

Fire Fighters and Fire Safety for Kids

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

Rationale	.2
Organization and Management	.2
Features	.3

INTRODUCING *Fire Fighters and Fire Safety for Kids*

Jump Right In	.5
Themes	.6
Overview	.6
Objectives	.6

PREPARATION FOR VIEWING

Introduction to the Program	.6
Introduction to Vocabulary	.6
Discussion Ideas	.6
Focus	.6

AFTER VIEWING THE PROGRAM

Suggested Activities	.7
Vocabulary	.10
Checking Comprehension	.11
Detect This!	.12
Word Search Puzzle	.13
Checking Vocabulary	.14
True or False	.15
Test	.16

ADDITIONAL AIMS MULTIMEDIA PROGRAMS18

ANSWER KEYS19



Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by Pat Davies

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries since 1957. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in videocassette and CD-ROM.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

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FEATURES

INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes

This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

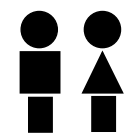
After Viewing the Program

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs



These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

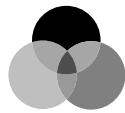


Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On



These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities



These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.

ADDITIONAL ATM FEATURES

Vocabulary

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities

The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary

The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key

Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation

- Read *Fire Fighters and Fire Safety for Kids* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing

- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view *Fire Fighters and Fire Safety for Kids* together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

Fire Fighters and Fire Safety for Kids

Themes

The major theme in Firefighters and Fire Safety for Kids is that of community service — whether as a paid firefighter working for a town, county, state or national fire service — or as an unpaid volunteer, giving time and effort to keep the local community safe. Fire prevention and fire survival skills are a related theme.

Overview

The outbreak of fire in a community is one of the most crucial dangers its residents can face. Without adequate firefighting resources, the result can be a devastating conflagration, such as the Great Chicago Fire of 1871. Today's modern fire department is one of each community's invaluable resources. In many large cities, the local fire department is staffed by paid firefighters; however, nationwide, most firefighting personnel are unpaid volunteers.

Paid or volunteer, firefighters are on alert twenty-four hours a day. They respond instantly to the fire siren — an alarm that may send crews to battle a residential, commercial, or wildfire — or to assist in a medical emergency.

At the scene of a fire, the fire captain directs the activities. Firefighters must search for and rescue anyone inside the burning building while, at the same time, working to extinguish the blaze. In medical emergencies, paramedics or emergency medical technicians administer first aid, stabilize the condition of an ill or injured person, and transport the patient to hospital. In some instances, helicopter medivac units are called in to provide even faster transport.

Proper use of the 911 Emergency Call System, home fire escape plans, fire drills, smoke and carbon monoxide detectors and fire survival techniques such as stop-drop-and-roll all contribute to students' fire survival skills and their abilities as responsible consumers of community services.

Objectives

- To examine the many vital functions that firefighters perform for their communities.
- To explain the proper use of the 911 emergency system and how, when, and why to use it.
- To illustrate and model fire survival skills for students.

Introduction to the Program

To prepare students for, Firefighters and Fire Safety For Kids, ask volunteers to discuss what they already know about the fire department, firefighters, and fire safety — such topics as:

the duties of a firefighter; the organization of the fire department in your community; the use of the 911 emergency call system; fire prevention/fire survival skills with which the students are familiar.

Ask students what stories they have heard about the fire department or firefighters. Do they believe the tales they have heard are true or false? What are their reasons for their beliefs? Invite students to compile a list on the board of issues they think are important to their community in relation to fire-related or medical emergencies.

Introduction to Vocabulary

Some students may be unfamiliar with the following terms. Write the words on the board and ask the class to discuss the meaning of each term. If the meaning of any word is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class.

Emergency, escape route, fire drill, firefighter, nine-one-one, paramedic, rescue, safety, smoke detector, stop-drop-and-roll

Discussion Ideas

Lead students in a discussion of issues from the list compiled on the board.

