



Smart Kids! Safe Kids!

A Resource Guide
for Preschool Teachers



Seattle Fire Department



INTRODUCTION

Welcome to *Smart Kids! Safe Kids! A Resource Guide for Preschool Teachers*.

We hope this collection of informational articles, fun and educational lesson plans and classroom activities will help you incorporate valuable fire and life safety information into your classroom learning activities. Additionally, we hope it will assist you in involving the parents of your students in these valuable lessons.

The articles are informative and user friendly and can be shared with staff and parents alike. The lesson plans are targeted to the needs of 3-5 year old children and can help them develop valuable skills to help keep them safe. To achieve this, the book is divided into three topic areas:

- Home Fire Safety and Fire Escape Planning
- Match & Lighter Safety
- Injury Prevention

By providing quality information in an audience-appropriate manner to teachers, parents and preschoolers we can begin to reduce the devastating effects of childhood injuries.

Sincerely,

Seattle Fire Department
Public Education Section

Public Health Seattle-King County
Emergency Medical Services Division



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FIRE ESCAPE!

Do you have a fire escape plan?

Have you and the children you care for practiced the plan?

Fire Drills

Fire drills. Childcare centers and schools are required to have them monthly. But is your fire drill really preparing you and the children for a real emergency?



Fire drills are critical to any fire and life safety plan. Knowing how to safely leave a building in the event of a fire, earthquake or other disaster can have a dramatic influence on the survival of the people who spend time in the building.

A fire drill should be more than an activity to be simply checked off a list. It is an opportunity to practice safely getting out of the building. Treating a fire drill as though it is the real thing can provide valuable experience.

Practicing for the real thing is easy to do. For example, practice to the sound of the actual alarm. The sound of the alarm sets the escape plan in action. It is important for children to recognize the sound of the

smoke or fire alarm. Once they recognize the sound of the alarm, you can teach them behaviors that will be expected of them whenever they hear the alarm. Children will be less frightened of the alarm if they have heard it many times and have been given the skills to react properly.

Fires can occur at any time. Sometimes they occur on rainy days, or during nap time. Practice your fire escape at different times. It may cause a temporary disruption to the day's activities, but it is better to find problems in evacuation during a fire drill than it is to find out during a real emergency. It is also a good idea to practice using different exit routes.

Fire drills can be a positive educational experience for children. Teach the children the fire escape plan. Guide them through the steps of the fire drill and practice on a regular basis.

**Learning is not
attained by chance,
it must be sought
for with ardor and
attended to with
diligence.**

– Abigail Adams, 1780



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DO YOU HAVE FIRE DRILLS AT HOME?

Recently, I worked at a weekend event for children where I had an opportunity to speak with parents and caregivers about fire safety and their children. One question I routinely asked was “Do you have fire drills at home?” I was saddened and frightened by the responses I received. “No, we didn’t want to scare our child with the smoke alarm.” “Our child has fire drills at daycare/school, but we don’t do them at home.” “No, we’ve been too busy lately.” Many simply replied “No” as if the thought of having a home fire drill had never crossed their minds.

The fact of the matter is that children, especially preschool children, are at a high risk of death in a fire. They are twice as likely to die in a fire as any other age group. Almost all of these fires will occur at home. As caregivers, we need to arm them with every skill possible to increase their likelihood of survival should they ever experience the terror of a fire at home.

You may or may not be aware of some recent studies about children and smoke alarms indicating that children are not waking to the sound of the smoke alarm. And, if they do wake, they will often go back to sleep or react in a similar, potentially deadly manner. These studies and dramatic TV news stories of simulated fires showing videos of children not waking or reacting to the smoke alarm, even as their rooms fill with simulated smoke, are terrifying. They cause fear in parents and caregivers. We find ourselves asking the question “do smoke alarms really work?”

The answer is “yes.” When you stop and think about it, these studies and video tests really aren’t that surprising. We shouldn’t be questioning the effectiveness of smoke alarms, but whether or not we are effectively meeting our responsibility to teach our children to be safe and to survive in the event of a fire. A \$10 mechanical device is a life-saving wonder, but it can’t do its job unless we do ours.

It takes training to wake up to the alarm clock. We need to know the noise and recognize it so that we will

react appropriately when we hear the noise each morning. Similarly, a parent’s ear is trained to wake to the cries of his/her child. Smoke alarms work in much the same way. We, and our children, need to train ourselves to recognize the sound of the alarm and know what action we are expected to take whenever we hear that sound.



Often children can tell me the noise their smoke alarm makes. They can even tell me what they are supposed to do when they hear the sound, but when asked what they actually do when they hear the noise they often tell me that “mommy waves a paper in front of it” or “nothing, daddy said it was just toast.” We are creating an entire culture of children who

think a smoke alarm’s sole purpose is to notify us that dinner is slightly overdone, but ready.

Smoke alarms are a human creation. We must remember that they will be effective only if we are effective. We must recognize that these mechanical devices need our care to function and we must be responsible to change their batteries regularly and keep them free from dust and dirt. We must recognize that smoke alarms will only help save us from a fire if we and our loved ones have practiced how to act quickly and appropriately when we hear the sound. We must recognize that we, the caregivers, are responsible for teaching our children the amazing value of these alarms and treating every opportunity they sound as a learning experience. Maybe then the number of children who die needlessly each year in home fires will start to go down.

**Learning without thought is
labor lost; thought without
learning is perilous.**

– Confucius



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OCTOBER IS FIRE PREVENTION MONTH



October is Fire Prevention Month. It is a great time to review some basic fire safety facts, to check out some terrific fire safety websites, and to engage preschoolers in fire safety activities that get them learning about the dangers of fire. It is also a good time to remind parents about important home fire safety issues so your students can be safe both at school and at home.

Each year, more than 4,500 Americans die and more than 30,000 are injured in fires. Sadly, statistics show that young children are twice as likely to die in a fire as the rest of the population. Most of those fires will take place at home. Many of those deaths and injuries can be prevented.

Making sure that your home contains working smoke alarms is one way to prevent fire death and injury. Roughly 70 percent of home fire deaths result from fires in homes without smoke alarms or without working smoke alarms (batteries missing or dead, wires disconnected, etc.).

Smoke alarms are the great safety success story of the 20th century — but only when people make sure they're working properly and react to them appropriately. Having regular fire drills to the sound of the smoke alarm is very important. It can help all members of the family know what to do should a real fire happen in the home. Regular practice can also point out any problems that might exist, such as blocked exits or alarms that are hard to hear.

For those families who do not have smoke alarms and who are living on a fixed income, the Seattle Fire Department can provide and install smoke alarms in owner-occupied homes. Interested persons should call the Seattle Fire Department Smoke Alarm Program at (206) 386-1337 to request assistance. In rental homes, landlords are required by law to provide renters with a working smoke alarm at the time they move into the home. Tenants are required to maintain the alarm in working order.

SMOKE ALARMS SAVE LIVES

Count your smoke alarms

The Seattle Fire Department recommends you install at least one smoke alarm on every level of your home, including one in every bedroom.

Check your smoke alarms

Press the test button on smoke alarms each month to make certain they are still working.

Vacuum your smoke alarms

Clean smoke alarms each month of dust and cobwebs to keep them sensitive.

Change your batteries

Change your 9 volt smoke alarm batteries at least once a year, or as soon as the alarm “chirps” warning that the battery is low. The Seattle Fire Department suggests changing batteries in the fall when clocks are changed from Daylight Savings Time.

Change your alarm

Replace smoke alarms once every ten years.

Know the sound

Make sure everyone in the home can hear and recognize the sound of the smoke alarm and knows how to react immediately. Assistive devices are available for those who are deaf or hard of hearing.



