Inspections:

If violation(s) were noted on the 'regular' or 'CO' inspection, a re-inspection will be scheduled between 14 and 30 days out giving the responsible party adequate time to correct the violation. Depending on the severity of the violation, immediate correction may be required. Utilize training, experiences and discretion to insure the compliance with the adopted fire code. The ultimate goal is compliance, so educating the responsible party on why the violation(s) are issues is key to future compliance.

Inspections will be entered in FireHouse system and pushed to the tablet version of FireHouse Inspector.

Complete the Building and Contact tabs of FireHouse Inspector. Once completed, conduct an additional push/pull to insure complete transfer of all information.

Acceptance tests for fire and life safety systems

Mechanical Smoke Removal Systems:

An acceptance performance test and inspection of all mechanically operating vents shall be conducted immediately following installation to establish that all operating mechanisms function properly and that installation is in accordance with City Amendments, NFPA 92 and 204 and the manufacturer's specifications.

Mechanically opened vents shall be inspected and subjected to an operational test annually, following the manufacturer's recommendations.

Fire Sprinkler Systems:

Fire sprinkler systems shall comply with NFPA 13.

All piping and attached appurtenances subjected to system working pressure shall be hydrostatically tested at 200 psi and shall maintain that pressure without loss for 2 hours.

Portions of systems normally subjected to system working pressures in excess of 150 psi shall be tested as described above, at a pressure of 50 psi in excess of system working pressure (pump pressures for some ESFR systems are approximately 175 psi, therefore, hydrostatic test would be 225 psi).

Modifications affecting 20 or fewer sprinklers shall not require testing in excess of system working pressure. However, a visual inspection of all work performed shall be conducted.

Pressure loss shall be determined by a drop in gauge pressure or visual leakage. Retest will be required if it is determined necessary to prove system integrity.

Dry and Pre-action systems - In addition to the standard hydrostatic test, an air pressure leakage test at 40 psi shall be conducted for 24 hours. Any leakage that results in a loss of pressure in excess of 1 1/2 psi for the 24 hours shall be corrected.

Clean Agent Systems:

Clean agent systems shall comply with NFPA 2001.

The completed system shall be reviewed and tested by qualified personnel to meet the approval of the authority having jurisdiction. Only listed equipment and devices shall be used in the systems. To determine that the system has been properly installed and will function as specified, the following tests shall be performed.

It shall be determined that the protected enclosure is in general conformance with the construction documents.

Control panel shall be outside of the protected area; installed in accordance with NFPA 72.

The piping distribution system shall be inspected to determine that it is in compliance with the design and installation documents.

Nozzles and pipe size shall be in accordance with system drawings. Means of pipe size reduction and attitudes of tees shall be checked for conformance to the design.

Piping joints, discharge nozzles, and piping supports shall be securely fastened to prevent unacceptable vertical or lateral movement during discharge. Discharge nozzles shall be installed in such a manner that piping cannot become detached during discharge.

All containers and mounting brackets shall be fastened securely in accordance with the manufacturer's requirements.

The piping shall be pneumatically tested in a closed circuit for a period of 10 minutes at 40 psi. At the end of 10 minutes, the pressure drop shall not exceed 20 percent of the test pressure.

All total flooding systems shall have the enclosure examined and tested to locate and then effectively seal any significant air leaks that could result in a failure of the enclosure to hold the specified agent concentration level for the specified holding period. Quantitative results shall be obtained and recorded to indicate that the specified agent concentration for the specified duration of protection is in compliance with NFPA 2001, using an approved blower fan unit.

Fire Alarm Systems:

Fire alarm systems shall comply with NFPA 72.

Service personnel shall be qualified and experienced. Insure service personnel have proper credentials from the Texas Fire Marshal's Office.

All new systems shall be inspected and tested or when an initiating device, notification appliance, or control relay is added, it shall be functionally tested.

All functions known to be affected by the change, or identified by a means that indicates changes, shall be 100 percent tested. In addition, 10 percent of initiating devices that are not directly affected by the change, up to a maximum of 50 devices, also shall be tested and correct system operation shall be verified.

Underground and Aboveground Fuel Storage Tanks:

UST/AST shall comply with NFPA 30 and 30A.

Emergency generator fuel storage shall comply with NFPA 30 and 30A.

Aboveground fuel storage tanks less than or equal to 1000 gallons shall be UL 142 tanks. Tanks greater than 1000 gallons shall be UL 2085 tanks.

Testing of tanks shall be done in compliance with the manufacturer's written specifications.

Record the tank size, Underwriters Laboratory (UL) serial number, and installation date.

Kitchen Suppression Systems:

Dry chemical suppression systems shall comply with NFPA 17.

Wet chemical suppression systems shall comply with NFPA 17A.

It shall be verified that the appliances, hoods, and ducts are properly protected with nozzles and positioned in accordance with the manufacturer's design, installation, and maintenance manual.

It shall be verified that nozzle sizes and pipe sizes are in accordance with the manufacturer's design, installation, and maintenance manual.

System operational tests shall be performed in accordance with the manufacturer's design, installation, and maintenance manual and include functional tests of the automatic detection system, the manual release devices, the gas shutoff, the shutoff of makeup air supplied internally to a hood, and the electrical power shutdown.

The system is required to be connected to a building alarm system (if so equipped), verification that alarm-sounding or notification devices and remote annunciation devices are functional shall be required.

Coppell Fire Department Fire Safety Education

All members of the Coppell Fire Department are required to be prepared to conduct the basic fire safety education plans outlined in the “Fire Safety Lesson Plan” manual. The manual should be referred to prior to or during the class to insure uniform content delivery.

All members of the Fire Department are empowered to suggest new lesson plans based on feedback from the community. Additional lesson plans may be distributed if warranted by an observed trend in the community.

There are several reputable websites that provide additional resources for public education information:

- National Fire Protection Association – www.nfpa.org
- United States Fire Administration – www.usfa.fema.gov
- Consumer Product Safety Commission – www.cpsc.gov

Also, the NFPA Risk Watch binders/videos are available in Fire Administration.

Scheduling of classes:

- All public education classes will be scheduled and assigned by Fire Administration.
- Consideration will be given to scheduled workload.
- No station will be scheduled to conduct more than two public education events per day.
- Age appropriate supplies will be delivered by Fire Prevention Division prior to the event.
- Upon completion of the class, Company Officer will input Information into FireHouse, noting the number of attendees and the class taught.