Focus

Ask students to think for a few minutes about what it would be like to be a member of your local fire department. What situations or dangers would they expect to encounter? Do they think it would be an easy job, or a difficult one? What do they think would be the most significant hazards or rewards? Tell them to keep these thoughts in mind as they view the program and learn more about the working life of professional firefighters, and the responsibilities and sacrifices made by those firefighters who are volunteers.

SUGGESTED ACTIVITIES

Connection to History

Before scientists understood microorganisms, like single-celled bacteria, they didn't understand how diseases spread from person to person. Over the years, many things took the blame for illnesses, including demons and lost spirits of the dead. Treatments for these diseases were even more unbelievable. Ask students to do some historical research to uncover ancient methods of dealing with disease. Have them share their findings with the class, and encourage them to explain why the "cure" failed or succeeded.



60 Minutes

Link to the World

Calls for help in an emergency — whether through the 911 system or directly to the fire department (or police/sheriff's department) take only moments today. Help is on the way within moments, via fast vehicles with emergency sirens blaring. At the time of the Great Chicago Fire in 1871 (and similar historical emergencies), summoning help, the speed at which help was able to respond, and the technological abilities of the emergency assistance available all were far different than that available to us today. What communication methods do students know of which were commonly in use during the late 1800s? How long do they think it usually took to alert the fire department or other emergency services? What problems do they think would arise today if our phone systems and other modern means of communication were out of commission? If fire departments and emergency medical services suddenly were unable to use their fire trucks, ambulances, or helicopters?



20 Minutes

Meeting Individual Needs

Ask students to look up the words "emergency", "drill", and "rescue" in the dictionary or other resource. Which definitions of the words pertain to this program? Why might it be important to be able to determine what constitutes a true emergency? How do routine fire drills (at home as well as at school) help in the event that an actual fire occurs? Under what circumstances do the students think someone might require rescue?



20 Minutes

Connection to Geography

In most cities and towns, several fire stations are established to serve the needs of the community. On a community map, have students plot out the location of the fire stations, and the areas they serve. Ask students to determine what geographic factors in your community might influence how rapidly firefighters can respond to emergencies in some locations. Such factors might include rivers and bridges, lakes, airports, hilly terrain and steep, narrow streets. In areas that seem less accessible, why might it be more important to practice vigilant fire prevention skills? We sometimes hear of "multi-alarm" fires, such as a "five alarm fire". What do students believe is meant by such phrases? 30 Minutes



30 Minutes

Writing

The role of firefighter is just one of several service-oriented professions that protect our communities, and help them run smoothly. Ask students to choose a profession from the list below. Tell them to use print resources (library books, encyclopedias, etc.) and electronic resources (the Internet) to learn more about the profession, the training typically required to become a member of that profession, and how individuals in that profession serve their communities. Have them write a one-page report summarizing their findings. Professions: doctor; emergency medical technician/paramedic; firefighter; law enforcement officer; librarian; mayor; nurse; schoolteacher; soldier; veterinarian.



Extended

Critical Thinking

Although many of our large cities have fire departments staffed by paid firefighters, most of the country depends on departments run by volunteers. These individuals may have regular paid jobs as teachers, executives, truck drivers, or some other profession. Yet, any time, day or night, when the alarm sounds they must drop everything and respond to fight the fire. For what reasons do students believe an individual would decide to volunteer for this hazardous duty? What sort of person do they think would volunteer? Is there a "typical" volunteer? Why do they think communities rely on volunteers for such a vital service? Should communities with volunteer departments change to paid departments — why, or why not? What might communities do to be able to afford a paid department (if it's a financial consideration)?



20 Minutes

In the Newsroom

Invite a representative of your local fire department to give a talk about how the department functions, the duties of their firefighters, paramedics/EMTs, as well as training required, and any fire prevention/fire survival tips that are age-appropriate for your students. Determine in advance that the individual would be willing to be "interviewed" by student reporters. Have students prepare by researching fire prevention topics relevant to your community, and writing out a list of questions concerning fire prevention, survival, and the 911 system. Ask them to take written notes during the representative's presentation, then work in small groups to conduct their interviews. Following the interviews, have the groups compile their results in the form of a Fire Service Newswatch program. Within each group, one - two students should serve as news anchorperson(s), while others write the commentary and research visuals to use for their presentation. Have each group deliver their news report to the class. If equipment is available, you may wish to videotape the presentations for viewing at a later time.