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911: What is Your Emergency?



Children between the ages of three and five have saved lives because they were taught how and when to dial 911. Proper use of the 911 emergency phone number is an important skill for your preschooler to learn. As with skills like stop, drop and roll, we hope a preschooler never needs to dial 911 for a true emergency. But if ever the situation arises, your child should know what to do.

Teaching a preschool age child how and when to use 911 is not a lesson that can be taught in a day. First, it is important to recognize that young children can and should be taught their full name, their home address and phone number. Teaching the child this information piece by piece and going over it with them again and again is the first step in empowering a young child to be able to use 911.

The next step is to talk to the child about what things are emergencies. Give the child examples they can understand. This is a wonderful opportunity to bring up other safety lessons for your child. For example, if you explain that fire is an emergency you will need to explain

to your child what kind of fire is an emergency - Fire on a candle? Fire in the fireplace? Fire on the kitchen stove?

The most likely reason your preschooler may need to call 911 will be for a medical emergency such as an unconscious or choking caregiver. They should be taught to recognize what this may look like.

Once the child has a grasp of these things then they can be taught about 911 and when to dial it. Use a toy telephone to role play a call to 911. Have the child dial the number on the toy phone while you play the role of the dispatcher asking them about the emergency, their name, address and phone number. Periodically review the information with your preschooler. Quiz them about their address, phone number and name. Give them examples and have them decide if they would call 911 or not. Practice with your preschooler and talk to them about 911 and its purpose. These are the skills that can save a life.

**It is not what you do for
your children, but what you
have taught them to do for
themselves that will make
them successful human
beings.**

- Ann Landers



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Section 1

HOME FIRE SAFETY & FIRE ESCAPE PLANNING

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HOME FIRE SAFETY CHECKLIST

- Smoke alarms are installed in the sleeping area and on each level of the home
- Smoke alarm batteries are changed once a year
- Smoke alarms are tested and cleaned regularly
- Your family has made a fire escape plan that includes two ways out of every room in your home
- Your family practices the fire escape plan by having regular home fire drills
- Matches, lighters and other sources of ignition are kept out of sight and out of reach of children
- Candles are only lit when someone is able to keep an eye on them, and placed in sturdy holders away from things that can burn
- Items that can burn (bedding, curtains, clothing, papers, etc.) are kept a safe distance from heaters and heating appliances
- Cooking is never left unattended
- In the event of a grease fire, the best thing to do is to put a lid on it
- You use as few extension cords and plug adapters as possible
- Extension cords that are used are not tacked to walls, run under rugs or through doorways

**Items that you did not mark may put you at a higher risk from fire.
Take steps to make sure you are as fire safe as possible.**



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KNOW WHEN TO CRAWL LOW & GO

Materials

- *Play Safe! Be Safe!* Video
- Book *No Dragons for Tea* by Jean Pendziwol
- *Play Safe! Be Safe!* Story Cards - Lesson Three
- Small white paper plates (2 per child)
- Coloring crayons or pens
- Glue or tape

Purpose

- To recognize a smoke alarm and the sound it makes
- To react appropriately to the sound of a smoke alarm (crawl low and go)

Procedure

Introduction--Show the *Crawl Low Under Smoke* segment of the *Play Safe! Be Safe!* video. Then use the *Play Safe! Be Safe!* story cards for Lesson Three to involve the children in a discussion about the pictures on the story cards.

Communication--Ask the children to make the same noise as their smoke alarm. Then talk about how the smoke alarm smells for smoke. When it smells smoke, it makes a loud noise so we know it's time to crawl low under the smoke and go to a safe meeting place.

Auditory/Reading--Read the book *No Dragons for Tea* by Jean Pendziwol or other preschool-age books that address smoke alarms and crawling low under smoke.

Hands-on/Kinesthetic--As the conclusion to the lesson, make paper plate smoke alarms with the children. During the project, reinforce the safety messages of the lesson: recognize the sound of the alarm and crawl low under the smoke to get to the safe meeting place.

Making the paper plate smoke alarms

- Give each child two paper plates. Help them decorate the back of each plate to look like their own special smoke alarm.
- Help the children stick the two halves of their paper plate smoke alarm together. Use glue or tape or some other appropriate adhesive.
- Send the paper plate smoke alarm home with the children and include fire safety information for their parents. A good handout can be found on page 3 of this book.

Objectives

- Students will be able to identify a smoke alarm both visually and by the sound it makes
- Students will know that they leave the building and go to a meeting place whenever they hear that noise
- Students will demonstrate what to do when the smoke alarm sounds





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FIRE DRILLS

Materials

- Doll house
- Doll house dolls

Objective:

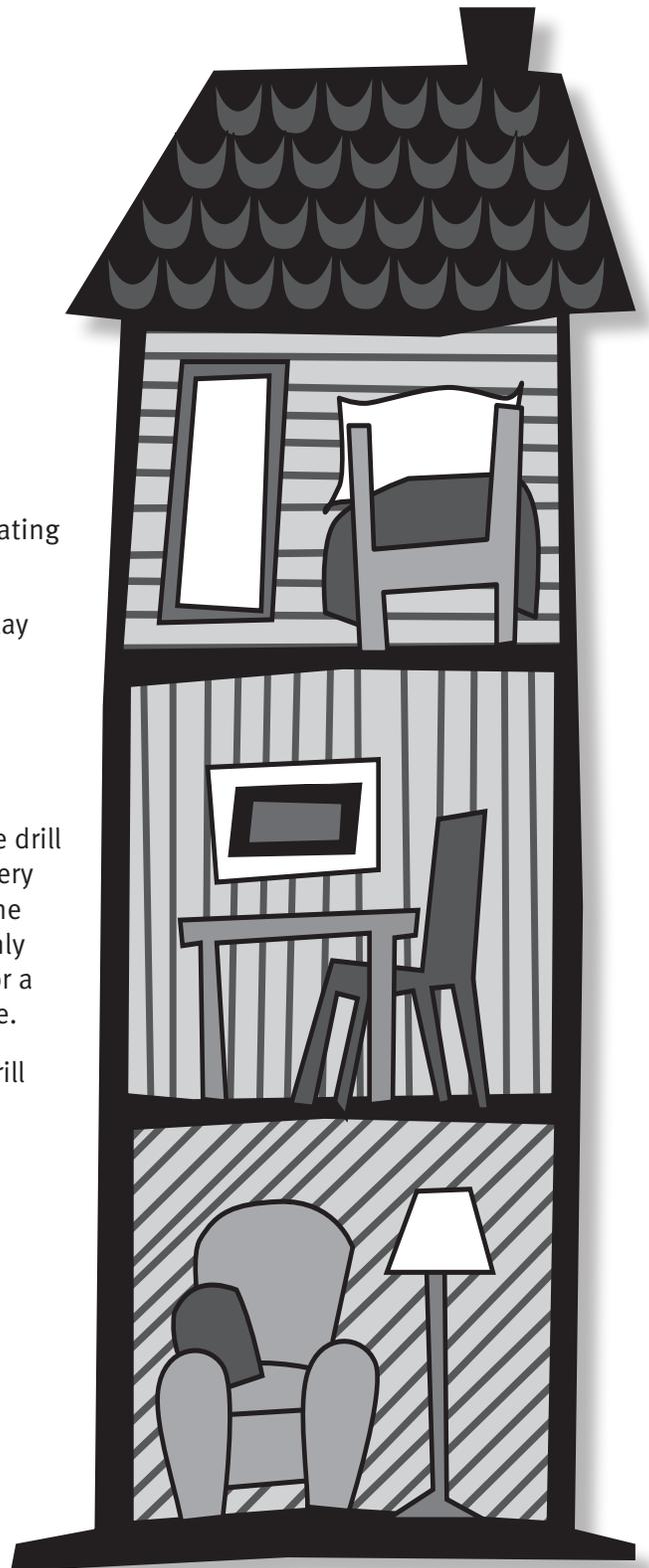
- Students will be able to describe the process for evacuating the home at the sound of the smoke alarm
- Students will be able to demonstrate the skills through play with dolls or in a role playing scenario

Activity

- Use the doll house and family to demonstrate a family fire drill for the children. Be sure to use the smoke alarm, have every one go out their primary exits (main doors) and meet at the family meeting place. Demonstrate the drill once again only have the dolls escape via their secondary exit (windows or a secondary exit door) and meet at the family meeting place.
- Have the children manipulate the dolls through the fire drill several times.

