

When I Grow Up...



I Want To Be A Firefighter

Teacher's Guide

WHEN I GROW UP...

I Want To Be A Firefighter

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When I Grow Up... I Want To Be A Firefighter

Grades 1-4

Viewing Time: 14 minutes

INTRODUCTION

Teaching young children about specific careers benefits them in several ways. First, it unravels the mystery of what adults do during the day. Second, it increases their awareness of how communities function. Third, perhaps most importantly, it helps them make the connection between what they are studying in school and their dreams for the future. The ultimate purpose of this program is to help motivate children to do well in school, to make the connection between present actions and future results, and to illustrate how the members of a community work together to create a productive society.

SUMMARY OF THE VIDEO

When I Grow Up... I Want To Be A Firefighter explores the careers of firefighters beyond the usual association of big red trucks, flashing lights, and loud sirens that children usually have. Through narration, interviews, and dramatization, students get an inside look at the careers of firefighters and quickly find out that putting out fires is only a part of a firefighter's job description.

This program begins with a brief introduction to the good uses of fire - when used by adults - as well as the dangers. Firefighters then discuss why they became firefighters, the pride they feel in working for the community, and the importance of trying your hardest and always being prepared.

By spending a day at the fire department, four children experience first-hand what skills and knowledge are necessary to become a firefighter. The firefighters

“show and tell” them about the science of fire; the science, math, and reading skills involved in operating different equipment; the importance of reading the latest information available about fire safety; and why it’s necessary to write down what happens in every emergency situation. Throughout the video, firefighters also talk about teamwork, fire safety, and the importance of good eating habits and exercise.

At the end of the video, the children get a chance to show off what they learned by going through a testing process similar to what a real firefighter candidate would experience. Followed by an agility test, the future candidates take a written exam, then an oral exam stressing the importance of good communication skills. By the end of the day, all four children find out if they have a good head start to becoming firefighters when they grow up!

TEACHER PREPARATION

View the videotape and review this teacher’s guide and blackline masters. Duplicate in sufficient quantities the blackline masters you intend to use.

The presentation and activities are intended to inspire discussion about different skills needed to become a firefighter, as well as to teach basic fire safety. The environment of your facility and community will impact how you choose to present the program; feel free to tailor any part of it to the needs and perspective of your students.

Even though this program concentrates on the different skills and requirements necessary to being and becoming a firefighter, all fire departments are unique. You may want to take the time to familiarize yourself with your community fire department and ask

their opinions about what skills and requirements are needed to become firefighters. This is also the opportune time to ask them for additional information concerning fire safety targeting the age group of your students, and to elicit their involvement in the presentation of lesson.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the video and review this guide and the accompanying blackline master activities in order to familiarize yourself with the content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

PRE-TEST

Prior to students viewing the video, distribute **Blackline Master #1: Pre- Test**. After the pre-test is complete, correct the test to assess what the students know about the careers of firefighters. The results of this assessment tool may be contrasted with those of **Blackline Master #6: Post- Test**, to be administered after the lesson is complete, in order to gauge student comprehension of the objectives.

STUDENT PREPARATION

Ask the class to show, with a raise of hands, who has ever seen firefighters around the community. How do we know who they are? What do they wear? What do they drive? Where do they work? And for whom do they work? Explain to the class that firefighters work for the community; they are there to make sure the residents of the community stay safe from fire and other hazards.

Ask the children what skills a firefighter might need to fight fires and to help people in the community stay safe. Should they be strong in order to handle a water hose, climb ladders, and help people get away from fires? Should they know a lot about science? How might science help a firefighter? How about math?

Tell the class they are about to watch a program that will help them answer all of these questions. Remind them that the skills they are learning right now in school will help them in whatever career they choose, including that of firefighter.

STUDENT OBJECTIVES

After viewing the video and participating in the follow-up activities, students should be able to:

- * Identify several skills a person needs to become a firefighter.
- * Provide examples of some skills they are learning in school that firefighters use in their jobs everyday.
- * Explain why it's dangerous to play with fire.
- * Identify the Fire Triangle.
- * Define "teamwork."
- * Describe why communication skills are so important to a firefighter.
- * Describe what you should do if you're caught in a fire.

- * Explain why it's important for firefighters to eat right and get a lot of exercise.
- * List examples of what they can do now to start preparing for a career as a firefighter.

