

OREGON OFFICE OF STATE FIRE MARSHAL

STATION TOUR

QUICK-GUIDE



INTRODUCTION AND GENERAL KNOWLEDGE



PRE-K AND DAYCARE



EARLY ELEMENTARY



LATE ELEMENTARY



MIDDLE SCHOOL



HIGH SCHOOL



ADULT



FIRE STATION TOUR QUICK-GUIDE

Welcome

The *Fire Station Tour Quick-Guide*, from the Oregon Office of State Fire Marshal, provides guidance for fire agency personnel to ensure safe and educational experiences for community members visiting fire stations.

This guide provides age appropriate tour activities, attractions and landmarks, as well as language use and developmental learning styles for each age group.

The intent of this tool is to provide consistent fire safety messaging for community members and increase engagement with fire safety education through its ease of use.

In each activity section, boxes can be found with coordinating colors. The text in these boxes should be read aloud to facilitate the activity.

PRE-TOUR PREPARATION

Scheduling Tours:

Review the following items with the person requesting the tour:

- **Purpose:** What are they hoping the group will learn or get out of the tour?
- **Timeliness:** Be clear about when you want to start and end the tour.
- **General rules:** Let them know of any station specific rules or policies your agency might have prior to the group arriving at the station. This should include where a bus or visiting vehicle should park and where the group should enter the station. Encourage them to discuss these rules with the group and the chaperones before their arrival at the station. See “*Station Tour Ground Rules*” on page 4, for more guidance.
- **Name tags:** Knowing visitors’ names will not only help with engagement, but also acts as a safety measure as it will allow for more direct communication if needed.
- **Roster:** It may also be helpful to consider a participation roster to ensure all group members are accounted for at the end of your tour, and for emergency purposes.

Safety:

BEFORE THE TOUR BEGINS

- Check for hazards such as wet floors, hot liquids, or kitchen tools within reach of visitors.
- Pre-plan your route through the station and ensure all areas are clean and easy to access (*See age specific areas for guidance on tour landmarks*).
- Inform staff of visitor's arrival time and ensure computer screens and written reports that may contain confidential information are out of view.

Other Considerations:

- Make a plan for answering questions. Tell the group before they start the tour when you want them to ask their questions.
- Save hand-out materials for the end of the tour or have them prepared for the visiting group leader to hand out at a later time. This will ensure the hand-outs do not distract from the tour.
- *Fire Safety Materials can be ordered from the Oregon Office of State Fire Marshal website.*

- Review your agency policy for dress attire of the personnel guiding the tour.
- Avoid using technical terms or acronyms that are fire service specific.

STATION TOUR GROUND RULES

- Stay with the group at all times.
- Children must be accompanied by a chaperone while in the station.
- No running in the station. Please walk calmly.
- Avoid touching anything unless otherwise instructed by the tour guide.
- School groups: The same rules apply at the station as at school.
- Prepare for a tone-out: Show the group the designated area where the group will convene during an alarm.

Other Station Specific Rules:

It is important to ensure that the group knows and follows the rules set by your agency policies and procedures. Asking the chaperones to help enforce the rules, will ensure that everyone understands their role and will help the guide stay on track with the tour.



PRE-K AND DAYCARE

About the learner:

Age Group: 3-5 years old.

Attention Span: 9-15 minutes.

Group Size: Up to four children per chaperone.

Learning Style: Visual interaction with discussion and movement.

Emotional Need: Reassurance that firefighters and people in uniforms or who wear badges are community helpers.

- Be mindful that they may scare easily.
- People in full gear, or dressed fire mascots, may scare some.
- Focus toward safety.
- Positive language and body language.
- Avoid talking about death and severe injuries.
- Reinforce rule following and positive behavior as much as possible.
- Anything that they can safely touch or interact with will leave a lasting impact on them.

COMMUNICATION CONSIDERATIONS:

- Keep explanations as simple as possible.
- Ask simple questions such as “what color is this” or “how many do you see?”

Pre-K and Daycare Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers.

- Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time to allow them to connect the firefighter in full gear to the friendly community helper (See *“Pre-K and Daycare Activity” on page 14, for more information*)
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins and other hazardous materials.

KITCHEN

Safety message: Children should stay out of the 3 foot zone around the stove.

- Identify the 3 foot zone (See *“Pre-K and Daycare Activity” on page 14, for more information*).
- Other kitchen features may include identifying similarities between the fire station and the children’s homes:
 - Firefighters cook and eat while at the station.
 - Firefighters grocery shop.
 - The station might have ovens and refrigerators that are larger than what children see at home.

SLEEPING AREA

Safety message: Firefighters sleep at the station so they can respond quickly when the alarm sounds.

ENGINE BAY

Safety Message: Fire vehicles carry tools and firefighters where they are needed to help the community.

- Show them the vehicles with simple explanation.
- Briefly point out 3-4 simple tools that an engine carries:
 - Hoses
 - Radios
 - Flashlights
 - Axes
- Allow the group to peek inside, being mindful of the potential for exposure to carcinogens.
- Your agency's policy on allowing visitors to engage with vehicles:

Pre-K and Daycare Activity

Colored boxes indicate phrases to be said allowed to the group.

FIREFIGHTERS ARE COMMUNITY HELPERS:

Note:

- This activity will vary based on agency policies and equipment.
- When possible, ask a second person to act as a model for the gear.

→ *Firefighters wear special clothes so that you can recognize them as community helpers. Am I wearing anything now that lets you know that I am a community helper?*

Possible answers depending on tour leader:

- The badge on your shirt.
- Your hat, boots, or pants.
- The fire agency logo.

Have the second person put on one item at a time, while you explain each piece:

→ *My helper, Firefighter _____ will start to put on the gear they wear when they go to a fire.*

Boots:

→ *What part of their body do you think their boots protect?*

Pants:

→ *These protect their legs. These suspenders help their pants to stay up.*

Hood:

→ *Next they put on a special hood. It protects their hair, neck, and ears, but they are still Firefighter _____.*

Coat:

→ *This jacket makes them look a little bigger, but they are still Firefighter _____.*

Face Mask: *The Face Mask can cause anxiety for some children. Gauge the audience for kids who may be becoming anxious. Ask the helper to take the mask on and off three times to reassure children who need to know who is beneath the mask.*

- *Next we wear a special face mask. It is easy to put on. It helps to breathe if there is smoke.*
- *But under this, they are still Firefighter _____.*

SCBA/Air Tank:

- *Next is this backpack with an air tank. It helps to breathe when there is smoke.*

Helmet:

→ *It's time for the helmet. This helps to protect them if they bump their head. But they are...*

Ask the group to finish the sentence with you.

→ *...Still Firefighter _____.*

Gloves:

→ *The last thing they put on is their gloves so their hands are protected.*

Finish by having the group wave to the firefighter and ask the firefighter to wave back before taking off their turnouts.

HOT VS NOT HOT- KITCHEN ACTIVITY

While in the kitchen explain what the 3 foot zone is:

- *This is a 3-foot zone around the stove.*
- *This zone is important because stoves can be hot, even after the cooking is complete.*
- *When food is cooking there is risk of food splatter.*
- *If a pan on the stove is bumped or grabbed, even by accident, it can fall.*
- *There are other things around the kitchen and in our homes that are hot or not hot. When something is hot we should never touch it.*

Point to items around the room and ask the group to tell you if they are hot or not hot. Also include items that could burn them, if misused. Examples:

Hot	Not Hot
Lighters	Chair
Pot on the stove	Refrigerator
Matches	Cereal Box
Heater	Water bottle
Coffee Pot	Trash can
Toaster	Plate

→ *What should you do if you see something hot?*

Their answer should be "DON'T TOUCH IT!"



EARLY ELEMENTARY

About the learner:

Age Group: 5 to 8 years old (Kindergarten through 2nd grade).

Attention Span: 10-25 minutes.

Group Size: Up to five children per chaperone.