Conclusion

Send reminders home with the children to have their parents conduct a family fire drill at home.





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FIRE TRUCK COOKIES

Materials

- *Play Safe! Be Safe!* Video
- Book about Fire Trucks
- Graham Crackers
- Oreo or similar type cookies
- Red tinted frosting
- Black licorice
- Plastic butterknives



Purpose

To introduce preschoolers to firefighters as their friends and what firefighters do in their community.

Objectives

- Students will be able to identify a firefighter in full gear.
- Students will be able to describe what firefighters do in the community.

Procedure

Introduction – Invite the children to share what they know about firefighters.

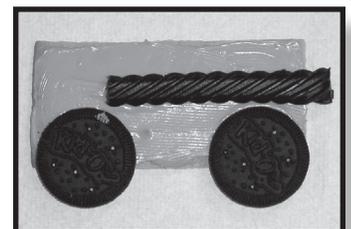
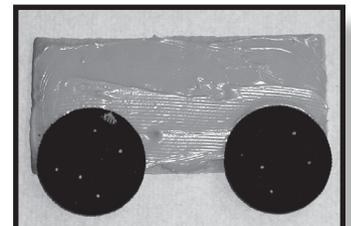
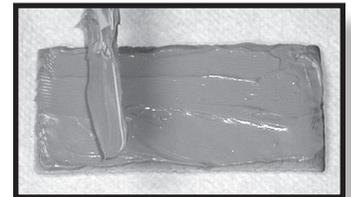
Communication – Talk to the children about all the jobs that firefighters do. Firefighters put out fires. Firefighters help people who are hurt or sick.

Auditory/Reading – Read the book *Fire Truck* by Joanne Barkan or other preschool-age book about fire trucks.

Hands-on/Kinesthetic – Make Fire Truck Cookies.

Making the cookies

- Give each child a four-square graham cracker.
- Let the children spread the red frosting over the cracker.
- Separate the Oreo, or similar cookie, and place the halves at the bottom of the cracker to create the wheels for the fire truck.
- Cut the licorice into long and short lengths. These pieces will be used to create the ladder on the side of the fire engine.
- Help the children create their fire engine cookies.
- Invite the firefighters to come visit your preschool, or go visit your local fire station.





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911

Materials

- *Impatient Pamela Calls 911* by Mary Koski
- A toy telephone
- Paper telephone cut-outs (see template)
- Hole punch
- String
- Coloring crayons or pens

Purpose

To learn when it is OK to call 911

To learn how to dial 911 using a practice phone

Objectives

- Students will be able to identify the phone number to call in the event of an emergency
- Students will be able to recognize common emergencies
- Students will demonstrate dialing 911 using the practice phone

Procedure

Introduction – Read *Impatient Pamela Calls 911*.

Communication – Ask the children questions about the story. Go over the sections that talk about Pamela learning her address and phone number. Discuss what the emergency was and why the other things Pamela wanted to call 911 for weren't emergencies.

Hands-on/Kinesthetic – practice dialing 911 on the practice phone with each of the children. This can be more successful if children have begun learning their addresses prior to this lesson.



Making their own 911 Practice Phone

Use the template on this page. Enlarge to the appropriate size for your preschoolers. Cut out the receiver and the phone. Use a hole punch to make holes in the spaces marked on the template. Use a string to connect the two pieces. Have the children write the number for emergencies along the bottom of the phone in the space provided.



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Fire Drills

Every month, when you have your fire drill at preschool, send materials home to parents recommending they practice a home fire drill with their preschooler.

Books to Read

No Dragons for Tea by Jean Pendziwol

An unusual friendship and fire safety lessons. This story is a fun, non-scary way of teaching little ones fire safety.

Arthur's Fire Drill by Marc Tolon Brown

Arthur helps his sister learn that fire drills aren't things to be scared about. The whole family learns fire safety from D.W.

I Am Fire by Jean Marzollo

This story teaches children that fire is a tool that grown-ups use. It also teaches about fire dangers and how to be fire safe.

Sing-a-long Song

If You Smell Smoke Don't Hide
to *Farmer in the Dell*

If you smell smoke don't hide
If you smell smoke don't hide
High-ho, there's fire you know
If you smell smoke don't hide
The fire won't go away
The fire won't go away
High-ho, the smoke will go
The fire won't go away
You have to get away
You have to get away
High-ho, the smoke will go
You have to get away

When learning the alphabet, use E = Exit and S = Smoke Alarm to reinforce safety concepts to children.

Fire Drills & Smoke Alarms

Practice fire drills to the sound of the alarm. Also, see if the children can imitate the sound of the alarm at home. Children need to know what to do when they hear the alarm, so make practice realistic. Encourage parents to have fire drills at home on the same days you conduct fire drills at the preschool.



Sing-a-long Song

Fire Drill by Unknown

Did you ever have a fire drill?
We had one today.
Our teacher told us what to do
So we would be OK.
There really was no fire at all.
It was only a drill
We walked out to the schoolyard
And stood there very still.
We could not talk or run or play.
Until the drill was through.
Now, if there really is a fire,
We know just what to do.

**Fire safety is a learned behavior.
Show children how to be fire safe.
Be fire safe in front of them and teach by example.**



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Section 2

MATCH & LIGHTER SAFETY

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Match & Lighter Safety



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WORKING TOGETHER

Seattle Fire Department's preschool fire safety program addresses the needs of those who are the youngest and most at risk.

The Problem . . .

Unintentional injuries are the leading cause of death for children ages one to five. Fire and burn injuries account for a significant number of these unintentional, but often preventable, injuries. It is estimated that nationally nearly 600 children under the age of five are killed each year from fire injuries. Half of these fires are started by children misusing matches or lighters. Children ages five and under are twice as likely to die in a fire as the rest of the population. Misuse of matches and lighters is the leading cause of death in residential fires for preschool children.

The Risk . . .

The United States has one of the highest fire death rates in the industrialized world. Most people don't believe that it will ever happen to them or to someone they know. More people die and are injured in fires than in plane crashes, yet many people fear flying while thinking nothing of sleeping in a home with no working smoke alarm. Children in homes without working smoke alarms are at the greatest risk for death and injury from fire.

Firefighter reinforces the fire safety lessons learned from the *Play safe! Be Safe!* program during a follow-up visit.

Making a Difference . . .

Educators are in the wonderful position of affecting positive changes in the lives of the children they touch. The Seattle Fire Department knows and recognizes this special connection you have with preschoolers and their families. You can help save the lives of these children who are at an increased risk of death and injury from fire by teaching them important fire safety lessons.

Our *Preschool Fire Safety Program* can provide you with information and fun educational materials to help you teach these vital safety messages to your students. The program is free of charge and available to any preschool or daycare in the City of Seattle. Your skills

as a teacher are the driving force behind teaching children in ways they best understand. We can help provide the tools to make it easy, fun and effective. And to help reinforce the messages you share with students in your classroom, we can arrange for your class to visit with local firefighters at the conclusion of the program.