VIEW THE VIDEO

Viewing time: 14 minutes

FOLLOW-UP ACTIVITIES

DISCUSSION QUESTIONS

Use the following discussion questions to prompt further examination after viewing the video presentation.

1. What are some skills you are learning in school that firefighters use on the job every day?

(Skills include: reading; writing; math; science; communication; preparation; and teamwork.)

2. Why are communication skills so important?

(To keep each other safe, firefighters have to be able to provide accurate information to each another about the emergency scene - the source of the fire, the locations where water is needed, the number of people injured, etc.)

3. Give examples of how firefighters use reading, writing, math, and science skills on the job.

(Reading: Firefighters read journals to learn about the newest and best ways to help people. The drivers of all the different vehicles have to read maps well so they can arrive at the emergency scene as safely and quickly as possible. Writing: Firefighters write down the information from the scene of an emergency. The fire chief writes down everything that happened during the time he or she is working with the other firefighters. Math: At the scene of a fire, firefighters have to know how many gallons of water they have in the pumper truck. The engineer has to figure out how many hoses they have to use so the water can reach the fire.

Science: Firefighters have to know what to use to put out different types of fires. The Emergency Medical Technicians have to know what medicines to use in different situations.)

4. It's important for firefighters always to be prepared for emergency situations. What ways is it important for you to be prepared for school?

(Always arrive to school on time. Have homework finished before class begins. Study for tests.)

5. What is "teamwork"?

(A group of people working together to achieve a goal; a cooperative effort.)

6. What are some examples of firefighters using teamwork in their jobs? What about teamwork in your classroom?

(Firefighters: Working together in the ambulance; operating the aerial truck; cooking dinner; and keeping the department clean. Students: Not talking while someone else is talking; sharing school supplies; paying attention; and being nice to each other.)

7. How is fire helpful and how is it dangerous?

(Fire is helpful in keeping us warm (fireplace or wood burning stove), cooking our food (wood-burning stove or grill), and celebrating special occasions (birthday candles, Fourth of July fireworks). Fire is dangerous when used by people other than adults, on windy, dry days, in forest fires, and when people do not have smoke detectors in their homes.)

8. What three things make up the Fire Triangle?

(Fuel - something that burns. Heat - an open flame, spark, or electric current. Oxygen - one of the gases that makes up our air. Take one away and there cannot be fire.)

9. What are some things you can do right now to start preparing to become a firefighter?

(A student can prepare by working hard at reading, writing, math, and science; getting extra help and/or

spend extra time on challenging subjects; eating healthy foods and getting plenty of exercise; getting along well with others; researching fire fighting careers at the library and on the Internet; being respectful to other people; and always trying his or her hardest.)

10. What should you do if you're caught in a fire?
(Get low to the ground and then crawl away on your hands and knees.)

BLACKLINE MASTER ACTIVITIES

1. Distribute **Blackline Master #2: The Fire Triangle** and **Blackline Master #3: Matching Game**. In **Blackline Master #2**, students will choose the three elements that make up the Fire Triangle from a list of words and then write them on the diagrams provided. **Blackline Master #3** asks students to draw a line from the word description to the matching picture. Both of these worksheets emphasize fire as a science and fire safety.

2. Distribute **Blackline Master #4: Firefighters' Skills**. Students are asked to circle four or more skills that firefighters use in their job. This exercise will help reinforce the fundamental skills mentioned throughout the program. Discuss the answers with students and ask for them to give examples of how they use these same skills in school every day.

3. Distribute **Blackline Master #5: Pumper Truck**. From the list provided, students should draw a line to the correct parts of the fire truck. This can be done as an individual exercise or as a group activity. This exercise will emphasize that a firefighter's knowledge about equipment helps him or her protect people in the community. Once this activity is complete, have students color the fire truck. You may want to display the completed artwork on a special bulletin board.

4. Distribute **Blackline Master #6: Post-Test**. The post-test is comprised of questions from the pre-test, the follow up discussion questions, and the blackline master activities. The results of this assessment tool may be contrasted with the results of **Blackline Master #1: Pre-Test** to gauge student comprehension of the objectives before and after the administration of the lesson.

EXTENDED LEARNING ACTIVITIES

The following activities extend the objectives beyond the bare essentials.