Learning Style:

- Visual interaction with discussion and movement.
- Interactive participation is necessary.
- Ask simple questions such as “what color is this” or “how many do you see?”

Emotional Need: Reassurance that firefighters and people in uniforms and badges are community helpers. Fairness is also critical for this age group.

- Be mindful that they may scare easily.
- People in full gear or dressed fire mascots may scare some.
- Focus toward safety.
- Use positive language and body language.
- Avoid talking about death and severe injuries.
- Reinforce rule following and positive behavior as much as possible.
- Anything that they can safely touch or interact with will leave a lasting impact on them.

Communication Considerations:

- Point out safety messaging that this age group CAN DO.
 - Example: Help parents check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, etc.
- Be mindful not to talk down to this group, as they feel they are bigger kids than they may appear.
- Keep explanations simple.
- Questions should be a mixture of common knowledge and slightly more complex.
 - Example of *simple*: “What color is this?” or “How many are there?”
 - Example of *appropriately more complex*: “What do you think this does?” or “How might this work?”

Early Elementary Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

(See Early Elementary Activity on page 22 for more information)

Safety Message: Firefighters are community helpers

- Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time.
- Provide simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins or other hazardous materials.

KITCHEN

Safety message: Children should stay out of the 3 foot zone around the stove

- Identify the 3 foot zone.
- Other kitchen features may include identifying similarities between the fire station and the children's homes:
 - Firefighters cook and eat while at the station.
 - Firefighters grocery shop.

SLEEPING QUARTERS

Safety message: Firefighters sleep at the station so they can respond quickly when the alarm sounds.

WORKOUT AREA

Provide a simple explanation of the importance of this area, emphasizing the need to stay healthy and active.

ENGINE BAY

Safety Message: Fire vehicles carry tools, water and firefighters where they are needed to help the community.

- Show them the vehicles with simple explanations.
 - Briefly point out tools that an engine might carry with a simple explanation of their use:
 - Hoses
 - Radios
 - Flashlights
 - Axes
 - Provide a simple explanation of the pressure gauges.
 - Allow the group to peek inside, being mindful of the potential for exposure to carcinogens.
 - Your agency's policy on allowing visitors to engage with vehicles:
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-
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Early Elementary Activity

Colored boxes indicate phrases to be said allowed to the group.

FIREFIGHTERS ARE COMMUNITY HELPERS:

Note:

- *This activity will vary based on agency's policies and equipment.*
- *When possible, ask a second staff member to act as a model for the gear.*

→ *Firefighters wear special clothes so that you can recognize them as community helpers. Am I wearing anything now that lets you know that I am a community helper?*

Possible answers depending on tour leader:

- The badge on your shirt.
- Your hat, boots, or pants.
- The fire agency logo.
- A radio.

→ *My helper, Firefighter _____ will start to put on the gear they wear when they go to a fire.*

Have helper put on one item at a time, while you explain each piece:

Boots:

→ *What part of their body do you think their boots protect?*

Pants:

→ *These protect their legs. These suspenders help their pants to stay up.*

Hood:

→ *Next they put on a special hood. It protects their hair, neck, and ears, but they are still Firefighter _____.*

Coat:

→ *This jacket makes them look a little bigger, but they are still Firefighter _____.*

Face Mask: *The Face Mask can cause anxiety for some children. Gauge the audience for kids who may be becoming anxious. Ask the helper to take the mask on and off three times to reassure children who need to know who is beneath the mask.*

→ *Next we wear a special face mask. It is easy to put on. It helps to breathe if there is smoke.*

Ask the group to finish the sentence with you.

→ *But under this, they are still Firefighter _____.*

SCBA/Air Tank:

→ *Next is this backpack with an air tank. It helps us to breathe when there is smoke.*

Helmet:

→ *It's time for the helmet. This helps to protect them if they bump their head. But they are still Firefighter _____.*

SOUND OF A SMOKE ALARM/GET LOW AND GO!!

Pre-activity preparation:

- Have a smoke alarm on hand to use as a prop.
- Ask the teacher or another adult to stand at a distance from the group or near a doorway.