Review of classes:

All efforts will be made to insure the material presented is done in accordance with industry standards. Annual review of the ‘Fire Safety Lesson Plans’ will be conducted to insure members are presented with accurate and current teaching information.

Press Releases:

- All press releases will be approved by the Fire Chief or his designee.
- All press releases will be forwarded to the City Community Information Officer for dissemination.
- Fire Department members shall read all department issued press releases and be familiar with the information in an effort to accurately answer questions from the community.

Social Media:

All members are encouraged to follow @CoppellFire, @CoppellEM and @CityofCoppell on Twitter and Coppell Fire Department and City of Coppell on Facebook to insure knowledge of information released to the community.

Coppell Fire Department Fire Safety Lesson Plans



Preschool Fire Safety Lesson Plan #1

3-5 year olds

Goals for Visit:

- Teach and practice the stop, drop, cover your face, and roll procedure.
- Tell the students to continue rolling until the fire is extinguished even if it hurts.
- Discuss how fire fighters are friendly, grown-up helpers in the community.
- Teach and show that fire fighters wear special clothing and use special equipment when at the scene of a fire.

Lesson Plan:

- Introduce fire fighters and describe what you will be covering with the children.
- Brainstorm with the children (in a non-frightening way) about how their clothes might catch on fire.
- Teach children to stop, drop, cover their faces, and roll if their clothes catch on fire. Let children know that if their clothes catch on fire it will hurt, but they should still stop, drop, cover their faces, and roll. Make the comparison of touching something hot. When you burn your hand, it hurts. (Studies show that children have stopped rolling because it hurts. Children assume since they hurt that they must be doing the wrong thing. They expect the pain to stop immediately because they are doing what the fire fighters taught them to do.)
- Practice stop, drop, cover your face and roll. Have children move to other areas in the room, or, if the class is too large, have two or three students demonstrate. Encourage the teacher to practice the correct behavior with all children when possible.
- Explain the need for special clothing and equipment when fighting fires and rescuing people. Have one fire fighter bunk out and discuss each piece of bunker gear's function in simple, understandable terms.
- Explain the sounds made by the S.C.B.A. Discuss the need for the breathing equipment and have the bunked out fire fighter walk through the group letting the students hear and touch the gear and equipment. Have the fire fighter talk to the children while wearing the S.C.B.A. so they will hear how the voice sounds different.
- Stress to students that if they cannot get out of a room because of fire they must let the fire fighters know where they are so the fire fighter can help them out. Tell the students to yell, scream and draw attention to themselves if trapped by the fire.
- Take the students outside to view the fire engine or truck.

Important Notices:

- Children at this age absorb information very quickly, but tend to confuse the “Do’s” and the “Don’ts.” Try to avoid telling students information in the negative form.

Example: Negative--“If you find a fire in your house, don’t hide in the closet and don’t hide under the bed.” Positive--“If you find a fire in your house, you must stay low and get out as quickly as possible.”

- Children at this age have very short attention spans. Keep the time short

Preschool Fire Safety Lesson Plan #2

3-5 year olds

Goals for Visit:

- Teach the importance of knowing and practicing two ways out of a house and school/daycare.
- Emphasize the importance of having and using an agreed-upon meeting place outside the house and school/daycare.
- Demonstrate the sound of a working smoke alarm when it is warning of smoke and fire.
- Teach the importance of escaping a house or building when the alarm sounds.
- Teach and practice the crawl low under smoke procedure.

Lesson Plan:

- Introduce fire fighters and describe what you will be covering with the children.

- Ask the students about fire drills in their school/daycare. Why do we need to practice getting out and staying out?

- Explain the importance of knowing two ways out of their house and school. Encourage them to ask their parents (caregivers) about planning and practicing two ways out of the house. (Remember that some children may live in apartments.)

- Show the children the smoke alarm. Explain that the alarm will warn them if there is a fire. After warning them of the loud sound, alert the smoke alarm.

- Tell them that when they hear the sound it means that they must get out of whatever building they are in.

- Tell children that smoke is dark and dangerous. Details about why smoke is dangerous are not necessary at this age. Children will not comprehend the details and may become confused. Simply say that we cannot breathe smoke, we need clean air.

- In simple terms, explain that smoke rises and that if they are in a building with fire and smoke the students must crawl low under the smoke to get out.

- Have four students hold the corners of the sheet or blanket about waist-high while each child takes turns crawling low under the sheet to the door.

Important Notes:

- Asking for a choral or group response to your answers helps students retain important information and allows the more introverted students a chance to answer along with the more outgoing children.

- Children at this age are very egocentric. They will understand the message better if you relate it to their world of experiences.

- Children at this age have very short attention spans. Keep the time “lecturing” to them short and try to allow them activities where movement is included.

Preschool Fire Safety Lesson Plan #3

3-5 year olds

Goals for Visit:

- Teach that matches and lighters can get hot and can hurt children. Children should tell a grown-up immediately whenever they find either.
- Instruct the children to identify hot things that can hurt and to not touch them.
- Teach the correct first-aid procedure for minor burns.

Lesson Plan:

- Introduce firefighters and describe what you will be covering with the children.
- Brainstorm with the children about things in the school/daycare or at home that they are not allowed to touch because they might get hurt.
- Explain that matches and lighters fall into this group and why. Matches and lighters are tools, not toys. They are only to be used by adults.
- One by one, have the children pretend to find matches or lighters. Ask each, “What would you do now?” Praise correct answers.
- Have students think about some things that are hot or can get hot when used (matches, the stove, birthday candles).
- Explain that things that are hot can hurt or burn them. Instruct the children to stay away from these things.
- Instruct the students to cool a burn with cool running water for 10 minutes and to tell a grown-up about the burn.

Important Notices:

- Children at this age absorb information very quickly, but tend to confuse the “Do’s” and the “Don’ts.” Try to avoid telling students information in the negative form. Example: Negative--“If you find a fire in your house, don’t hide in the closet and don’t hide under the bed.” Positive--“If you find a fire in your house, you must stay low and get out as quickly as possible.”
- If possible, have the teacher or group leader place nametags on the children. Being able to call a child by his or her name is a way to keep good attention and makes you seem more reliable and trustworthy.
- Children at this age have very short attention spans. Keep the time “lecturing” to them short and try to allow them activities where movement is included.