Extended

Connection to Science

In a fire, it's important to remember that smoke rises, and "good", breathable air stays near the floor. To better understand this, have students work in small groups to find out why this is so. Ask for a volunteer from each group to report their findings to the class.



30 Minutes

Link to the World

Have students work in small groups to role-play reporting emergency situations to the 911 system. Have one student from each group take on the role of the 911 Dispatcher receiving calls from members of the public. Other students in each group must call in with details of an emergency requiring fire department, emergency medical, or law enforcement assistance. Prior to the role-play, you may choose to discuss or list on the board the main concerns when placing a 911 call.



60 Minutes

The caller must:

- Stay calm;
- Tell the Dispatcher what is wrong (for example, a fire)
- Give the Dispatcher your full address;
- Answer other questions the Dispatcher may have;
- Stay on the phone until the Dispatcher tells you to hang up.

When the groups have completed their role-plays, ask them to critique each other's performance. Also discuss the following: Since in a real emergency it's easy to forget your own address it is recommended that a sticker with your address be attached to your phone — or right beside it in plain sight. How many students have an address label on their home phone? How could this concern be handled in the case of cell phones?

Critical Thinking

What is a 911-level emergency? Sometimes when something goes wrong, no matter how minor, it can seem really serious. But, what constitutes a true emergency — one that requires, and justifies, calling 911? Have students make individual lists of things they consider to be emergencies. Ask them to rate their choices in level of severity, from one to five, five being most severe. Ask for volunteers to list their most severe emergencies on the board. Discuss the types of situations students consider most severe. Which warrant calling for 911 emergency assistance? Remind the group that 911 is for serious, life-threatening situations — such things as a medical emergency (someone having a heart attack, etc.), a fire, or a violent situation — perhaps an intruder breaking into your home and threatening you. Have a volunteer write the group's final emergency list on the board.



30 Minutes

Culminating Activity

At random, assign students topics from the program. Ask students to each write a question regarding their assigned topic. Collect their questions and compile into an end-of-unit quiz. After they've taken the quiz, get student reactions. How do they feel about testing themselves in this way? Do they feel the quiz was any different than usual? If so, in what way?



Extended

VOCABULARY

The vocabulary words listed below are from Firefighters and Fire Safety For Kids. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use each word in a sentence.

- A. emergency**
- B. escape route**
- C. fire drill**
- D. firefighter**
- E. nine-one-one**
- F. paramedic**
- G. rescue**
- H. safety**
- I. smoke detector**
- J. stop-drop-and-roll**

1. _____ a person trained to put out fires

2. _____ to save someone from a dangerous situation

3. _____ a kind of alarm that warns you when smoke is in the air

4. _____ a person trained in emergency medical care

5. _____ what you must do if your clothes catch on fire

6. _____ a situation where help is needed right away because of a fire, a serious medical problem, or a threat of violence

7. _____ to practice calmly leaving a building in case of a fire

8. _____ the phone number to call for emergency help

9. _____ a planned path to use in leaving a building (or home) in case of a fire

10. _____ the absence of danger

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. Some towns and cities have paid fire departments, but most depend on _____ to provide firefighting services.
2. The 9-1-1 phone number is for use in _____ only.
3. In calling 9-1-1, it's important to give the _____ all the information he/she needs.
4. Firefighters are often called for help in a/an _____.
5. The fire _____ directs the other firefighters at the scene of a fire.
6. Firefighters have two main jobs at the scene of a fire: one is to _____ the fire; the other is to _____ that are inside the burning building.
7. To keep your family safe in case a fire broke out at your home, it's important to have _____ in the hallway leading to all bedrooms, and it's a good idea to have one inside each bedroom too.
8. To make sure everyone knows the best way to get out in case of fire, families can draw up a/an _____ for their home.
9. To practice using their escape route, families should have _____.
10. If your clothing catches fire, the thing to do right away is to _____.