Activity:

→ *Raise your hands if you know what a smoke alarm is? What sound does a smoke alarm makes?*

→ *It is time to test the alarm to make sure it works. Cover your ears because it will be very loud.*

- Make sure there is a distance between the alarm and the group to avoid young ears being too close.
- Press the alarm button once everyone is ready.

→ *Raise your hand if you know what to do when you hear this noise at home?*

Take a few responses.

- Caution, you may get answers such as Stop, Drop, and Roll, or stories of what their grownups have done to make the sound stop.

Repeat the appropriate response for repetition:

- *Get Low and Go!*
- *Get Low means that we need to stay closer to the ground if there is a fire because smoke rises and this will make it safer to see and breathe.*
- *This can be crawling or simply crouching low to get out quicker.*
- *I will push the alarm again and when I do, I want all of you to quickly and safely, get low and go to your teacher (or designated helper standing at a distance from the group).*

- Practice this at least two times, bringing the group back toward you in between practices.



LATE ELEMENTARY

About the Learner

Age Group: 8 to 11 years old (3rd grade through 5th grade)

Attention Span: 20-35 minutes.

Group Size: No more than 8 students per chaperone.

Learning Style:

- More easily grasp new concepts or ideas.
- Greater language development than younger peers and increased processing, ability and problem-solving strategies.
- Reflection and review of each lesson make concept more concrete.

Emotional Need: Strong awareness of inclusion and social dynamics of their group.

- Avoid singling any student out.
- Use positive reinforcement as often as possible.
- Provide clear expectations and boundaries to follow.

Communication Considerations:

- Point out safety messaging that this age group CAN DO.
 - Example: Help grownups check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, etc.
- Be mindful not to talk down to this group, as they feel like they are old enough to understand adult ideas.
- They are able to understand more technical terms, but explanation is still helpful.

Late Elementary Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers.

- Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time.
- Provide a simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.

KITCHEN

Safety message: There are many safety hazards in the kitchen and cooking causes several home fires every year. Children should not use the stove unsupervised.

- Discuss the kitchen's features that increase safety for the firefighters when they cook meals:
 - Timers
 - Cleanliness
 - Organization
 - Fire extinguisher
- Other kitchen messages to consider:
 - Have a lid handy when using the burners.
 - Never leave a pot or pan unattended while cooking.
 - Unplug appliances when not in use.
 - Keep younger kids at least 3 feet from the stove.
 - Have adult supervision while cooking.

SLEEPING QUARTERS

Safety message: Firefighters sleep at the station so they can respond quickly when the alarm sounds. Give the group a brief summary of shift schedules for your agency.

WORKOUT AREA

Provide a simple explanation of the importance of this area, emphasizing the need to stay healthy and active.

ENGINE BAY

Safety Message: Fire vehicles carry tools, water and firefighters where they are needed to help the community.

- Lead the group through the engine bay, pointing out the different vehicles that are on site. Explain why they are different and the necessity to have multiple apparatus.
 - Briefly point out the tools an engine might carry with an explanation of their use.
 - Provide an explanation of the pressure gauges.
 - Allow the group to peek inside, being mindful of the potential for exposure to carcinogens.
 - Your agency's policy on allowing visitors to engage with vehicles:
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-
-
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Late Elementary Activity

Colored boxes indicate phrases to be said allowed to the group.

KITCHEN SAFETY

- *How many of you help with cooking at home?*
- *Kitchens are the place where most home fires occur.*
- *How many of you heat food in the microwave?*
- *Do any of you cook for your younger siblings?*
- *I am going to hand each group a 3x5" card.*
- *I want you and your group to write down some items that you think kids your age could cook in the kitchen.*
- *Then write down some items that you think kids your age should NOT cook in the kitchen.*
- *After three minutes I will then ask a spokesperson from your group to report your list to our whole group.*

- *Once again, a list of what kids can make in the kitchen, and a list of things kids should not make.*
- *“Three minutes on the timer starts now...”*

After three minutes, have someone from each group list off their cook versus not-cook list. If possible, write down all of their answers on a board or large piece of paper that the group can see.