Kindergarten Fire Safety Lesson Plan

Objectives for Visit:

- Emphasize to students to get out and stay out of a burning building.
- Teach and have students demonstrate crawling low under smoke.
- Teach and practice the stop, drop, cover your face, and roll procedure.
- Have students:
 1. identify the correct telephone number to report a fire or medical emergency.
 2. state the correct response to the sound of a smoke detector/smoke alarm.
 3. identify two things found in the home that can get hot.
 4. tell a grown up if matches or a lighter are found.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Tell the children that smoke is dangerous and we cannot breathe it. (Details about why smoke is dangerous are not necessary for this age group.) Tell them we must have clean air to breathe and that clean air stays low when there is a fire.
- Explain that by crawling and staying low to exit their home they will be able to stay where the good, clean air is for a longer time. (This is a good place to have one or two students practice crawling low.)
- Emphasize that they must get out and stay out if a fire occurs in their home or school. Nothing is so important that they should ever go back in a burning building. Discuss meeting places and their importance.
- Teach the children to stop, drop, cover their face, and roll if their clothes catch on fire. Emphasize that this will hurt, but it is important to continue to roll until the fire is extinguished. You can compare this to touching something hot and feeling the pain. Have some students practice stopping, dropping and rolling.
- Show the video “Sparky’s ABCs of Fire Safety.” Be ready to answer questions afterwards.

Important Notes:

- Keep information simple, straightforward and positive. Avoid saying “never.” Try to state actions in the positive form. (Example: “Be sure to let the fire fighter know where you are by shouting and waving your arms,” is a better way of saying “Never hide from a fire fighter.”)
- Asking for a choral or group response allows all students to give a try at answering and helps students retain information.
- Children at this age enjoy telling stories when asked if they have questions. Ask the classroom teacher if he or she has a procedure to ensure questions are asked and stories are kept for a later time. Try never to cut a child’s story off in a rude manner.

First Grade Fire Safety Lesson Plan

Objectives for Visit:

- Teach the importance of knowing what to do if your clothes catch on fire. (Stop, drop, cover your face and roll...until all the flames are out.)
- Teach that when the smoke alarm sounds there is a fire and you must get out quickly.
- Teach the importance of keeping safe around heat and hot liquids.
- Have students:
 1. identify the correct telephone number to report a fire or medical emergency.
 2. state the correct response to the sound of a smoke detector/smoke alarm.
 3. identify two things found in the home that can get hot.
 4. tell a grown up if matches or a lighter are found.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Explain that clothes can catch fire and that running only “feeds” the fire and helps it grow. Explain that without air a fire will die and that to stop “feeding air” to the fire they need to stop, drop right where you are, cover your face, and roll. Explain why they cover their face and that they need to roll until the flames are all gone. Explain that this might hurt but that it is the best way to put the fire out.
- Demonstrate the sound of a smoke alarm and explain how important it is that every home has one. Tell the students that if the smoke alarm goes off they must get out and stay out.
- Stress getting out and staying out. Discuss the importance of having and going to a meeting place and calling 9-1-1 from a neighbor’s house or cell phone.
- Discuss the difference between toys and tools. Children play with toys and adults work with tools. Matches and lighters are tools for adults NOT toys for children. If they ever find matches or lighters, don’t touch, go tell an adult.
- Explain how hot things can burn and that liquids can get very hot and burn too. Check bathwater with hands before stepping into the tub and make sure to keep away from the stove when parents are cooking.

Important Notes:

- Children at this age are able to attend to a speaker/presenter for about 15 minutes before their attention is distracted. Try to keep your message interesting and change topics or include some movement after 15 minutes.
- Students in First grade enjoy humor and are interested in the functions of certain items. Try to explain what certain objects do in simple terms that children this age will understand.
- Asking for a choral or group response to your questions helps students retain important information and allows the more introverted students a chance to answer along with the more outgoing children.

Second Grade Fire Safety Lesson Plan

Objectives for Visit:

- Educate students on types of emergencies and which constitute a 9-1-1 call.
- Reinforce the proper way to report an emergency.
- Discuss various duties the Fire Department handles for the community.
- In review, have students:
 1. identify the correct telephone number to report a fire or medical emergency.
 2. state the correct response to the sound of a smoke detector/smoke alarm.
 3. identify two things found in the home that can get hot.
 4. tell a grown up if matches or a lighter are found.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Discuss what constitutes an emergency (medical, fire, MVA, etc.) and when the use of 9-1-1 is appropriate. Give examples and have students tell whether or not a call to 9-1-1 is necessary.

- Describe the proper way to report a fire or medical emergency.

If the house is on fire, get out and stay out. Call 9-1-1 from a neighbor's house.

1. Stay calm, talk slowly and clearly.
2. Give name, address and telephone number.
3. Describe the emergency, fire or medical.
4. Describe what happened and who is hurt.
5. Be ready to answer the emergency operator's questions.
6. Stay on the telephone until the emergency operator tells you to hang up.

- Stress the dangers of calling in false alarms.
- Tell the children that when they call 9-1-1, the emergency operator can see their phone number and address.
- If you call and hang up, the emergency operator will call you back. If you do not answer, the police will automatically be sent to your home to make sure there is not an emergency.
- People with real emergencies will not get through as quickly.
- Stress that if they accidentally dial 9-1-1 to stay on the line and explain that to the emergency operator. They will not be mad or upset.

- Describe various duties involved in being a fire fighter.
 - Fighting fires
 - Medical emergencies
 - Protecting and preventing people from being hurt (pub eds, inspections, etc.)
 - Community service (helping the elderly and disabled, special events, teaching people to be safe)
- Show the fire apparatus and firefighting equipment. Describe, using the appropriate vocabulary, the purpose of some of the equipment.

Important Notes:

- Children at this age are becoming very social. Try to include family and friends in your discussion with these students.
- Students in the Second grade can evaluate the steps of a task or problem to see where a mistake was made. In checking for understanding, ask students to identify the wrong points of a situation and how it could be corrected.