DETECT THIS!

Below are several scrambled words related to Firefighters and Fire Safety for Kids. Rearrange the letters to unscramble the terms. The boxed letters will spell out a fire safety tip.

tspo podr dna lolr _____

mlraa _____

einn neo eon _____

omsek _____

refi lrdli _____

acmrdpeia _____

giefrhetfri _____ _____

mryneceeg _____

rtcpdiasde _____

psaeec tureo _____

sreeuc _____

_____ save lives.

WORD SEARCH PUZZLE

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search.

e v b n x s k c b r r d b g s
s n r e t h g i f e r i f x m
c v k z m f m d h s f r t j o
a h n i n e o n e o n e d b k
p w c g v y t d n r q d b t e
e q y k e m e r g e n c y m d
r r t s w l k j n d b x c n e
o z e t l l i r d e r i f p t
u w f p h s p t y n h m p q e
t b a r c p h x n s n c g x c
e c s y g t x e u c s e r v t
f q r w g v n l r c x k r p o
p a r a m e d i c b x h m y r
q w t r k s p m b d t f x n b
s t o p d r o p a n d r o l l

WORD BANK

**emergency
escape route
fire drill**

**firefighter
nine-one-one
paramedic**

**rescue
safety
smoke detector**

stop-drop-and-roll

1. _____ the absence of danger
2. _____ to save someone from a dangerous situation
3. _____ a kind of alarm that warns you when smoke is in the air
4. _____ what you must do if your clothes catch on fire
5. _____ a situation where help is needed right away because of a fire, a serious medical problem
6. _____ a person trained to put out fires
7. _____ the phone number to call for emergency help
8. _____ a planned path to use in leaving a building (or home) in case of a fire
9. _____ a person trained in emergency medical care
10. _____ to practice calmly leaving a building in case of a fire

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

- | | |
|-----------------------|--|
| a. emergency | 1. to practice calmly leaving a building in case of a fire |
| b. escape route | 2. to save someone from a dangerous situation |
| c. fire drill | 3. the phone number to call for emergency help |
| d. firefighter | 4. the absence of danger |
| e. nine-one-one | 5. a kind of alarm that warns you when smoke is in the air |
| f. paramedic | 6. what you must do if your clothes catch on fire |
| g. rescue | 7. a person trained to put out fires |
| h. safety | 8. a planned path to use in leaving a building (or home) in case of a fire |
| i. smoke detector | 9. a person trained in emergency medical care |
| j. stop-drop-and-roll | 10. a situation where help is needed right away because of a fire, a serious medical problem, or a threat of violence. |

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. _____ Most firefighters in the United States are unpaid volunteers.
2. _____ It's okay to call 9-1-1 and ask for help with your homework if the assignment is difficult.
3. _____ If a building is on fire, the cool, clear air that is safe to breathe is near the floor.
4. _____ Planning a home escape route and practicing home fire drills with family members is a good way to be sure everyone will be safe if there's ever a fire.
5. _____ At night, you should sleep with your bedroom door open.
6. _____ It's a good idea to place smoke detectors in hallways and inside each bedroom.
7. _____ Stop-drop-and-roll is a new exercise for physical education class.
8. _____ A paramedic is the rolling bed used in an ambulance.
9. _____ Firefighters provide an important community service in fighting fires and offering other emergency services such as emergency medical assistance.
10. _____ It's okay to go back into a burning building if you left your homework inside.

TEST

Circle the correct answer to each question.