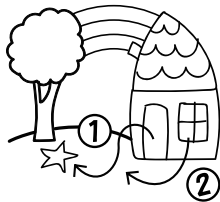
- Now, ask the teacher and chaperones if there is anything on the could cook list that they think shouldn't be there? Let the adults provide their responses and explanations why.

- *A few other things to remember for kitchen safety are:*
- *Pan handles should face in while on the stove.*
- *Young kids should stay out of the three-foot safety zone when anyone is cooking on the stove.*
- *Ovens should only be used with adult supervision.*
- *Microwaved items can cause severe burns.*
- *Hot water can scald.*
- *Use pot holders for hot pots and pans.*
- *Metal objects in a microwave can start a fire.*

KNOW TWO WAYS OUT –

PLAN AND PRACTICE A HOME FIRE ESCAPE

- Divide participants into groups of 3 to 4 (chaperones should be encouraged to participate.)
- Provide each group with a sheet of paper and markers (a large sheet of flip chart paper if possible.)



- ➔ *Today you will be designing and drawing a house with your group.*
- ➔ *Start by brainstorming the rooms you want to include in this house.*
- ➔ *When you have a good idea, work together to draw a house on the large sheet of paper as if you are looking at it from the street.*
- ➔ *Each room should be identifying by at least one window.*
- ➔ *I will give you 2 minutes to brainstorm and then we will get started.*

Give them 2 minutes to brainstorm their lists. Next ask them to:

- ➔ *Now, draw your house from the view of someone standing in front of the house. Make sure to have one window for each room you have decided to put in your house.*

→ *You have 5 minutes to draw, starting now.*

Allow them 5 minutes to draw their house. When it looks like most groups are finished move on to the next step.

→ *Now I want you to think about a home fire escape plan.*

→ *Decide on two ways out of the house from each of these rooms.*

→ *You can draw arrows on your page or write out your route, which ever works best for your group.*

→ *You have 5 minutes to plan your escapes, starting now.*

Allow them 5 more minutes to plan their escapes. Ask one member of each group to act as the spoke person for their group. Calling on one group at a time:

→ *What did you come up with for escape routes from this room? (Point to a window.)*

→ *And what about this room? (Point to a window.)*

Once you have received feedback from all groups:

→ *Now I encourage you all to go home and do the same planning for your own homes. Remember to include your family in the planning and to practice. Try your best to plan for 2 ways out of every room.*



MIDDLE SCHOOL

About the Learner

Age Group: 11 to 14 years old (6th grade through 8th grade).

Attention Span: 30-45 minutes.

Group Size: No more than eight students for each chaperone.

Learning Style:

- These learners are critical thinkers.
- They are able to determine a view point and make some reflections.
- They are still lacking development of impulses, reflection, and planning.

Emotional Need: Strong need for social interaction and involvement as a member of a group.

- Avoid singling any student out.
- Need clear expectations and boundaries to follow though are often empowered to make their own decisions and can be self-directed.

Communication Considerations:

- This age group can actively participate in most safety practices independently or with adult support.
- Be mindful not to talk down to this group, as they feel like they are old enough to understand adult ideas.
- Are able to understand more technical terms, but explanation is still helpful.

Middle School Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers and a firefighters gear is designed for the jobs they do.

- Provide simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.

KITCHEN

Safety message: There are many safety hazards in the kitchen and cooking causes several home fires every year. (See “Middle School Activity” on page 42, for more guidance)

SLEEPING QUARTERS

Safety message: Firefighters sleep at the station so they can respond quickly when the alarm sounds. Give the group a brief summary of shift schedules for your agency.

WORKOUT AREA

Provide a simple explanation of the importance of this area, emphasizing the need to stay healthy and active.

ENGINE BAY

Safety Message: Fire vehicles carry tools, water and firefighters where they are needed to help the community.