Third Grade Fire Safety Lesson Plan

Objectives for Visit:

- Teach kitchen safety behaviors.
- Discuss the use of small electrical appliances and the dangers of circuit overload.
- Explain the importance of smoke alarms and demonstrate how to test and change the battery.
- Reinforce the importance of knowing and using a home escape plan.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Discuss the importance of being aware of fire hazards around the home and specifically in the kitchen. Ask for some examples of the types of cooking the students do for themselves or to help their parents. Remind them to:
 - Never leave cooking unattended. (Take a spoon or potholder with you to answer the phone or door. This will remind you of what you've got cooking.)
 - Use lids or cookie sheets to cover grease fires.
 - Keep appliances clean.
 - Take off any loose fitting sleeves before cooking.
 - Keep flammable objects clear of the stove (potholders, towels, curtains, etc.).
 - Use the microwave oven safely. (Close the door to smother fire inside.)
 - Keep pot handles turned in.
 - Be aware of younger children in the kitchen while cooking.
- Talk about the dangers of overloading electrical plugs and using appliances with frayed cords.
- Make sure the students have a clear understanding of the workings of a smoke alarm (i.e., why we need them, testing them, changing batteries, maintenance, locations, etc.).
- Remind students of the importance of having and practicing a home escape plan with their family. 2

Homework:

Encourage teachers to give the students a homework assignment of developing a home escape plan with their families, or going on a home hazard hunt with an adult family member.

Important Notes:

- Third grade students are of an age where they begin to use slang and are interested in word meaning and origin. Include explanations of fire terms and their origins with these students when appropriate.
- Students this age are often very self-critical. Try to avoid comparisons between the genders or between students. Avoid putting students on the spot.

Fourth Grade Fire Safety Lesson Plan

Objectives for Visit:

- Teach students to be aware and how to recognize various fire hazards.
- Review the identification of exit signs and the importance of knowing two ways out of public places.
- Reinforce the importance of smoke alarms and demonstrate how to test and change the battery.
- Reinforce the importance of knowing and using a home escape plan.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Discuss the importance of being aware of fire hazards around the home and specifically in the kitchen. Ask for some examples of the types of chores the students do around the house.

Remind them to:

- Never leave cooking unattended. (Take a spoon or potholder with you to answer the phone or door. This will remind you of what you've got cooking.)
 - Test their smoke alarms once a month and change the batteries once a year.
 - Know that matches and lighters are tools and not toys.
 - Keep at least three feet of space between a space heater and anything that can burn.
 - Replace frayed electrical cords on appliances.
 - Keep screens or glass doors on fireplaces to prevent sparks from flying into the room.
 - Keep pot handles turned in while cooking on the stove.
 - Be aware of younger children in the kitchen while cooking.
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- Make sure the students have a clear understanding of the workings of a smoke detector/smoke alarm (i.e., why we need them, testing them, changing batteries, maintenance, locations, etc.).
 - Remind students of the importance of having and practicing a home escape plan with their family.
 - Discuss with the students the importance of applying the same information in a home escape plan to public buildings.

Homework:

Encourage teachers to give the students a homework assignment of developing a home escape plan with their families, or inspecting their homes for possible hazards and reporting back what they find.

Important Notes:

- Students this age can understand logic and can be reasoned with. The cause and effect of a situation can be used to effectively explain fire safety behaviors.
- Fourth grade students are sometimes seriously considering their career choices. Be prepared to answer many job-related questions.
- Students this age are often very self-critical. Try to avoid comparisons between students and avoid putting the students on the spot.

Fifth Grade Fire Safety Lesson Plan

Fifth grade is essentially a review of the behaviors covered in Kindergarten through Fourth grade. Children at this age should be encouraged to take responsibility for their own safety, help with the safety of younger children, and be active in fire prevention at home.

Objectives for Visit:

- Make sure students have a good understanding of the correct ways to react in an emergency.
- Explain the dangers of fire play.
- Stress the speed at which a fire can start and grows.
- Reinforce the importance of smoke alarms and demonstrate how to test and change the battery.
- Reinforce the importance of knowing and using a home escape plan.

Lesson Plan:

- Introduce yourself and the other fire fighters to the children and tell the children what you will be teaching them. (Reference the objectives listed above.)
- Explain to the students certain fire facts or fire safety behaviors.
- Having a working smoke alarm is smart.
- Test smoke alarms once a month and change the batteries once a year.
- Toxic smoke travels quickly to the highest point of the room.
- The temperature in the room with the fire rises quickly.
- Sleep with bedroom doors closed to keep smoke out.
- It is important to have and practice a home escape plan.
- Make sure the students have a clear understanding of the workings of a smoke alarm (i.e., why we need them, testing them, changing batteries, maintenance, locations, etc.).
- Remind students of the importance of having and practicing a home escape plan with their family.

Important Notes:

- Students this age can understand logic and can be reasoned with. The cause and effect of a situation can be used to effectively explain fire safety behaviors.
- Students this age often think it isn't "cool" to be safe. Getting a fire safety message across to these students may seem difficult. Try to relate your message to their interests.
- Unlike the younger students, these children will not want to participate in any physical movement due to their self-consciousness. They will not want to draw any attention to themselves. Unless appropriate, do not.

Middle School and High School Kitchen Fire Safety Lesson Plan

Goals:

- Make students aware of the causes of kitchen fire.
- Instruct students how to prevent kitchen fires.
- Demonstrate proper extinguishment techniques.
- Inform students of the correct use of 911
- Explain basic first aid for minor burns.

Lesson Plan:

The causes of kitchen fires:

- Grease left unattended on the burner
- Combustible materials left or stored on or near the stove
- Electrical appliances with faulty cords or overloading circuits
- Loose clothing worn near burners
- Handles of cookware turned out
- Cooking left unattended

How kitchen fires can be prevented:

- don't leave cooking unattended on the burner
- never fall asleep with food cooking on the stove or in the oven
- keep appliances clean
- wear close-fitting sleeves while cooking
- keep flammable objects clear of the stove
- don't overload electrical circuits and keep appliances and cords in good working condition
- turn pot handles in
- never use metal in the microwave
- heat oil slowly

How a fire in the kitchen can be extinguished:

- turn the heat off
- put a lid on the pan, or cover the pan with a larger pan
- close the oven or microwave oven door
- use a portable fire extinguisher--PASS (Pull, Aim, Squeeze, Sweep)
- Stop, Drop and Roll if your clothes catch on fire

The correct uses of the 911 system:

- know all the pertinent information (name, address, type of emergency)
- if the fire is not extinguished, call from a neighbor's house
- call 911 if the fire seems to be out--fire could still be in the walls, ceiling, etc.
- remain calm

How a minor burn should be treated:

- run cool water over a burn for 10 to 15 minutes
- NEVER apply butter or other grease to a burn
- see a doctor as soon as possible if the burned skin is blistered or charred

High School Fire Safety Lesson Plan

(Approximately 45 mins.)