1. When you call 9-1-1 to report an emergency, you will talk to a person called a dispatcher. It is important to:
 - a. stay calm and tell the dispatcher what is wrong (like, a fire)
 - b. give the dispatcher your full address
 - c. answer questions the dispatcher asks
 - d. stay on the phone until the dispatcher tells you to hang up
 - e. all of the above

2. In this country, most firefighters are:
 - a. paid members of community or county fire departments
 - b. soldiers
 - c. unpaid volunteers
 - d. none of the above

3. A smoke detector will sound an alarm:
 - a. when it's time to get up in the morning
 - b. when it detects smoke from a fire
 - c. when it's about to rain
 - d. when it's hot outside

4. For which of the following situations should you call the 9-1-1 emergency number?
 - a. you have fallen and scraped your knee, and it's bleeding a little bit
 - b. your grandfather, who is visiting you, is having a heart attack
 - c. your kite has gotten stuck high up in a tree and you can't get it down
 - d. a fire has started in your kitchen
 - e. B and D

5. Firefighters who also provide emergency medical help are called:
 - a. captains
 - b. paramedics
 - c. lieutenants
 - d. EMTs
 - e. B and D

TEST (CONTINUED)

Circle the correct answer to each question.

6. It's a good idea to close bedroom doors at night because:
- a. you won't keep other people awake if you snore
 - b. the closed door will help keep smoke out of the room in case of a fire
 - c. fire can't burn through doors
7. To fight fires inside burning buildings, firefighters wear:
- a. oxygen tanks, called breathing apparatus
 - b. dark glasses
 - c. anti-riot gear
 - d. snorkels
8. A first step in planning a home fire drill for your family is to:
- a. make sure your family has a portable electric drill
 - b. draw a floor plan of the house or apartment, showing all doors and windows
 - c. get rid of all matches, candles and fireplaces
 - d. lock all doors and windows
9. After your family has drawn out an emergency escape route for your home, it's a good idea to practice it:
- a. so everyone can easily and quickly escape to the outside
 - b. so everyone can escape, even at night
 - c. so everyone knows where to meet outside and who will call 9-1-1, and from where
 - d. so everyone knows not to go back inside for anything
 - e. all of the above
10. In case of fire, what should be done about phoning for help?
- a. When the smoke alarm sounds, you should use your home phone to call.
 - b. When the smoke alarm sounds, if you have a cell phone in your hand or right in front of you, using the planned escape route, take the cell phone outside and call for help.
 - c. When the smoke alarm sounds, everyone should use the planned escape route, meet at the assigned place and the person assigned to call for help should go to a neighbor's house to call. If a family member has a cell phone on them, that phone may be used, but do not go back into a burning building to call, or for any other reason.
 - d. B and C

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Fire Safety: Hall of Flame (2nd Ed.) • #8264-EN-VID

Fire: Why Does It Burn? • #9720-EN-VID

The Adventures of Safety Frog: Fire Safety • #9982-EN-VID

Emergency Services: Hotline to Help • #9851-EN-VID

Safety Rules and You • #8233-EN-VID

Safety Rules for School (2nd Ed.) • #9805-EN-VID

ANSWER KEY for page 10

VOCABULARY

The vocabulary words listed below are from Firefighters and Fire Safety For Kids. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use each word in a sentence.

- A. emergency**
- B. escape route**
- C. fire drill**
- D. firefighter**
- E. nine-one-one**
- F. paramedic**
- G. rescue**
- H. safety**
- I. smoke detector**
- J. stop-drop-and-roll**

1. **D** a person trained to put out fires

Students' sentences will vary. Accept any that demonstrate understanding.

2. **G** to save someone from a dangerous situation

3. **I** a kind of alarm that warns you when smoke is in the air

4. **F** a person trained in emergency medical care

5. **J** what you must do if your clothes catch on fire

D

6. **A** a situation where help is needed right away because of a fire, a serious medical problem, or a threat of violence