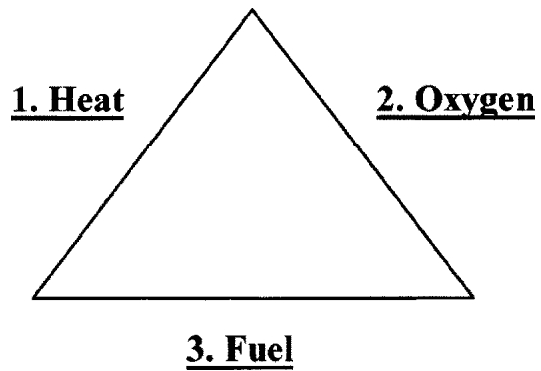
1. Arrange a field trip to your community Fire Department. Call the Fire Department and ask to speak with the fire chief for details. Most departments are open to visits from schools and other community organizations.
2. Invite a firefighter to come to the classroom and share his or her experiences. Ask him or her to emphasize what he or she studied in school, and how doing well in subjects like math, science, and reading affects his or her daily job duties.
3. Assign students to hold family meetings and plan what to do in case of a fire in their homes. The following procedure is helpful:
 - * Make a map of an escape route.
 - * Be sure to know two ways out of each room.
 - * Be sure to have an outside meeting place.
 - * Have a regular home drill, just like you would have at school and practice it!
 - * Include the locations of your smoke detectors in your map and be sure to check them regularly.

ANSWER KEY

Blackline Master #1: Pre-Test

1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. T
9. F
10. T

Blackline Master #2: The Fire Triangle



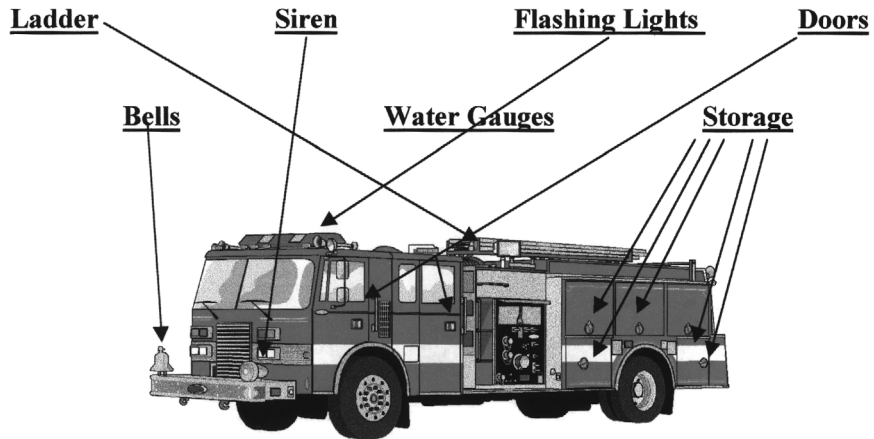
Blackline Master #3: Matching Game

1. B
2. E
3. D
4. C
5. A

Blackline Master #4: Firefighters' Skills

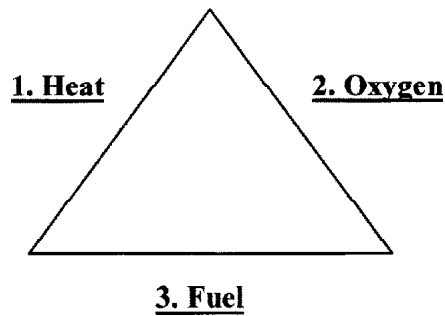
1. Math
2. Science
4. Writing
5. Organization
7. Preparation
8. Reading
9. Teamwork
10. Problem solving
11. Communication

Blackline Master #5: Pumper Truck



Blackline Master #6: Post-Test

1. Math, science, reading, writing, communication, organization, teamwork
2. Complete the Fire Triangle.



3. True; Firefighters use a lot of math and science skills.
4. False; Every fire can be put out with water.
5. False; Reading skills are not important to firefighters.
6. True; It's very important to work as a team to become a successful firefighter.
7. Answers will vary. One example is that fire is dangerous because it can hurt people and destroy property.
8. Stop, drop, and roll
9. Emergencies can happen anytime of the day at anywhere.
10. I can start preparing now by trying my hardest in all of my subjects, by eating well and getting a lot of exercise, by getting along well with other people, and by always being prepared for class.