Goals:

1. Explain to students the dynamics of fire.
2. Discuss the causes of fire.
3. Provide basic fire safety information to students.
4. Teach how and when to use a fire extinguisher.
5. Explain how to handle an emergency.
6. Educate students on who is most at risk.

Lesson Plan:

The Dynamics of Fire:

1. Explain to students the fire tetrahedron (fuel, heat, oxygen, chemical chain reactions).
2. Discuss behaviors of smoke (“real vs. Hollywood” – color, density, where found, how travels, etc.).
3. Fighting fires – discuss the power and speed of an uncontrolled fire.
4. Deaths, injuries, dollar loss.

Most Common Causes of Fire:

1. Heating
2. Cooking
3. Incendiary
4. Smoking
5. Electrical
6. Appliances
7. Children playing

Basic Fire Safety Behaviors:

1. Use of smoke alarms. Ask how many know when to check the smoke alarm battery, and how often it needs to be changed. Explain how many smoke alarms are needed/recommended in the home and where should be placed.
2. Planning an escape from fire. Ask how many know what a home escape plan is and how many have one. Explain the major points of planning and practicing.
3. Keeping an eye on smokers.
4. Cooking carefully – i.e. never leave food unattended, turn pot handles away from you when cooking, keep a 3ft. “safety zone” around stove/oven for safety of children and pets.
5. Giving space heaters space (3ft).
6. Correct use of matches and lighters. Reinforce the idea of keeping these placed up high and out of sight of small children.
7. Cooling a burn.
8. Correct use of electricity (outlets, extension cords).
9. Crawling low under smoke. Why?
10. Stop, Drop (cover your face) and Roll. Explain that even though this may hurt, it is important to continue rolling until flames have gone out.

How And When A Fire Extinguisher Should be Used:

1. Type of fire extinguishers and their functions.
2. When to use a fire extinguisher.
3. When not to use one.
4. PASS (pull, aim, squeeze, and sweep).

Who is Most “At Risk” (according to the U.S. Fire Admin. in the U.S.):

1. Senior citizens are at the highest risk of being killed in a fire –more than double the average population.
2. People under the age of 19 account for 25% of the annual fire deaths.
3. Children under age five are at serious risk of being killed in a fire– nearly double the average population.
4. About 25% of the fires that kill young children are started by children playing with fire.
5. Fire deaths and injuries for men are nearly double those for women.

Fire Station Tour Preschoolers to Kindergarten

25 to 40 minutes

This outline covers the information which should be shared during a fire station tour for preschoolers to Kindergarten aged students.

Things to remember:

- Attention spans will be short...keep the group interested and moving.
- Many children this age fear loud noises and bright lights...do not activate the lights and sirens without warning them before.
- Use language and vocabulary appropriate for this age group.
- Be friendly. Be a positive role model. Make sure your uniform is sharp and you look appropriate.

Objectives:

- The students will understand the fire department's role in the community.
- The students will understand the role the fire station plays in helping the community.
- The students will understand why the firefighters use protective clothing and equipment.

Activity Plan:

- Greet the students and teachers and/or parents. Introduce yourself and the other firefighters at the station. Welcome the visitors to the fire station and tell them what you will be doing:
 - o Touring the living quarters of the fire station
 - o Touring the apparatus bay of the fire station
 - o Donning firefighter bunker gear (protective clothing)
 - o Showing the fire engine, fire truck and/or ambulance

- From the lobby of the fire station, move the group through the living quarters of the fire station and discuss the following:
 - o Shift hours –or- How volunteer firefighters leave their homes and jobs to come help the community
 - o Fire station is like a house with the firefighters being the family
 - o Chores or jobs around the fire station
 - o Firefighters must be ready to quickly leave to help people who are sick, hurt, or have an emergency of some sort (fire, car crash, etc.).

- In the apparatus bay, show the fire engine or fire truck or ambulance and discuss the following: (Open the doors and let the students see inside the cab. Open one or two, not all, of the compartment doors and let the students see the tools. Do not discuss the pump panel...too advanced for preschoolers.)

- o Fire engines have lights and sirens to let other drivers know to get out of the way
 - o Fire engines hurry to help people at emergencies
 - o Fire engines carry tools that the firefighters use to help people
 - o Fire engines carry water to use at fires until the hose is hooked to the fire hydrant
- In the apparatus bay have a firefighter bunk out in clean gear while you describe the job of each piece of protective gear:
 - o Boots—steel toe for foot protection
 - o Pants and suspenders—strong material with padding at knees for crawling
 - o Coat—strong material with reflective striping
 - o Hood and gloves—for covering up every bit of skin
 - o Helmet—protects head eyes
 - o SCBA and mask—air for breathing while in smoky environment
 - o PASS device—firefighters rescue tool—discuss importance to firefighter
- If time permits and the students are still attentive discuss the following:
 - o Call 9-1-1 only in real emergencies
 - Someone is hurt or very sick
 - Something is on fire
 - o Know the following when you call 9-1-1:
 - Type of emergency
 - Address
 - Who is there and is everyone safe?
 - Your name and phone number
- Gather the group together for a final wrap up:
 - o Ask a few simple questions:
 - What was your favorite part of the fire station?
 - What is a real emergency?
 - Why do the firefighters wear special bunker gear?
 - o Thank the visitors for coming to the fire station.
 - o Show them out the lobby door.

Babysitting Fire Safety Lesson Plan

This outline is provided to give babysitters or childcare providers a basic overview of home and fire safety. Begin your discussion by emphasizing the responsibility being placed on a babysitter. Being asked to care for younger children, even brothers and sisters, is a real compliment...and a big responsibility. Knowing the steps to take in an emergency is part of that responsibility.