To register your preschool group's participating in the Seattle Fire Department's Fire Safety Program please go to www.seattle.gov/fire. Click on Public Education and then on Preschool Programs.





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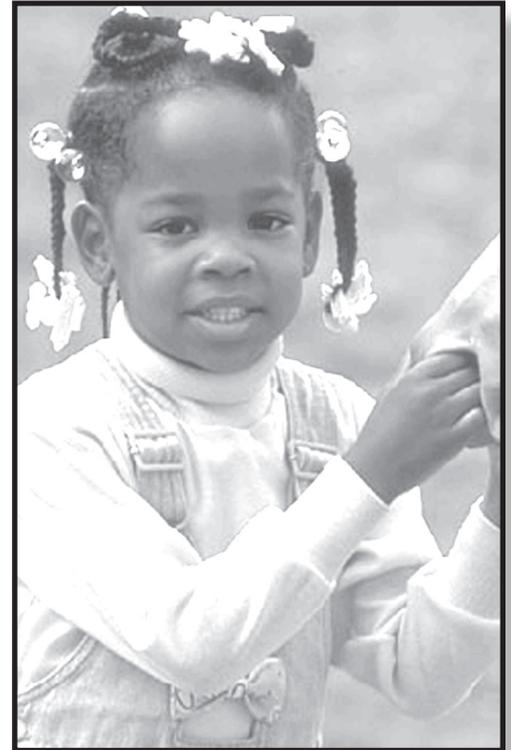
SPRING INTO FIRE SAFETY

Spring is a good time of year to highlight fire safety issues with your preschoolers.

Match and Lighter Safety

The statistics are frightening. It is estimated that each year 700 children under the age of five die in home fires in the U.S. This age group has twice the risk of dying in a fire than the rest of the population. Children misusing matches, lighters and other fire sources significantly contribute to this number. It is estimated that children start tens of thousands of fires yearly. These fires result in about 400 deaths and nearly 3000 injuries each year. The preschool children themselves are most often the victims of these fires.

The Seattle Fire Department takes this information very seriously and is committed to improving the safety of our youngest residents. To accomplish our goal of conveying age appropriate fire safety messages to preschool children, the Seattle Fire Department works with preschools, daycares and parent groups to provide fire safety messages. There are three main things caregivers can do to prevent fires started by children.



1. Constant supervision.

This is tough to do, especially when there are several fast moving preschoolers in your care. However, a lapse in appropriate adult supervision is the common thread in fires started by children.

2. Restrict access to matches, lighters and other ignition sources.

Just telling a child not to touch these items is not enough. They simply should be removed from the child's environment. Would you leave a sharp knife or a dangerous tool out where a young child could reach it? Matches and lighters should be viewed in the same light.

3. Demonstrate fire safety in front of the children.

If you use matches and lighters in front of a preschooler, do so in the manner they were intended to be used. Tell the child that they are tools for grown-ups only, not toys for them to play with.

**Don't worry that
children never
listen to you;
worry that
they are always
watching you.**

– Robert Fulgham



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IS IT A TOOL? OR IS IT A TOY?

Teaching children the difference between tools and toys can be a life saving lesson. Children watch intently as grown-ups use tools to get things done. They see parents and caregivers cutting with scissors, cooking at the stove, mowing the lawn, working on the car and other tasks that involve tools that are dangerous to young children. Preschool age children often try to mimic what they see the grown-ups in their life doing. Tragedy can strike when young children access these grown-up tools and try to use them.

Matches, lighters, barbecue igniters and other such sources of flame are tools that pose a serious burn injury threat to young children. According to the United States Fire Administration over 30% of the fires that kill children are set by children playing with fire. Sadly, children under the age of 5 have twice the fire death rate as does the rest of the population.

But such tragedies can be prevented. As caregivers we need to set a positive example for our preschoolers. We need to always use tools appropriately in their presence. They are very curious about “why” we do things. Explain to them, in simple terms, why tools are useful and who can safely use them (i.e., grown-ups).

Prevention is the best way to reduce the risk of a child injuring his/herself or others. Remove all ignition sources from a child’s environment. Keep them locked up, out of reach and out of sight. Additionally, watch children carefully at restaurants and stores. Matches and lighters are often well within a child’s reach at these locations. Restaurants often leave matches on the table or in a bowl by the register and many stores have them within easy reach near the check-out line. Common areas of parks and apartment complexes are other areas children often come across matches or lighters that have been carelessly left behind. Teach your preschooler to recognize these objects and to tell

a grown-up whenever they find them. They should never touch them.

Supervision of young children is critical to preventing fire and burn injuries. A common thread in all child-set fires is access to an ignition tool and a lapse in supervision. Watching children carefully and knowing that when you can’t watch them, that they are being well supervised by a responsible adult you know and trust are very important to reducing fire and burn injuries in young children.



**The first great gift
we can bestow on others
is a good example.**

– Thomas Morell



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MATCH & LIGHTER SAFETY

Materials

- *Play Safe! Be Safe!* Video
- Book *I Am Fire* by Jean Marzollo
- *Play Safe! Be Safe!* Story Cards - Lesson Four
- Scissors (for teacher)
- Coloring crayons or pens
- Glue and double-backed tape

Purpose

- To learn the difference between adult tools and children's toys
- To understand that children should tell an adult whenever they find matches or a lighter

Objectives

- Students will be able to identify tools for adults and toys for children
- Students will know that they should not touch tools for adults



Procedure

Introduction – Show the *Safe for Play! Keep Away!* segment of the *Play Safe! Be Safe!* video. Then use the *Play Safe! Be Safe!* story cards for Lesson Four to involve the children in a discussion about the pictures on the story cards.

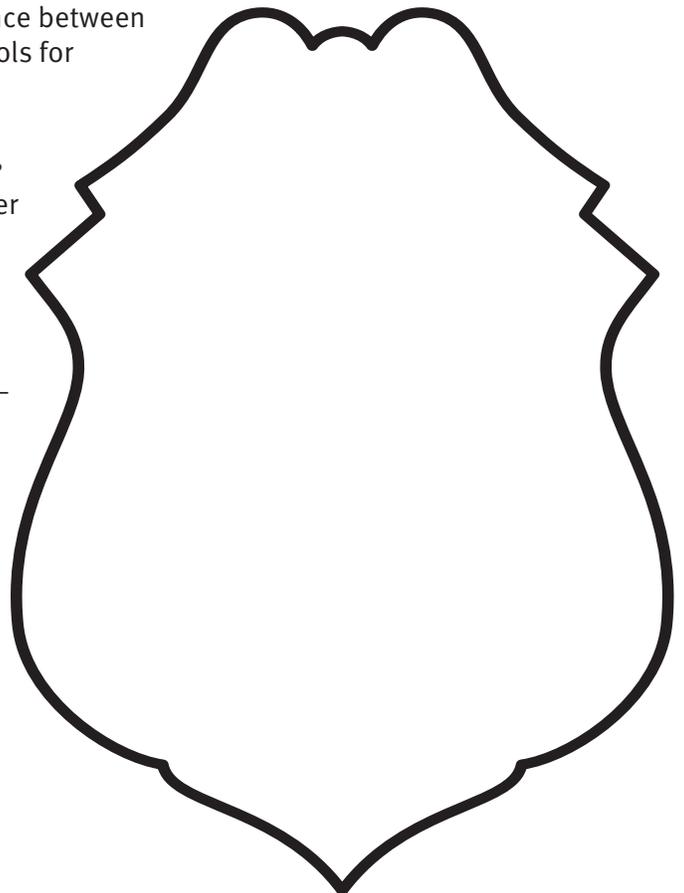
Communication – Ask the children to talk about their favorite toys. Then talk about tools that adults (like their Mom or Dad) use to get jobs done. Make sure the children understand the difference between toys for children and tools for adults.