7. **C** to practice calmly leaving a building in case of a fire

8. **E** the phone number to call for emergency help

9. **B** a planned path to use in leaving a building (or home) in case of a fire

10. **H** the absence of danger

ANSWER KEY for page 11

CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. Some towns and cities have paid fire departments, but most depend on **VOLUNTEERS** to provide firefighting services.
2. The 9-1-1 phone number is for use in **EMERGENCIES** only.
3. In calling 9-1-1, it's important to give the **DISPATCHER** all the information he/she needs.
4. Firefighters are often called for help in a/an **MEDICAL EMERGENCY**.
5. The fire **CAPTAIN** directs the other firefighters at the scene of a fire.
6. Firefighters have two main jobs at the scene of a fire: one is to **EXTINGUISH/PUT OUT** the fire; the other is to **RESCUE PEOPLE** that are inside the burning building.
7. To keep your family safe in case a fire broke out at your home, it's important to have **A SMOKE DETECTOR** in the hallway leading to all bedrooms, and it's a good idea to have one inside each bedroom too.
8. To make sure everyone knows the best way to get out in case of fire, families can draw up a/an **ESCAPE ROUTE** for their home.
9. To practice using their escape route, families should have **FIRE DRILLS**.
10. If your clothing catches fire, the thing to do right away is to **STOP-DROP-AND-ROLL**.

ANSWER KEY for page 12

DETECT THIS!

Below are several scrambled words related to Firefighters and Fire Safety for Kids. Rearrange the letters to unscramble the terms. The boxed letters will spell out a fire safety tip.

tspo podr dna lolr **S** T O P D R O P A N D R O L L

mlraa A L A R **M**

einn neo eon N I N E **O** N E O N E

omsek S M O **K** E

refi lrdli F I R **E** D R I L L

acmrpdpeia P A R A M E **D** I C

giefrhetfri F I R **E** F I G H T **E** R

mrynceceg E M E R G E N **C** Y

rtcphasde D I S P A **T** C H E R

psaeec tureo E S C A P E R **O** U T E

sreeuc **R** E **S** C U E

Smoke Detectors save lives.

ANSWER KEY for page 13

WORD SEARCH PUZZLE

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search.

e	v	b	n	x	s	k	c	b	r	r	d	b	g	s					
s	n	r e t h g i f e r i f											x	m					
c	v	k	z	m	f	m	d	h	s	f	r	t	j	o					
a	h	n i n e o n e o n e											d	b	k				
p	w	c	g	v	y	t	d	n	r	q	d	b	t	e					
e	q	y	k	e m e r g e n c y											m	d			
r	r	t	s	w	l	k	j	n	d	b	x	c	n	e					
o	z	e	t	l l i r d e r i f											p	t			
u	w	f	p	h	s	p	t	y	n	h	m	p	q	e					
t	b	a	r	c	p	h	x	n	s	n	c	g	x	c					
e	c	s	y	g	t	x	e u c s e r						v	t					
f	q	r	w	g	v	n	l	r	c	x	k	r	p	o					
p a r a m e d i c														b	x	h	m	y	r
q	w	t	r	k	s	p	m	b	d	t	f	x	n	b					
s t o p d r o p a n d r o l l																			

WORD BANK

emergency
escape route
fire drill

firefighter
nine-one-one
paramedic

rescue
safety
smoke detector

stop-drop-and-roll

1. _____ **SAFETY** _____ the absence of danger
2. _____ **RESCUE** _____ to save someone from a dangerous situation
3. _____ **SMOKE DETECTOR** _____ a kind of alarm that warns you when smoke is in the air
4. _____ **STOP-DROP-AND-ROLL** _____ what you must do if your clothes catch on fire
5. _____ **EMERGENCY** _____ a situation where help is needed right away because of a fire, a serious medical problem
6. _____ **FIREFIGHTER** _____ a person trained to put out fires
7. _____ **NINE-ONE-ONE** _____ the phone number to call for emergency help
8. _____ **ESCAPE ROUTE** _____ a planned path to use in leaving a building (or home) in case of a fire
9. _____ **PARAMEDIC** _____ a person trained in emergency medical care
10. _____ **FIRE DRILL** _____ to practice calmly leaving a building in case of a fire

ANSWER KEY for page 14

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

- | | |
|-----------------------|--|
| a. emergency | 1. to practice calmly leaving a building in case of a fire |
| b. escape route | 2. to save someone from a dangerous situation |
| c. fire drill | 3. the phone number to call for emergency help |
| d. firefighter | 4. the absence of danger |
| e. nine-one-one | 5. a kind of alarm that warns you when smoke is in the air |
| f. paramedic | 6. what you must do if your clothes catch on fire |
| g. rescue | 7. a person trained to put out fires |
| h. safety | 8. a planned path to use in leaving a building (or home) in case of a fire |
| i. smoke detector | 9. a person trained in emergency medical care |
| j. stop-drop-and-roll | 10. a situation where help is needed right away because of a fire, a serious medical problem, or a threat of violence. |