Cover these topics:

- Before the parents leave, get emergency information:
 1. the address where you are babysitting
 2. where parents can be reached—
 3. cell phone number of parents
 4. neighbor's name and phone number
 5. any allergies the children have
 6. the children's doctor's name and phone number
 7. poison control's phone number

- Never leave the children unattended at any time.

- Explain and demonstrate the Stop, Drop (cover your face) and Roll procedure. Reiterate that this will be painful, but to continue rolling until the fire is extinguished.

- Be aware while bathing children. Check the water temperature before placing children in the water and watch to make sure the children do not tamper with the faucets.

- Put away matches and lighters and never smoke while babysitting.

- Cook only if you have permission from the children's parents. Turn pot handles in and use the microwave safely.

- Plan an escape for yourself and the children. Ask the parents if they have an escape plan and ask which neighbor you should go to in case of emergency. If the parents and children have not planned an escape route, take time to sit down with the children to discuss and plan two ways out of the house.

- Know two ways out of each room.

- In case of fire get the children out and stay out. Take the children to a neighbor's house and call the fire department from there. Don't go back into the house for any reason.

- Never open the door to strangers and never tell anyone that you are alone with the children.

- Encourage the babysitters to take CPR classes or any first aid classes.

Fire Safety in the Workplace

Fire...be prepared even for the little ones:

- Have and make sure all employees know the evacuation plan...make a part of orientation;
 - o Provide floor plan of store/business which shows all exits;
 - o Enforce evacuation procedures...don't allow complacency;
 - o If must escape through smoke, stoop or crawl low...cleaner air is down low;
 - o Test doorknobs and door with back of hand...if warm try another route; if cool, open slowly;
 - o Always use stairs not elevators;
 - o Have an account of employees...customers?
- Know two ways out of the building from any certain work area;
- All employees need to know the process for using the fire alarms;
- Have a plan in place for any employees with physical disabilities.

Fire Drills

- Have and enforce...again make sure all employees take them seriously;
- Leave immediately and close doors behind you;
- Once outside, go to assigned location away from where fire engines would park;
- F.D. will help you with!

Fire Extinguishers

- Keep them maintained properly – visible – serviced annually – 6 months on cooking hood and duct;
- Make sure all employees know the locations of fire extinguishers in the store and how to use them:

Pull – Aim – Squeeze – Sweep

- If a fire, make sure someone is designated to call 9-1-1 and someone is pulling the fire alarm while you are using the extinguisher;
- Make sure you have an unobstructed route out while using the extinguisher;
- Know what is burning and make sure you have the right type of extinguisher;
- Be aware of where you are and where you are stepping while using the extinguisher.

Evacuation Plans

- For all sorts of emergencies:
 - o Fire – use fire alarm and possible voice over PA system to alert employees and customers; Fire wardens?
 - o Severe weather – PA system to alert customers...employees must know safe rooms!
 - o Serious incident – PA system with code to alert employees with fake code name (bomb threat, threatening person, lost child, attempted robbery, medical emergency, etc.).

This and That...

- Extension cords
- Candles
- Appliances
- Stairways clear
- Breaker box – clear three feet
- Storage of chemicals
- Exit lights working
- Clean and clutter-free aisles
- Fire lanes marked

Fire Extinguisher Training and Demonstration

Goals:

1. Class participants will learn the different classes of fire, and the proper extinguisher to use on each.
2. Class participants will learn how and why to notify the fire department immediately.
3. Class participants will learn the safety guidelines for using extinguishers.
4. Class participants will learn the correct way to use an extinguisher through demonstration and practice.

Lesson Plan:

Discuss Classes of Fire:

1. Class A: Ordinary combustibles such as wood, cloth, and paper.
 2. Class B: Flammable liquids such as gasoline, oil, and oil-based paint.
 3. Class C: Energized electrical equipment – including wiring, fuse boxes, circuit breakers, and appliances.
 4. Class D: Combustible metals such as magnesium or sodium.
- *Show how to identify proper extinguisher for different types of fires.

Review Safety Guidelines:

1. Make sure everyone has left, or is leaving the building.
2. Make sure the fire department has been called.
3. Make sure fire is confined to small area and is not spreading.
4. Be sure you have an unobstructed escape route to which the fire will not spread.
5. Be sure you have read the instructions and know how to use the extinguisher.

PASS System:

1. P – Pull
2. A – Aim
3. S – Squeeze
4. S – Sweep

Demonstration:

1. Demonstrate the use of an extinguisher.
2. If possible, have each class participant use one on a live fire.

REITERATE THE IMPORTANCE OF CALLING 911 TO REPORT THE FIRE.

Evacuation for Senior and Disabled Citizens

Evacuation Protocol-All employees should have access to and understand their building Fire Evacuation Protocol.

Remember RACE:

1. R = Rescue

- Depending upon where the fire is and what type of fire it is, you will need to remove patients to a safety zone.
- A safety zone will be completely away from danger of the fire, which can be into another wing, hallway, past fire safe doors, etc.
- Avoid complete evacuation unless a last resort. In general patients are safer in their rooms with the door closed, or into another area of the building.

2. A = Alarm

- After seeing to the safety of patients who are in immediate danger, make sure the fire alarm has been pulled. In addition, contact 911 to report the fire.

3. C = Contain

- In order to contain the fire, make sure doors leading into rooms, hallways, etc. are closed.
- All exit doors and fire safety doors should be kept free and clear of equipment, supplies, furniture, etc.
- If fire is small, it may be contained in one area/room, if doors to that area are closed. During these types of fires, patients are sometimes safer in their rooms, with the doors closed, than being evacuated through smoke filled hallways.

4. E = Extinguish

- If small fire, try to extinguish the flames by using a portable fire extinguisher.
- Make sure to use the correct classified extinguisher (i.e. A, B, or C) when putting out the fire.
- Operator of extinguisher must have a clear escape route that will not be blocked by fire.
- Follow through with fire extinguisher guidelines utilizing PASS.