Auditory/Reading – Read the book *I Am Fire* by Jean Marzollo or other preschool-age books that address safety around matches and lighters.

Hands-on/Kinesthetic – As the conclusion to the lesson, make Fire Marshal Badges with the children to reinforce the safety message.

Making the badges

Use this template. Make as many duplications as necessary so that each child has a badge to make. Resize the template if necessary. Cut the badges out for the children to color and decorate.





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TOOLS OR TOYS

Materials

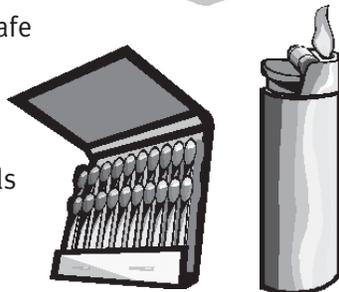
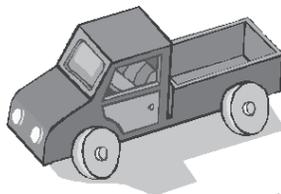
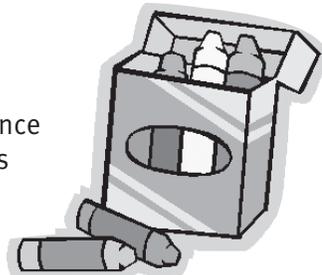
- Books about tools
- *Safe for Play! Keep Away!* Story cards from the *Play Safe! Be Safe!* kit
- A collection of common tools such as hammer, screwdriver, saw, scissors, shovel, etc.
- A spent child-resistant lighter (has no fuel, cannot be ignited)
- A book of matches with the heads cut off so they cannot be ignited
- A collection of toys. Perhaps have each child bring his/her favorite toy to class or pick his/her favorite toy from the classroom
- 3 baskets

Purpose

To teach preschoolers the difference between tools used by grown-ups and toys that are safe for kids to play with

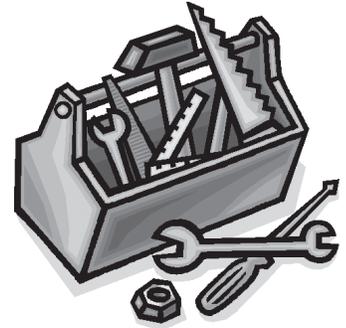
Objectives

- Students will be able to recognize tools that grown-ups use (specifically matches and lighters)
- Students will be able to recognize toys that are safe for them to play with
- Students will be able to demonstrate what to do when they find tools in their environment (Don't touch. Tell a grown-up)



Introduction

Read the children a book about tools (such as *Workshop* by Andrew Clements, *Tools* by Claude Delafosse or *The Toolbox* by Anne F. Rockwell)



Use the *Safe for Play! Keep Away!* Story cards to have a discussion with the children about match and lighter safety and how matches and lighters are tools (again, focus on how they are tools for grown-ups)

Activity

Part 1

- Show the children the tools and talk about how each has a job and who does that job (focus is on how the grown-up does the job)
- Have each child share their favorite toy
- Collect all the toys and tools into one of the three baskets



Part 2

- Have grown-up (teacher or parent volunteer) stand at one empty basket – the “tools” basket
- Have a child stand at the other empty basket – the “toys” basket
- Have each child take turns selecting something from the basket and deciding if it is a tool or a toy
- If it is a tool have the child tell the grown-up they found a tool. The grown-up will come take it and put it in the basket
- If it is a toy have the child put it in the toy basket



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SOCK PUPPET SING-A-LONG

Make sock puppet dogs with the children to use when singing along with the fire safety song on this page.

There is an excellent pattern for making a sock puppet dog on Page 16 of the *Play Safe! Be Safe!* Teacher's Manual and Resource Book.

Sung to: "Popeye the Sailor Man"

Use a sock puppet dog to sing:

*I'm Fire Safety Sam. (ruff, ruff)
I'm Fire Safety Sam. (ruff, ruff)
Please test smoke detectors
'Cause they're home protectors.
I'm Fire Safety Sam. (ruff, ruff)*

Substitute lines 3 and 4 with the following words for new verses...

*It's important to say,
With matches, don't play.*

*If there's smoke you should know,
You'd better crawl low.*

*Have a fire escape plan.
Every family can.*

*If there's a fire, get out.
Use your escape route.*

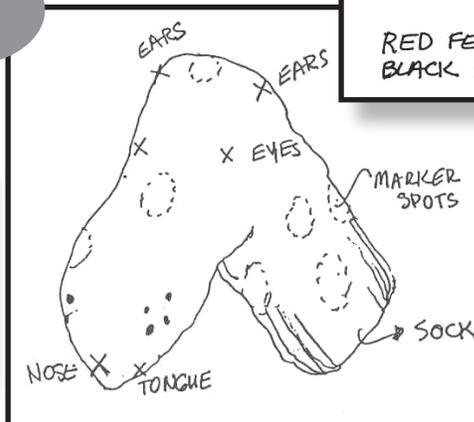
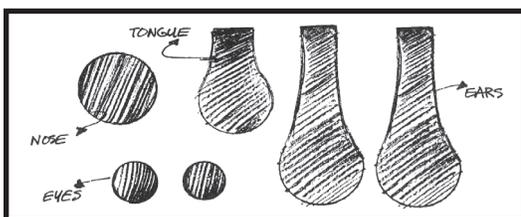
*Go to a neighbor's when alone,
Then call 9-1-1 on the phone.*

*Clothes on fire? Here's your goal:
First stop, then drop, and roll!*



MATERIALS:

- CHILD'S WHITE SOCK
- BLACK MARKER
- SCISSORS
- GLUE
- RED FELT FOR TONGUE
- BLACK FELT FOR NOSE, EYES & EARS



The materials you will need to make each sock puppet are:

- Child's white sock**
- Black marker**
- Scissors**
- Glue**
- Red felt for tongue**
- Black felt for ears and eyes**



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FIRE SAFE FIREFIGHTERS

Materials

- *Play Safe! Be Safe!* Video
- Book about firefighters
- Scissors (for teacher)
- Coloring crayons or pens
- Yellow, Red, Orange or White paper (8x10)
- Glue or tape

Purpose

To learn about firefighters as people who help our community with fire safety.

Objectives

- Students will be able to identify a firefighter in full gear.
- Students will understand that firefighters wear special clothes to keep them safe while they protect the community.

Procedure

Introduction – Show the *My Friend the Firefighter* segment of the *Play Safe! Be Safe!* video. Then use the *Play Safe! Be Safe!* story cards for Lesson One to involve the children in a discussion about the pictures on the story cards.

Communication – Talk to the children about the firefighter's special clothes. Ask the children to share what clothes they wear to protect themselves from things (e.g., rain coat in the rain, helmet when on a bike/trike, mittens when it is cold, life jacket in the water)

Auditory/Reading – Read the book *Sesame Street Firehouse* by Dan Elliot, *Big Frank's Fire Truck* by Leslie McGuire or other preschool-age book about firefighters.