- Lead the group through the bay, pointing out the different vehicles that are on site. Explain why they are different and the necessity to have multiple types of vehicles.
- Briefly point out tools an engine might carry with an explanation of their use.
- Provide an explanation of the water pressure gauge on a truck.
- Allow the group to peek inside, being mindful of the potential for exposure to carcinogens.

Middle School Activity

Colored boxes indicate phrases to be said allowed to the group.

KNOW TWO WAYS OUT AND PLAN AND PRACTICE A HOME FIRE ESCAPE

- Divide participants into groups of 3 to 4 (chaperones should be encouraged to participate.)
- Provide each group with a sheet of paper and markers (a large sheet of flip chart paper if possible.)



- *Today you will design and draw a house with your group.*
- *Start by brainstorming the rooms you want to include in this house.*
- *When you have a good idea, work together to draw a house on the large sheet of paper as if you are looking at it from the street. Each room should be identified by at least one window.*
- *I will give you 2 minutes to brainstorm and then we will get started.*

Give them 2 minutes to brainstorm their lists. Next ask them to:

- *Now, draw your house from the view of someone standing in front of the house. Make sure to have one window for each room you have decided to put in your house.*
- *You have 5 minutes to draw, starting now.*

Allow them 5 minutes to draw their house. When it looks like most groups are finished move on to the next step.

- ➔ *Now I want you to think about a home fire escape plan.*
- ➔ *Decide on two ways out of the house from each of these rooms.*
- ➔ *You can draw arrows on your page or write out your route, which ever works best for your group.*
- ➔ *You have 5 minutes to plan your escapes, starting now.*

Allow them 5 more minutes to plan their escapes. Ask one member of each group to act as the spoke person for their group. Calling on one group at a time:

- ➔ *What did you come up with for escape routes from this room? (Point to a window.)*
- ➔ *And what about this room? (Point to a window.)*

Once you have received feedback from all groups:

- ➔ *Now I encourage you all to go home and do the same planning for your own homes. Remember to include your family in the planning and to practice. Try your best to plan for two ways out of every room.*

KITCHEN SAFETY

- *Most home fires occur in the kitchen.*
- *How many of you help with cooking at home?*
- *How many of you heat foods in the microwave?*
- *Do any of you cook for your younger siblings?*
- *I am going to hand each group a 3x5" card.*
- *I want you and your group to write down some items that you think kids your age could cook in the kitchen.*
- *Then write down some items that you think kids your age should NOT cook in the kitchen.*
- *After five minutes, I will then ask a spokesperson from your group to report your list to our whole group.*

Give them 5 minutes to discuss amongst their group.

- Ask the group to appoint a spokesperson to report out what they have come up with.
- Have group spokesperson list off their cook vs not-cook lists.
 - While they are providing their lists, ask the groups to explain why or why not for two or three of their answers. This is a great opportunity to emphasize kitchen safety messaging.
- Now, ask the teacher and chaperones if there is anything on the could cook list that they think shouldn't be there? Let the adults provide their responses and explanations why.

- *A few other things to remember for kitchen safety are:*
- *Pan handles should face in while on the stove.*
- *Young kids should stay out of the three-foot safety zone when anyone is cooking on the stove.*
- *Ovens should only be used with adult supervision.*
- *Microwaved items can cause severe burns.*
- *Hot water can scald.*
- *Use pot holders for hot pots and pans.*



HIGH SCHOOL

About the Learner

Age Group: 14 to 18 years old (9th grade through 12th grade).

Attention Span: 45 to 60 minutes.

Group Size: 8 participants to each adult group lead is ideal.

Learning Style:

- These learners are critical thinkers.
- They are able to determine a view point and make reflections.
- Some may still lack development of impulses, reflection, and planning.

Emotional Need:

Strong need for social interaction and involvement as a member of a group.

- Avoid singling any student out as they are more likely self-conscious and concerned with others perception of them.
- Need clear expectations and boundaries to follow, however can be empowered to make their own decisions and can be self-directed.