ANSWER KEY for page 15

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. **T** Most firefighters in the United States are unpaid volunteers.
2. **F** It's okay to call 9-1-1 and ask for help with your homework if the assignment is difficult.
3. **T** If a building is on fire, the cool, clear air that is safe to breathe is near the floor.
4. **T** Planning a home escape route and practicing home fire drills with family members is a good way to be sure everyone will be safe if there's ever a fire.
5. **F** At night, you should sleep with your bedroom door open.
6. **T** It's a good idea to place smoke detectors in hallways and inside each bedroom.
7. **F** Stop-drop-and-roll is a new exercise for physical education class.
8. **F** A paramedic is the rolling bed used in an ambulance.
9. **T** Firefighters provide an important community service in fighting fires and offering other emergency services such as emergency medical assistance.
10. **F** It's okay to go back into a burning building if you left your homework inside.

ANSWER KEY for page 16

TEST

Circle the correct answer to each question.

1. When you call 9-1-1 to report an emergency, you will talk to a person called a dispatcher. It is important to:
 - a. stay calm and tell the dispatcher what is wrong (like, a fire)
 - b. give the dispatcher your full address
 - c. answer questions the dispatcher asks
 - d. stay on the phone until the dispatcher tells you to hang up
 - e. all of the above
2. In this country, most firefighters are:
 - a. paid members of community or county fire departments
 - b. soldiers
 - c. unpaid volunteers
 - d. none of the above
3. A smoke detector will sound an alarm:
 - a. when it's time to get up in the morning
 - b. when it detects smoke from a fire
 - c. when it's about to rain
 - d. when it's hot outside
4. For which of the following situations should you call the 9-1-1 emergency number?
 - a. you have fallen and scraped your knee, and it's bleeding a little bit
 - b. your grandfather, who is visiting you, is having a heart attack
 - c. your kite has gotten stuck high up in a tree and you can't get it down
 - d. a fire has started in your kitchen
 - e. B and D
5. Firefighters who also provide emergency medical help are called:
 - a. captains
 - b. paramedics
 - c. lieutenants
 - d. EMTs
 - e. B and D

ANSWER KEY for page 17

TEST (CONTINUED)

Circle the correct answer to each question.

6. It's a good idea to close bedroom doors at night because:

- a. you won't keep other people awake if you snore
- b. the closed door will help keep smoke out of the room in case of a fire
- c. fire can't burn through doors

7. To fight fires inside burning buildings, firefighters wear:

- a. oxygen tanks, called breathing apparatus
- b. dark glasses
- c. anti-riot gear
- d. snorkels

8. A first step in planning a home fire drill for your family is to:

- a. make sure your family has a portable electric drill
- b. draw a floor plan of the house or apartment, showing all doors and windows
- c. get rid of all matches, candles and fireplaces
- d. lock all doors and windows

9. After your family has drawn out an emergency escape route for your home, it's a good idea to practice it:

- a. so everyone can easily and quickly escape to the outside
- b. so everyone can escape, even at night
- c. so everyone knows where to meet outside and who will call 9-1-1, and from where
- d. so everyone knows not to go back inside for anything
- e. all of the above

10. In case of fire, what should be done about phoning for help?

- a. When the smoke alarm sounds, you should use your home phone to call.
- b. When the smoke alarm sounds, if you have a cell phone in your hand or right in front of you, using the planned escape route, take the cell phone outside and call for help.
- c. When the smoke alarm sounds, everyone should use the planned escape route, meet at the assigned place and the person assigned to call for help should go to a neighbor's house to call. If a family member has a cell phone on them, that phone may be used, but do not go back into a burning building to call, or for any other reason.

d. B and C