Hands-on/Kinesthetic – Make paper fire helmets



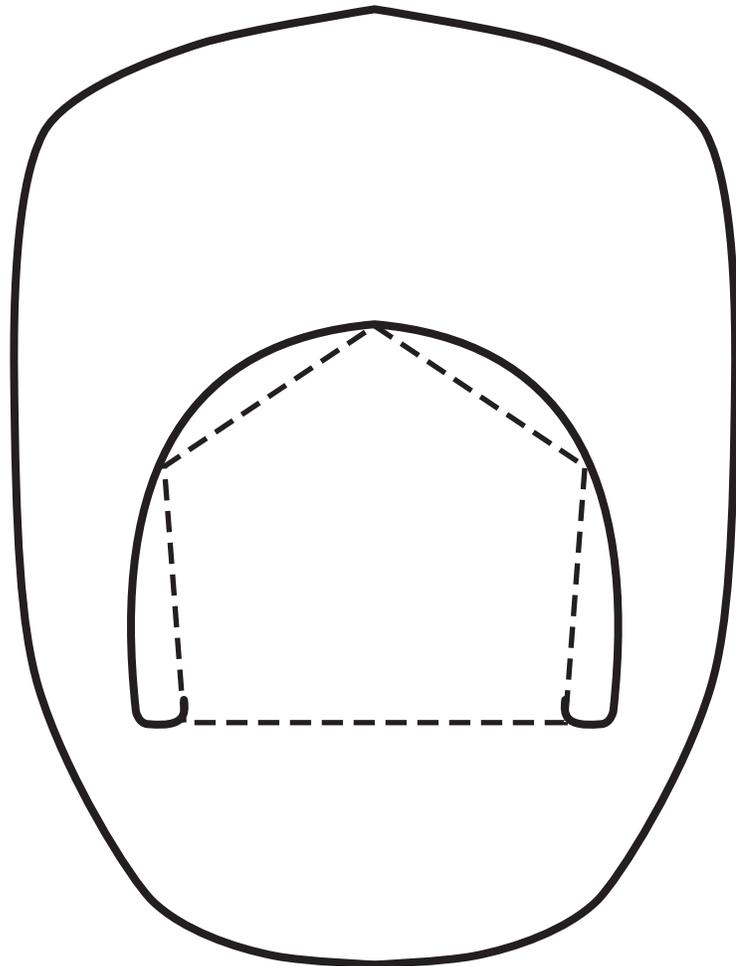


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Making the paper fire helmets

- Enlarge the helmet template to 200% on a copier or as needed to fit the child's head. In Seattle, Firefighters wear Black helmets, Lieutenants wear Red, Captains wear Orange and Chiefs wear White. Use what works best for your class.
- Cut along all bold lines and fold along the dotted lines. Be sure the lines are not visible from the front or the top of the helmet.
- Have the children color or decorate their helmets. You can use the sample emblems included on the template for the front of the helmet. Kids can write their name in the space under "Chief."





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Access and Supervision

Make matches, lighters and other sources of flame inaccessible to children. Maintain appropriate levels of supervision for the child. By being attentive to the issues of access and supervision you can reduce the risk of fire injury and death that result from children misusing fire starting materials.

Sing-a-long Song

Fire by Paula Peck

Fire can be helpful
when handled with care.
But fire and children
do not make a pair!
So don't play with matches
or anything hot.
Adults may use fire,
but children should not.



Bulletin Board



Create a bulletin board showing things that are "Safe for Play" and things from which to "Keep Away."

Circle Time

After learning what to do with matches or lighters if they are found, have each child share the name of a grown-up they can tell if they ever find matches or lighters.

Sing-a-long Song

(to the tune "Frère Jacques")

Never, never play with matches
If you do, if you do,
You might burn your fingers,
you might burn your fingers.
That won't do. That won't do.
Never, never play with matches
If you do, if you do,
You might burn your house down,
You might burn your house down.
That won't do. That won't do.
Never, never play with matches.
If you do, if you do,
You might burn your clothes,
You might burn your clothes,
That won't do! That won't do!



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Section 3

INJURY PREVENTION

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Pedestrian Safety	30



Seattle & King County

HEALTHY PEOPLE. HEALTHY COMMUNITIES.

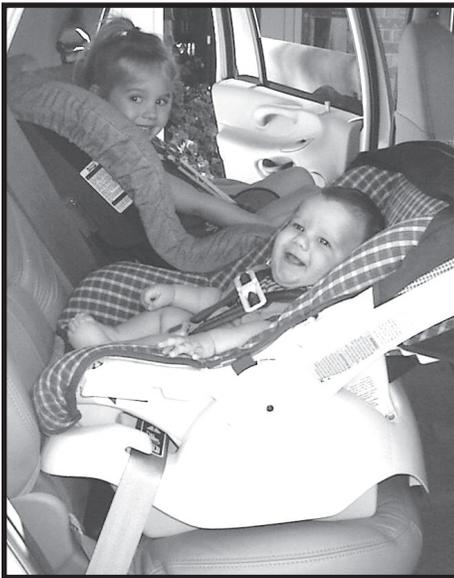
Injury Prevention



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BUCKLE UP!



Buckle Up!
It's the Law. It sounds simple, doesn't it? But trying to figure out the right type of seat for the age and size of your child can be confusing. Properly buckling up can, and does, save lives. By taking time to learn what type of car or

booster seat is best for your child, you can make a big difference in his or her safety when riding in a car whether it be a trip to the grocery store or a trip across the state.

Child safety seats and seatbelts have been proven to be effective in reducing the risk of death in a car crash. Yet more than half of the children under age fifteen killed in crashes in 2000 had not "buckled up". Those deaths may have been prevented if the children had been buckled safely in their car-seats or booster seats or had been wearing a seatbelt.

The studies show that proper use of child safety seats can reduce the risk of fatal injury in a crash by more than half. By taking a few minutes to make sure your kids are properly buckled up in the car you can dramatically increase their chances of surviving a car crash.

But just wearing a seatbelt or putting a child in a car seat is not enough. Children who are restrained improperly are more likely to be injured in a crash. For example, children ages two to five who are placed in seatbelts rather than an appropriate car seat or booster seat are three-and-a-half times more likely to be significantly injured in a car crash. They are four times as likely to receive a head injury. Sadly, the studies also show that caregivers quit using safety seats for children after the age of three. One study showed that half of children between the ages of three and eight were not being placed in car seats or booster seats as they should have been.

Teach your children by setting a good example. Do you wear your seatbelt every time your ride in a car? What about the children in your care? Recently, a colleague of mine saw a large SUV full of young boys on their way to the baseball game. The driver had on her seatbelt, but all of the boys were loose and bouncing around the vehicle as they excitedly neared Safeco Field. Those boys should have been buckled up for their own safety, the safety of the driver and for the other drivers on the road.

Unrestrained children can distract the driver and cause crashes with tragic results. Take the time to buckle up. It's the law and it does save lives.



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DON'T FALL DOWN ON BEING SAFE

Do you know what the leading cause of injury is for preschool age children? Believe it or not, it is falls. The rate of falls for preschoolers exceeds poisoning, the number two leading cause of injury, by nearly double. Each year there are nearly 2 million visits to emergency rooms for fall related injuries to children.

Injuries from falls can have significant impact on children and families. The most common types of injuries that children receive from falls are head and spine injuries, broken bones and internal injuries. Some of these injuries can have long lasting effects on the children who receive them. It is clear that preventing falls is the best way to address the problem.

In most cases, caregivers are in control of a child's environment. There are many things that can be done to help reduce a child's risk of falling or receiving an injury from a fall by modifying the child's environment. For example, many caregivers pad sharp corners of tables when their child is learning to walk. This type of environment modification doesn't prevent the child from falling, but it does reduce the chance of injury from a fall.

The most common types of serious falls are from balconies, windows, trees and furniture. Make sure children are supervised when on a balcony and that the balcony has adequate railings. Don't let children sit on a railing or a balcony, even if you are there with them. It only takes a second for a child to fall.