Script of Narration

Narration: Fire. When used properly by adults, fire has many good uses like keeping us warm, celebrating special occasions, and cooking our food - but it's important to remember fire is also dangerous. Lose control of just a small fire, even for a second, and it can quickly go from being useful - to hurting people and destroying property. Fortunately, there are very special people in our community who are trained to put out fires.

Firefighter Williams: When you hear the tones you have to pretty much drop whatever you're doing whether it's eating or sleeping.

Narration: Tones alert firefighters that someone in the community is calling for help.

Lieutenant Hoover: The tones come first then it's followed by the actual information of what type of call and where the call is.

Narration: A call could be for a car accident, a rescue, or even a fire.

Firefighter Abernathy: After we listen for the address we find out what the call is about, that's called the nature. Once we find out what we need to do, we go to the proper piece of equipment and respond to the call.

Firefighter Schlick: We need to do all of those things in about thirty-seconds. Thirty seconds is our time frame for getting in the vehicle and getting out the door. Each person has a particular job. The driver has to drive. The officer has to navigate. I'm in the back that day and I've got to get my gear on and be ready to work when we get there. And once we get on the scene we have to be prepared and that's when teamwork becomes important.

Narration: Besides being able to work as part of a team, it's also very important for firefighters to have good communication skills.

Firefighter Williams: Communication skills are very important in the fire department because you have to be able to go on a fire scene and be able to receive direction from the officers. You also have to be able to give direction to other people around you because working as a team you really need to be able to communicate as a team.

Lieutenant Hoover: Out on the fire scene we have to communicate with each other, if we don't the fire will beat us every time. The only way for us to beat the fire is to work together as a team.

Narration: Another way firefighters win the battle against fire is with science. Think of fire as a triangle. Fuel - something that burns. Heat - an open flame, spark, or electric current. And Oxygen - one of the gases that makes up our air. Take one away and there cannot be fire.

Narration: When firefighters aren't responding to calls, they work from a building called a Fire Station or Fire Department.

Chief Glade: People see it as being real exciting and a lot of times it is, but what people don't see and what the firefighter does a lot is prepare. Even daily the firefighters do checking of their personal gear, they check out the ambulances the engines so that when a call comes in there's no delay.

Lieutenant Hoover: Being prepared is probably the number one thing that we do. We have to be prepared for anything, because we never know what kind of call we're going to get. We could get a call for a cat stuck up in a tree. We could get a call for a person stuck up in a tree.

Narration: Firefighters are Civil Employees - that means they are hired, trained, and paid by the community.

Firefighter Patterson: That's the best part of the job, because the community comes to you when they need help and a lot of times you're the only one that can help them. So as a firefighter, I love working for the community.

Firefighter Abernathy: I feel very proud to be part of the community. Not only do we put out fires and help people, but people ask us a lot of questions about if something is safe in their home and we can go and help them with that.

Chief Glade: So the job of the firefighter is much broader than just putting water on flames. We get involved in education with both firefighters and people outside in the community.

Firefighter Patterson: Hi, welcome to the fire department. I'm firefighter Patterson. Who are you?

Jessica: My name is Jessica. I'm ten years old and the reason I want to be a firefighter is because I want to help people on a daily basis.

Antonio: I'm Antonio. I'm nine years old and the reason I want to be a firefighter is because I want to help people.

Scott: My name is Scott and I'm nine years old and the reason I want to be a firefighter is because my dad's one and I think it would be fun.

Francisco: My name is Francisco, I'm eight years old and the reason I want to be a firefighter is because I think it would be exciting.

Firefighter Patterson: Nice to meet you Francisco. What we're going to do today is take a tour of the fire station, and we're going to start off over here in the kitchen.

Firefighter Patterson: One of the most important things about being a firefighter is having good nutrition. In other words eating and exercising. Firefighters eat a lot of fish, chicken, pasta and we also eat a lot of vegetables. Do you guys eat your vegetables?

Group: Yea. Sometimes.

Firefighter Patterson: All right, it's very important. Do you exercise?

Group: Yea.

Firefighter Patterson: All right. As you can see there's a lot of good things to eat in here.

Narration: The fire station is made up of many different areas. The bunkroom is where firefighters sleep. The communication room is where a call will go to if someone in the community needs help. And the bay is where all of the vehicles are stored.

Chief Glade: If you want to be a firefighter now-a-days, it's important to get as much education as you can possibly get. You need to know the basics. You need to know how to read. You need to know how to write. You need to know how to do math.