Evacuations:

1. Determine what type of evacuation to perform.
2. Based upon the building Evacuation Protocol, make a plan, prior to an emergency, for a complete evacuation, should one be needed. Make note of all emergency exits and firewalls.
3. Make sure there is a safe place/safety zone for patients to be placed, i.e. buses, vans, ambulance units for transport, or a building away from the main housing unit.
4. Suggestions for a complete evacuation include the following:
 - A. First out of the building should be patients who are mobile and need little to no help in walking.
 - B. Patients who are in wheelchairs, using crutches, cane, etc. should be evacuated next.
 - C. Patients who are bed ridden should be kept in beds with wheels, for ease in evacuation. This way the beds can be rolled out of the building.
 - D. Patients who are bed ridden and in beds that are not on wheels should be lifted and carried out as appropriate for their type of disability.

Make sure that there is a person in charge who is familiar with the evacuation plan and where the patients are being evacuated to, so that he/she can assist the Fire Department when they arrive at the scene. This will help insure safety for all patients and fire department personnel.

Senior Fire Safety in Retirement & Assisted Living Homes

Goals:

- Review safe fire evacuation procedures.
- Discuss considerations for individuals who are limited physically or need extra assistance.
- Discuss senior kitchen safety.

Lesson Plan:

- Introduce firefighters & describe program you are covering.

- Review precautions individuals should take before evacuating:
 - If in bedroom with closed door, feel doorknob & around sides of door & at hinges with back of hand to check for heat.
 - If feels hot, or if smoke is coming under door, do not open. Use an alternate route (a second door or nearby window).
 - If door feels cool and there is no smoke, open door slowly, but be prepared to slam shut if fire and heavy smoke are on the other side.
 - As you proceed, close all doors behind you. Closed doors help prevent spread of fire and smoke.
 - If hallway looks clear, go quickly to the nearest exit.

- Evacuation procedures:
 - Do not use elevator! It is never safe to use an elevator during a fire, as you can be trapped inside. Always use the stairs.
 - Know your two ways out. Two ways out of your home, and two ways out of your building.
 - If the first way out is blocked, use the second.
 - Have a meeting place designated for your floor and report there after evacuating.

- Physical Disabilities and/or Limitations:
 - Anyone with physical limitations should consider living on the 1st floor. Convenience to an exit is paramount.
 - It is not recommended for anyone to stay in his or her home when exiting is possible.
 - The ideal home layout for older adults or people with disabilities is an open, flowing floor plan accommodating wheelchairs & walkers. Make best use of an area by locating exits & arranging furniture to allow for maximum mobility.
 - Ramps can be installed for wheelchair users, & windows can be fixed to be more accessible.
 - There are special devices for hearing & sight impairments, designed to trigger an alarm & signal a call for assistance.
 - There are smoke alarm systems with strobe lights, fans or bed vibrators to alert people with hearing impairments.

- Use flashlight sensitive test buttons on smoke detectors, to eliminate the need for climbing to reach the detector itself.

- Senior Kitchen Safety

- Never leave cooking unattended! More than 40% of deaths from cooking fires occur while people are asleep.

- Keep cooking area clean. Keep potholders, food packaging, dishtowels, & other combustibles off your stovetop.

- Wipe spills & clean your oven. Built-up grease can catch fire.

- Always turn pot handles toward the center of the stove.

- Wear short or close-fitting sleeves when cooking. Fire can occur when clothing comes in contact with stovetop burners.

- Heat cooking oil **slowly**. Heating oil too quickly can easily start a fire. Never leave hot oil unattended.

- Open microwaved food slowly & allow to cool before eating.

- Don't cook if you're sleepy, you've been drinking a lot of alcohol, or you're taking medication that makes you drowsy.

- What to do if a cooking fire starts:

- Put a lid on it.

- Keep oven/microwave door shut if fire starts. Turn off heat. If flames don't go out immediately, call the fire dept.

- Know how to use a fire extinguisher. Keep one in your kitchen.

- Water and grease don't mix. Never pour water on a grease fire. Water causes grease fires to spread.

- If fire won't go out, call fire dept from an outside phone.

Important Notes:

- Older individuals need to focus on preparation and prevention since it may take them longer to get out in the event of an emergency, and they may need extra assistance.

- It is important to repeat safety messages often and in different ways so that the audience will remember and understand.

- Older individuals like to tell stories. Try to keep the conversations focused during presentation & save stories for last.

“Coppell Take 5”
5 Minute CPR Class—Adults only—Sudden Cardiac Arrest

1. Introductions

2. Why is CPR important?

- More than 350,000 people are affected by sudden cardiac arrest nationwide each year.
- Nationwide less than 1/3 of these people get bystander CPR.
 - Bystander CPR can double someone’s chance of survival
- Give an example of a successful CPR you’re aware of or explain survival vs survival and return to a productive life.

3. Using the AHA Friends & Family CPR Anytime Kit:

- If possible, have several out and available.
- Each kit has a DVD if wanting to use. It’s very easy. (Show kits.)

4. CPR Training

- Call 911
- Hands-only CPR—no rescue breaths necessary.
- Compress chest hard and fast, compress at least 2" at a rate of 100 beats per minute.
- Use “Staying Alive” music or show the AHA *Disco Can Save Lives* video.
- Emphasize chest recoil (rise) or bellowing action.
- Remind to avoid or minimize interruptions in chest compressions.
- Discuss Good Samaritan, vomiting, breaking ribs. Do compressions until help arrives or someone takes over.

5. AED

- Use an AED as soon as one is available.

- If in a public building, ask someone to check to see if there is an AED in building.
- Get and AED and TURN IT ON!!
- Follow the verbal directions/prompts it will give you.
- Always follow direction or pictures.
- If business or building has an AED make sure it's registered with city's 9-1-1 call center so that 9-1-1 operator can remind caller that there is an AED in close proximity.

The Myths about CPR

Myth	Truth
I might hurt someone with CPR.	Good compressions often break ribs and that is ok! We want them to live!
I might get sued.	You are protected by the Good Samaritan Law.
I can catch a disease.	You will not catch a disease or illness doing Hands-Only CPR.
The numbers are confusing.	Just push hard and push fast.

Key Messages

- It's difficult to make the victim any worse than they already are.
- If you come across someone who has collapsed, remember these 3 easy steps:
 1. Check quickly for signs of life,
 2. Call 9-1-1 or send someone to call 9-1-1 and to get an AED,
 3. Compress hard and fast in the center of the chest. Don't stop until help arrives.