Falls from windows are common and can result in serious injuries. Restricting a child's access to open windows is important. Window screens alone will not

prevent a child from falling out of a window. Make sure furniture is arranged to create an environment that will reduce a child's risk of falling out the window.

Falls from furniture also cause a number of injuries to young children. Make sure that you never leave a child unattended when the child is sitting on a countertop, changing table, or other relatively high surface. Children also like to climb and this can get them into situations where they can get hurt. Secure things in your home (drawers, etc) to prevent dangerous climbing and find safer activities for the children in your care to explore climbing.

Take some time to take a close look at the places your child spends time. Make sure that precautions have been taken to prevent injuries from falls. By taking time to really look closely at ways to improve a child's safety, you can help make a difference and reduce the number of children that are needlessly hurt or killed by falls or fall related injuries.





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MINIMIZING PLAYGROUND INJURIES



Unintentional injuries experienced by preschool age children can cause many problems. Children who experience such injuries can experience a range of consequences including discomfort, missed school, long term effects and even death. Reducing such injuries is an important goal of the Seattle Fire Department and King County EMS.

It may or may not be surprising to find that a number of the injuries sustained by preschool age children occur while the child is attending day care or preschool. Every year, more than 80,000 children are injured while attending day care with nearly half of those children requiring emergency room treatment. More than a third of the injuries are related to playground equipment.

Most of the children that sustain injuries are ages three and four. Most of them are boys. 40% of the playground related injuries were associated with climbing toys and two-thirds of injuries were to the head and neck. 60% of playground injuries are related to falls to the play surface.

How can some of these injuries be prevented? At the very least, how can the intensity of the injuries be significantly reduced?

Supervision is certainly a good first step to helping reduce the number of childcare center injuries. Increased supervision helps keep kids in secure areas and helps keep their behavior in control. But supervision alone is not the answer, it is only a good first step.

Other things that can be done include making sure the play surface is appropriately padded with soft material. This can help break a child's fall. Also, keep the equipment in good repair. Check for sharp edges and corners that can cause injury if a child is pushed or falls against them. Make sure the equipment and play area can accommodate the number of children who will use it. Also, make sure to do what you can to reduce falls from heights. Maybe installing play equipment that isn't as high or putting safeguards in place to prevent falls from the height of the play structure.

For more information, the Washington Administrative Code (WAC 388-295-2130) addresses requirements for centers outdoor play areas. Please remember that these are the minimum requirements.



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INJURY PREVENTION FUN

Keep your kids out of hot water.

Prevent burns and scalds.

Children under the age of five are at an increased risk of burn injuries from scalding hot liquids such as boiling water, soup, coffee and tea. In fact, 95% of scalds occur among children under age five. Sadly, burns, including scalds, are the second leading cause of unintentional death for children in this age group.

But scalds and burns can be prevented. There are many things that parents and caregivers can do to protect their preschoolers from these injuries. One of the easiest ways is to set the water heater to a temperature of 120 degrees Fahrenheit or lower. The recommended bath temperature is 100 degrees Fahrenheit. According to the Northwest Burn Foundation there are many other preventative measures you can take.

- When holding a child, don't drink hot liquids. This reduces the likelihood that the beverage could spill and scald the child.
- Use the back burners of the stove when cooking and keep pot handles turned inward to prevent hot foods from spilling.
- Take extra precautions when microwaving children's food. Steam can burn. Don't let children remove food from the microwave. Let it cool before serving.
- Supervise children closely whenever hot things are around (stoves, irons, food, bath water, etc.) While preventing a burn is the best method, it is still important to know what to do if a burn does occur.

- Cool the burn immediately with cool water. Continue running cool water over the burned area for at least 10 minutes.
- Remove jewelry or other things that could cause tightness if swelling occurs.
- Remove clothing from the burned area after cooling, but do not try to pull clothing that may be stuck to the skin.
- Do not pop blisters or apply creams or ointments to the burn except in the case of a mild sunburn. Avoid sticky adhesive bandages or any "fluffy" bandages.





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HOT THINGS COLD THINGS

Materials

- Old magazines or pictures from clipart
- A sheet of paper that is half covered with blue construction paper and the other half covered with red construction paper
- Safety scissors (optional)
- Glue

Objectives

- Students will be able to distinguish between things that can burn them (hot things) from things that are safe to touch (cold things)

Note: this can be part of a lesson on opposites

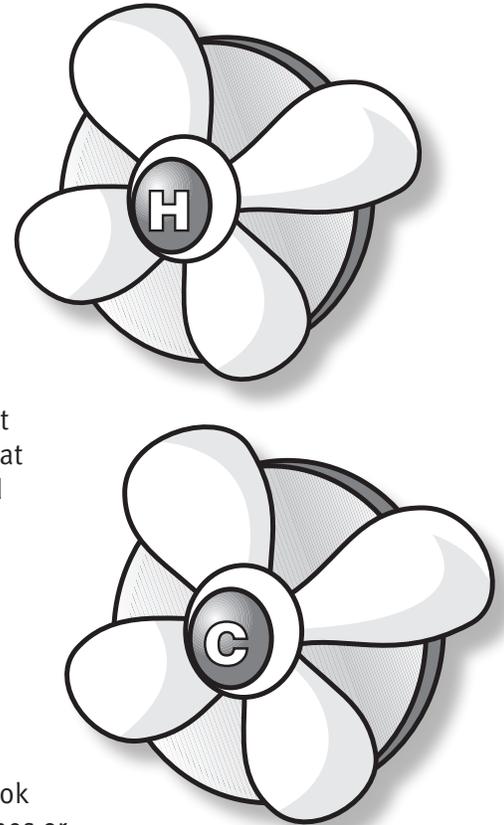
Introduction

Gather the children as a group. Describe to them what a “hot” thing is and what a “cold” thing is. Ask them to take turns sharing something they know is hot. Then go around the group again and ask them to share something they know is cold. This will help you track their level of comprehension about the topic.

Activity

Have the children look through the magazines or collections of pictures and tear out pictures of things that are hot or that could burn them (stove, iron, sun, fire, matches, lighter, etc.). Then have the children glue these images to the red side of the page.

Have the children look through the magazines or collections of pictures again and tear out pictures of things that are cold or that are safe to touch (ice cream, snow, water, toy, etc.). Then have the children glue these images to the blue side of the page.



Reinforcement

Send each child’s work home with information for their parents/caregivers regarding burn prevention and safety.



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AVOIDING CHILDHOOD POISONINGS

Preschool children are curious about their world. They are eager to explore and learn about their surroundings. This eagerness to learn and find out what something is can lead to danger for the preschooler. As caregivers for these young explorers, we must do everything within our grasp to make their learning environment safe.

Preschool children have a high incidence of poisonings. This is most likely due to their exploratory nature and to improperly stored products. In the year 2000, there were 920 deaths caused by poisoning. Poison control centers received calls regarding 2.2 million poisonings – more than half of those calls were for children under the age of six.

There is much that can be done to prevent unintentional poisonings. First, use items that are in child resistant packaging. But recognize that child resistant does not mean child proof. Children have been known to open child resistant packages to get at what they think might be something to eat or drink like candy or soda pop. These items must be stored in a secure area out of the reach of children.

Teach the preschoolers in your care that they should never put anything in their mouth without asking a grown-up first. Help them to understand that eating, drinking or even playing with the wrong things can make them very sick.



What to do if your child ingests poison

Call the Poison Control Center immediately. This should always be the first step. The number is **1-800-222-1222** and should be kept near your telephone. After calling Poison Control do the following:

If the poison is on the skin – remove any clothing that the poison has touched and rinse the skin under running water for 15-20 minutes.

If the poison was inhaled – get the person to fresh air.