Lieutenant Hoover: Math is extremely important. We have to fig-

ure out exactly how much pressure to put into the fire hoses. If we put too much in, what will happen is that the hose would blow up and then we wouldn't be able to put water onto the fire. That's why it's really important to study hard while you're in school so that you learn how to do math correctly.

Narration: Besides having good math skills, it's also important for firefighters to be familiar with the human body. All firefighters have first aid training and many firefighters are E.M.T.'s - emergency medical technicians. E.M.T.'s with advanced training are called paramedics.

Firefighter Abernathy: As a paramedic we're allowed to start IV's and give medicines to people who have cardiac problems, which are heart problems, and we're also able to take people to the hospital if they need to be seen by a doctor.

Narration: The inside of an ambulance is like a miniature hospital on wheels. It's very important for the paramedics to know how to use all of the equipment.

Firefighter Williams: Being a paramedic is a lot like being a doctor for a very short period of time. You have to be prepared to see anything and see people in a lot of pain and deal with it and help them and make them feel better.

Narration: So far we've learned that to be a firefighter you need a lot of science, math, reading and writing skills. You need to be able to work well with other people as part of a team. And you must always be prepared. So, where do you think firefighters learn all these skills?

Chief Glade: All of the basic skills and the basic education that's being taught everyday in school is what firefighters need to have as a background to do the job.

Narration: To become a firefighter you have to be at least eighteen years of age and have a High School diploma - and in some cases even college credits. In most departments you're also required to pass a physical agility test, a written exam, and go through an oral interview.

Firefighter Williams: You have to go through a physical agility test where they make sure you're strong enough, fast enough, and in good enough shape to take care of this kind of job.

Narration: Do you know what agility means? Agility means to be quick, light on your feet, and easy in movement. Part of the physical agility test is made up of different tasks firefighters would perform in emergency situations.

Firefighter Schlick: Health and physical fitness are very, very important to be a firefighter. When we're at the scene of a fire there's a lot of jobs we're doing that are very strenuous. A lot of things that require a lot of strength and a lot of endurance. And if you don't have those things, you're not going to be able to perform your job at the fire and once again the team will break down.

Lieutenant Hoover: You do have to take a written test. You have to be able to write clearly. You have to be able to write so the person who is reading it wants you to work for them. Wants you to be a firefighter and thinks you would make the greatest firefighter in the world.

Antonio: If your clothes ever catch on fire remember to, stop, drop and roll.

Jessica: The fire triangle is made up of heat, fuel, and oxygen.

Narration: Part of the written exam tests you on different fire fighting equipment. You might be asked to:

- * explain how to operate the ladder and read the water gauges;
- * provide examples of when to use the siren, bells and the emergency lights;
- * identify what door the engineer uses when he or she goes out on a call and why; and
- * name the tools in the storage compartments and explain how to use them.

Narration: The final step in becoming a firefighter is the oral interview. This shows how well you're able to communicate with others.

Chief Glade: So, Jessica, tell me a little about yourself.

Jessica: I'm going into the fifth grade and I go to the Wauconda grade school. My favorite sports are, well, I like all sports.

Chief Glade: What kind of skills do you think you need to have to be a firefighter?

Antonio: A firefighter needs math to run the pumper truck and science and good health.

Chief Glade: You mentioned some communication skills, why do you think that's important?

Scott: Because you need to be able to tell the other firefighters what to do if they're in a fire or car accident.

Chief Glade: What's teamwork?

Francisco: Teamwork is when a group of people work together to accomplish the same goal.

Narration: So, what skills are you learning right now that will help you meet the requirements to become a firefighter?

Firefighter Schlick: If this is what someone is interested in doing or they think they might want to be doing it - even if you're in grade school - now's the time. Concentrate on the things you're learning in school. Concentrate on good reading and writing skills. Concentrate on math - very important, and pay attention to science. Science is going to be a bigger part of this job as time goes on. It's never too early.

Narration: Firefighters provide a very important service to our community. Their hard work and dedication allows us to lead safe and happy lives.

Lieutenant Hoover: I love being a firefighter. It's the greatest job in the world. You get to go out and help people. You get to go out and save lives, save property; and that's what our number one goal is, is to save lives and then save their property.

Narration: By doing your very best in school now, will give you a better chance at doing well in your career in the future. What do you want to be when you grow up?



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