A little more detail on Steps 1-3:

- Check quickly for signs of life = shake and shout!
- Try not to stop compressions until trained responders take over for you or the victim begins to move or breathe normally.
- Compressing the chest is fairly simply but it does take some energy. Practice makes your compressions even better.
- Giving continuous compressions as soon as possible gives the victim the best chance of survival.

On the AED:

- It requires only three steps:

1. Turn the power ON
2. Attach the pads by following the prompts and pictures
3. Check to be sure nobody is touching the victim before pressing the shock button

After the shock or if no shock is advised, get right back to chest compressions.

Texas Good Samaritan Act

Article 6701d, Vernon's Civil Statutes ; Chapter 74, Civil Practice and Remedies Code Section 74.001

LIABILITY FOR EMERGENCY CARE

(a) a person who in good faith administers emergency care at the scene of an emergency or in a hospital is not liable in civil damages for an act performed during the emergency unless the act is willfully or wantonly negligent.

(b) This section does not apply for care administered:

(1) for of in expectation of remuneration;

(2) by a person who was at the scene of the emergency because he or a person he represents as an agent was soliciting business or seeking to perform a service for remuneration;

(3) by a person who regularly administers emergency care in a hospital or emergency room; or

(4) by an admitting physician or a treating physician associated by the admitting physician of a patient bringing a health-care liability claim.

(V.A.C.S. Art. 1a (part).)

Section 74.002.

UNLICENSED MEDICAL PERSONNEL.

Persons not licensed in the healing arts who in good faith administer emergency care as emergency medical service personnel are not liable in civil damages for an act performed in administering the care unless the act is willful or wanton negligent. This section applies without regard to whether the care is provided for or in expectation of remuneration.

(V.A.C.S. Art. 1a (part).)

Appendix B

Citizens Fire Academy



Day 1

Intro: Captain David Malone, **Welcome:** Chief Richardson, **History:** Captain Kerry Kinney, **Tour:** FF David Green

Organizational History/ Requirements & Recruitments

1 hr. Organizational History (Capt. Kerry Kinney)

1 hr. Requirements / Recruitment (Kerry Kinney)

1 hr. Tour of Station 3 (FF David Green)

Add: HISTORY OF FIRE SERVICE IN GENERAL

Day 2

Capt. Todd Bourland

Apparatus Familiarization/ Hand Tools

1 hr. PPE / SCBA

.5 hr. Apparatus Familiarization

.5 hr. Hand Tools

1 hr. Black out mask (Optional) **Capt. Todd Bourland, FF David Green**

Day 3

Chief Eric Greaser, Capt K. Kinney, Eng J. Parr

Incident Command, Strategies/Tactics, Fire Science

1 hr. Incident Command (**Chief Greaser**)

1 hr. Strategies and Tactics (**Chief Greaser**)

Option: Up in Bucket T123 (**Capt Kinney, J. Parr**)

Day 4

Clown Troupe (**Eng. McDowell, FF J. Dabbs, FF J. Pace**)

30 minutes Extinguisher Lecture (**Capt. Everett Joles**)

1 hr. Fire Extinguisher (Hands on) (**Capt. Everett Joles**)

30 minutes Prevention Lecture (**Chief Oates**)

30-45 minutes Clown Presentation (Clown Troupe)

Day 5

Captain Michael Cody (Hydraulic Tools) Eng Sam Thomason, Eng. Chris Price

30 minutes Hydraulic Tools (Jaws of Life)

Car Demolition

Ropes - Lifting and Lowering off Truck

Day 6

Capt. Brad Simpkins, Communications, Emergency Management

1 hr. Emergency Management

30 minutes Dispatch Tour

Hose Lecture (FF David Green)

1 hr Hands on Hose Deployment

Day 7

Chief Gregg Loyd (Intro- Job description, FTP, CC)

Firefighter Rob Stone, CPR / First Aid

3 hr Hands on / CPR card class / First Aid

Day 8

Capt. Brad Simpkins, Disaster Preparedness, Captain Malone Home safety

1 hr. Creating a Personal Disaster Plan (Capt Brad Simpkins)

1 hr. Building a disaster Kit (Capt. Brad Simpkins)

Field Trip: Pump Room Container Store (Capt. David Malone, Chief Oates)

Day 9

BURN DAYS, FLASHOVER, ROLLOVER ACCLIMATION

Staff:

Day 10

GRADUATION: Class A, Graduation Ceremony, Open Invitation to Friends and families.

Coppell FD staff

Appendix C

Contact: David Malone, Assistant Fire Marshal
Coppell Fire Department
(972) 304 7057

COPPELL CITIZEN’S FIRE ACADEMY

Coppell, Texas — The Coppell Fire Department will conduct its (#) annual Citizen’s Fire Academy beginning DATE. The five-week Academy will meet twice weekly from 6:30 pm to 9:30 pm on Monday and Thursday nights beginning DATE and will last through DATE. The live fire event will occur on DATE followed by a graduation ceremony on the following DATE. The Academy will allow participants the opportunity to learn the tactics and strategies involved in firefighting and rescue operations through both classroom sessions and hands-on exercises.

The Academy exists to provide insight into the inner workings of the Coppell Fire Department and to better inform the community it serves about the multitude of services it provides. Participants will have the opportunity to receive CPR certification and basic First Aid training. Participants will also obtain the knowledge of how to react positively in the event of a fire or medical emergency and how to select and use the proper fire extinguisher. The program covers the “all hazards” approach to emergency preparation and mitigation.

– more –

COPPELL CITIZEN'S FIRE ACADEMY

Page 2

All Academy instructors are members of the Coppell Fire Department. These highly qualified personnel are committed to providing information to participants in a professional manner, with the intent of providing individualized instruction to every participant. A realistic balance of classroom time and practical exercises makes the course both informative and interesting. Class size will be limited, allowing for good interaction between instructors and participants while maintaining a safe learning environment.

Applications may be obtained at Fire Administration, 265 E Parkway Blvd. or downloaded on the city website www.coppelltx.gov . To be eligible, participants must be at least 19 years of age and reside in Coppell. A criminal background check will be performed on all candidates. Applications are due **DATE**, with the first class beginning **DATE**. The intent of the Coppell Citizen's Fire Academy is to provide the participants with an in-depth understanding of the Coppell Fire Department, but is not to be confused with the Fire Service Training Academy for future career firefighters. For more information, contact Assistant Fire Marshal David Malone at 972-304-7057.