If the poison got into the eyes – rinse them with running water for 15-20 minutes.

If the poison was swallowed – do not give the child anything to eat or drink. Do not make the child throw up unless directed to do so by Poison Control or a medical professional.



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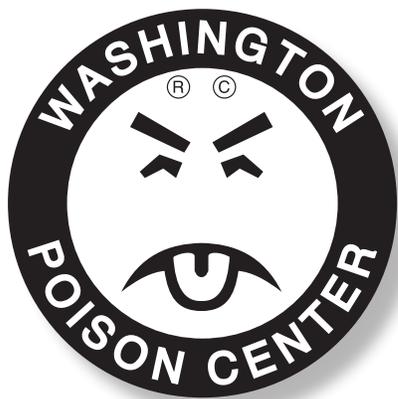
POISON PREVENTION

Materials

- Pictures of containers that hold poisons (pill bottles, household cleaner containers, etc.) These can be obtained from magazines, digital photos, or you could use empty and clean containers)
- Pictures of things children can eat (pizza, milk, juice, etc.)
- Mr. Yuk stickers

Objectives

- Students will be able to recognize by sight items that are not edible and are dangerous.
- Students will be able to demonstrate the skill of asking an adult before eating or playing with an unknown substance.



Introduction

Begin the lesson by talking with the students about what a poison is. Make sure they understand this term before moving on with the lesson.

Visual Activity

Spend some time identifying items that could be poisonous. Show the children pictures of them. Talk about things that are OK for kids to eat, touch or play with. Show pictures of these items.

Role Play

Introduce Mr. Yuk. Show the children the sticker. Talk about what it means. Tell the children they should tell an adult when they see that sticker on something. Put the sticker on one of the pictures as an example. Have the children practice telling an adult that they found a poison. Show the children the items that are OK for them to eat. Children should still ask an adult first, just to be sure the food is safe. An adult can tell if it is hot, old, dirty or someone else's food or dangerous. Show the children the pictures of the things that are OK for them to eat. Have the children practice asking an adult if they can eat it.



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WALKING SMART

It is Fall and kids are going back to school. The days are getting shorter. The light is later to arrive in the mornings and the dark of evening creeps in earlier. It is a good time of year to spend some time teaching children how to be safe pedestrians and how to walk smart.

Overall, children are more likely to be struck by a vehicle in urban areas and on residential streets in the late afternoon or early evening. The city of Seattle is comprised of the very urban and residential areas that pose the greatest risks to children.

One of the best ways we can teach children to walk smart is for them to see us walk smart. Even if you need to walk an extra block to go to the corner crosswalk, go and cross at the crosswalk. This shows the kids that you take crossing safely seriously. The fact is that children ages three and four and school children ages five to nine are most often struck as they enter the roadway mid-block, particularly if motorists cannot see the child from behind cars parked along the street. How many times have grown-ups, with children in tow, crossed mid-block to save time and effort?

In reality, this is teaching our children the very habits that kill hundreds and injure thousands of kids each year. By teaching children to always go to the corner or the crosswalk, you are helping them learn to be as safe as possible when crossing a street. By talking with the children in your care and modeling safe behaviors, you can teach children the following rules for walking smart.



- Always cross a street with a grown-up. Be sure to look both ways and listen carefully for cars before stepping into the street.
- Cross the street at corners or crosswalks or where there is a walk/don't walk signal. Always follow the signal and always look both ways.
- Never chase toys, animals or people into the street. Get a grown-up to help you. And always look both ways first.
- When playing in driveways, watch out for cars. If one comes by, stop and move to the side of the driveway so the car can drive by and people can stay safe.



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MAKE A SAFETY VEST

Materials

- Brown paper grocery bag
- Bright paints or markers
- Reflective tape (found at sporting goods, fabric or hardware stores) or neon colored paint

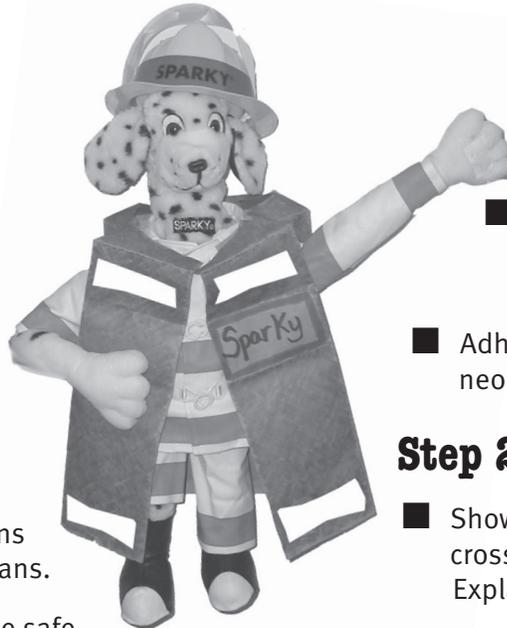
Objectives

- Students will be able to identify signs that will help them be safe pedestrians.
- Students will be able to demonstrate safe pedestrian skills.

Activity

Step 1: Making the vests

- Using a paper grocery bag, remove the paper handles (if there are any). Cut a slit in the middle of the wide side of the bag from the opening to the bottom of the bag.
- At the bottom of the bag cut a hole that will serve as the neck of the vest, the side with the slit will be the front of the vest.



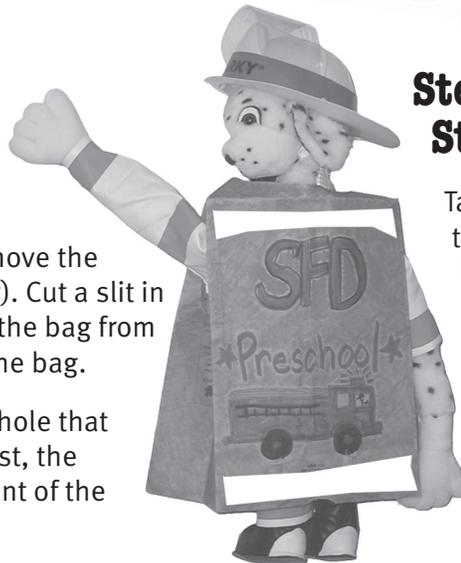
- Cut an armhole in each side of the bag.
- Have the children decorate their vests using brightly colored paints.
- Adhere reflective tape or stripes of neon paint to look like a safety vest.

Step 2: Walking Smart

- Show the children pictures of crosswalks, street signs and signals. Explain what each sign means.
- Have guided practice in the classroom on how to act when they see the signs.

Step 3: Strutting their safety stuff!

Take the children on a safety walk wearing their safety vests to practice their newly learned safety skills.



This lesson is taken from the Smart Kids! Safe Kids! Injury Prevention Curriculum available through the Seattle Fire Department.



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CLASSROOM IDEAS

Bulletin Board

Create a crosswalk on the bulletin board using construction paper. Either use pictures of the children or safety vest die cuts with the children's names written on them to be crossing the street in the crosswalk. Make sure that the teacher's picture or image representing the teacher, figures prominently at the head line carrying a crossing guard-style "walk" sign.

Book to Read

Between the Lions, Walk. Don't Walk.

by Tennant Redbank



Song to Sing

Traffic Light Song author unknown

Red says stop.
(hold up left hand in "stop" gesture)

Green says go.
(right arm motioning)

Yellow says wait.
(Hold up index finger)

You'd better go slow.

When I reach a crossing place,
(cross arms at wrist)

To the left and right I turn my face.

I walk, not run across the street.
(use fingers)

And use my head to guide my feet.
(point to head and feet)



Seattle Fire Department Fire Prevention
www.seattle.gov/fire