Communication Considerations:

- This age group can actively participate in most safety messages independently.
 - Example: Check the smoke alarm, safe cooking habits while in the kitchen, etc.
- Able to understand more technical terms, but explanation is still helpful.
- Sample questions to ask this group:
 - Has anyone ever seen this tool in use? Why do you think this tool is useful to firefighters?
 - In a fire it is important to stay low and crawl out of your home. Can anyone tell me why that is?

High School Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers and firefighter's gear is designed for the job they do.

- Provide simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.

KITCHEN

Safety message: There are many safety hazards in the kitchen and cooking causes many home fires every year.

- Discuss the kitchen's features that increase safety for the firefighters when they cook meals:
 - Timer
 - Cleanliness
 - Organization
 - Fire extinguisher
- Other kitchen messages to consider:
 - Have a lid close by when using the stove.
 - Never leave a pan unattended.
 - Unplug kitchen appliances when not in use.
 - Keep younger children at least 3 feet from the stove .

SLEEPING QUARTERS

Safety message: Firefighters sleep at the station so they can respond quickly when the alarm sounds. Give the group a brief summary of shift schedules for your agency.

WORKOUT AREA

Provide a simple explanation of the importance of this area, emphasizing the need to stay healthy and active.

High School Activity

Colored boxes indicate phrases to be said allowed to the group.

FIRE FIGHTING AS A FUTURE CAREER

- If possible, ask 2 or 3 other firefighters to join the group.
 - Try to have firefighters who have different roles within your agency.
- Ask each firefighter to give a brief (2 to 3 minute) explanation of:
 - How they became a firefighter.
 - A brief summary of the schooling, experience, and progression of their career or their path to becoming a firefighter.
 - Why they became a firefighter?
 - What helped them to make the decision and who may have influenced them?
 - What they enjoy about being a firefighter?
- Allow the group to ask questions of the firefighters regarding fire service as a career.
- If there are few questions or the group is quiet, consider asking the firefighters the following questions yourself:

- ➔ *Do firefighters need a degree?*
- ➔ *How do people become volunteer firefighters? Is there a cadet program in your area?*
- ➔ *Do you ever partner with other nearby agencies?*
- ➔ *Some roles firefighters can play in a fire agency include: Driver Engineer, Lieutenant, Educator, EMT, Paramedic, Captain, Chief, Fire Marshal, etc.*

KNOW TWO WAYS OUT AND PLAN AND PRACTICE A HOME FIRE ESCAPE

- Divide participants into groups of three to four students.
- Give each group five 3x5 index cards.

- ➔ *In your groups, decide on 5 separate locations where you often hangout or spend a lot of time.*
- ➔ *These should be indoor places for this activity. Avoid using “the park” or other outdoor locations.*
- ➔ *I will give you a couple of minutes to do this now.*

- When it looks like each group has completed this task, collect the cards from each group and mix them up.
- Walk around to each group and ask one member to pick out one of the cards.
- When each group has a card, tell them that they will have 60 seconds to determine 2 ways out of that location in the event of a fire. Encourage them to be as specific as possible.
- When the time is up, ask each group to discuss their location and the two routes they decided on.
- Repeat this process several times, giving each group a new card and resetting the 60 second time clock.

To wrap up the activity ask these questions

- ➔ *Before this activity, did any of you think about escape planning when you walked into _____. (pick a common hangout place for high schoolers in your area).*
- ➔ *What was hard about this activity?*
- ➔ *Do you think 60 second was enough time to make these decisions?*



ADULT

About the Learner

Age Group: 18+

Attention Span: 45 to 60 minutes.

- Be mindful of past fire experiences and understanding of fire impact.

Considerations:

- Consider the purpose of the tour.
- When possible, provide opportunity for both visual and hands on learning.
- Use simple language and avoid acronyms that are fire service specific.
- Be mindful of hearing or language barriers.

Adult Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers and Firefighters gear is designed for the jobs they do.

- Provide simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.

KITCHEN

Safety message: There are many safety hazards in the kitchen and cooking causes several home fires every year.

- Discuss the kitchens features that increase safety for the firefighters when they cook meals:
 - Timers
 - Cleanliness
 - Organization
 - Fire extinguisher
- Other kitchen messages to consider:
 - Have a lid handy when using the stove.
 - Never leave a pot or pan unattended while cooking.
 - Unplug appliances when not in use.
 - Keep younger children at least 3 feet from the stove.

Adult Activity

Colored boxes indicate phrases to be said allowed to the group.

FIRE EXTINGUISHER DEMONSTRATION

If possible, demonstrate (or ask the group to envision) the following steps using a fire extinguisher and go through the acronym PASS:

- **PULL** the pin: *This will break the tamper seal.*
- **AIM**: *Aim low, pointing the nozzle at the base of the fire.*
- **SQUEEZE**: *Squeeze the handle to release the extinguishing agent.*
- **SWEEP**: *Sweep from side to side at the base of the fire until it appears to be out.*

Allow the group to then practice.

- *In the event of a fire, it is always recommended to get out and call 911. Fire extinguishers are intended for small fires and we encouraged you to only use a fire extinguisher for very small fires that you can confidently put out.*

SMOKE ALARMS

Provide the following guidance regarding smoke alarms:

- *During a fire, you may have less than two minutes to escape and you are more likely to survive a home fire if you have a working smoke alarm.*
- *Smoke alarms should be installed in each sleeping room and in the hallway(s) outside of these rooms within 21 feet of all bedroom doors and on each level of the home, including the basement.*
- *They should not be installed in kitchens, bathrooms, garages, and unheated areas where moisture, steam, frost, cooking vapors, and exhaust fumes could cause a nuisance alarm.*
- *Smoke alarms should be replaced at least every 10 years and most importantly, when the smoke alarm sounds, get out and stay out! It is important to plan and practice a home fire escape plan regularly.*

PLAN AND PRACTICE YOUR HOME FIRE ESCAPE

Some older adults may not consider that their escape plans may change as they age. Encourage the group to consider the following when planning for a home fire escape:

- ➔ *Practice how to get to your outside meeting place quickly.*
- ➔ *Know and practice two ways out of every room.*
- ➔ *Make sure all doors and windows that lead outside open easily.*
- ➔ *Clear all clutter that may block an escape route or may serve as a tripping hazard.*
- ➔ *Have an outside meeting place, a safe distance in front of the home, where first responders can easily see you.*
- ➔ *Practice a home fire escape drill at least twice a year.*
- ➔ *From an upstairs apartment, use the stairs to escape, not the elevator.*

Note that each participant should plan their escape around their abilities.

- ➔ *If you use a wheelchair or walker or have other problems escaping from your home, plan ahead and let the fire department, family, building manager or neighbors know.*
- ➔ *Keep eyeglasses, keys, hearing aids and a phone within reach.*

FALL PREVENTION

Falls are the leading cause of unintentional injury for their age group so you are going to give them some ideas of how they can decrease the risk of falling in their home.

→ *Reduce hazards in your home by:*

- *Remove boxes, newspapers, electrical cords and phone cords from walkways.*
- *Move coffee tables, magazine racks and plant stand from high-traffic areas.*
- *Secure loose rugs with double-faced tape, tacks or a slip-resistant backing — or remove loose rugs from your home.*
- *Repair loose, wooden floorboards and carpeting right away.*
- *Store clothing, dishes, food and other necessities within easy reach.*
- *Immediately clean spilled liquids, grease or food.*
- *Use nonslip mats in your bathtub or shower. Use a bath seat, which allows you to sit while showering.*

→ *Other proven ways to decrease your risks are:*

- *Exercise regularly, wear sensible shoes, and use assistive devices, such as, handrails for both sides of stairways.*
- *Install nonslip treads for bare-wood steps.*
- *Install a raised toilet seat or one with armrests and grab bars for the shower or tub.*
- *Install a sturdy plastic seat for the shower or tub — plus a hand-held shower nozzle for bathing while sitting.*

If possible, provide guidance on where they may find more information on making their homes a safer place.





Oregon State Police
OFFICE OF STATE FIRE MARSHAL

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