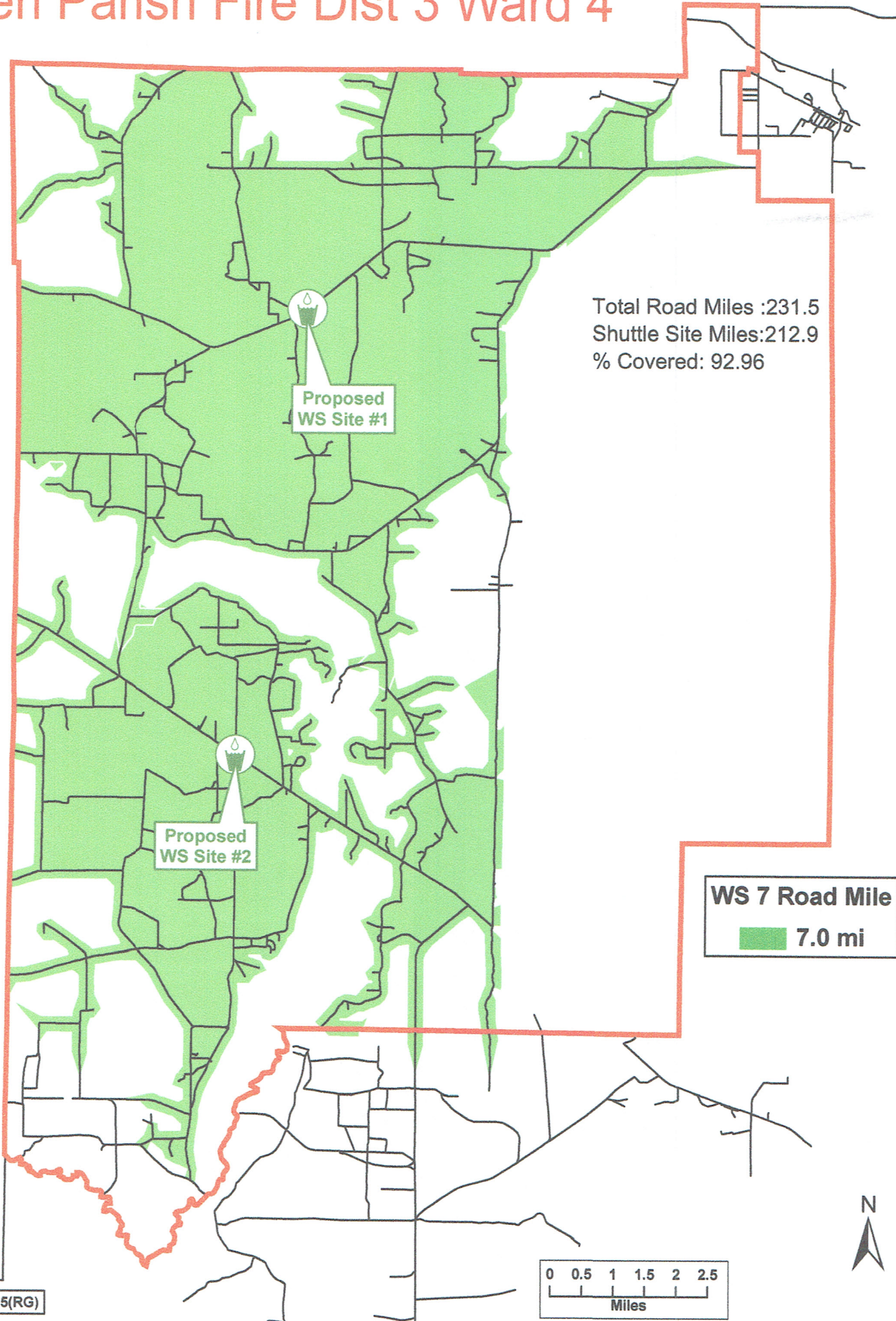


# Allen Parish Fire Dist 3 Ward 4



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01A	Fire Safety Education	Revision 4.1.1

### Matches and Lighter Safety Outline

Matches, lighters, and other heat sources are the leading causes of fire deaths for children. Never underestimate your child's curiosity about fire, nor their ability to strike matches or start a lighter.

Store matches and lighters out of children's reach and sight, preferably in a locked cabinet. Remember: even child-resistant lighters are not childproof and should be stored securely as well.

When a child is curious about fire or has been playing with fire, calmly and firmly explain that matches and lighters are tools for only adults to use carefully.

In addition, instruct toddlers to tell you when they find a match or lighter.

Never use matches or lighters as amusement for your children. They may imitate your actions.

Take extreme care with the storage of your matches and lighters. Your children are depending on you.



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01B	Fire Safety Education	Revision 4.1.1

### **Stop, Drop, & Roll**

Fire is one of the most dangerous things that humans can encounter. It is never ok to play with fire, especially if you are alone. You should not use matches, have lit candles, or use the fire on your stove if an adult is not supervising you or doing these things for you. Sometimes fire cannot be avoided.

Accidents happen. A home can accidentally catch fire. Even if a parent is with you a candle can tip over if it is not properly placed in a candle holder. Explosions, though they are rare, can occur if something in your house is wired wrong or not working properly.

If your house is on fire or you are exposed to a fire's flames you need to know what to do to keep yourself safe. Depending on where the fire started in your house, you may be separated from your parents or other family members. At these moments you have to depend on yourself to stay safe. By knowing proper fire safety you can keep yourself from inhaling a lot of smoke, avoid getting burned, and knowing what we call stop, drop, and roll.

You should always stay close to the floor. Crawl on your hands and knees if you can or slither on your stomach quickly out of the room. When you do this you are preventing smoke from getting into your lungs and passing out from smoke inhalation. Heat rises and so does smoke so the closer you are to the floor the better you will be.

You should also always test a door handle carefully with a blanket or another cloth (perhaps the bottom of your shirt if you cannot find anything else) over your hand. Since most door handles are metal if there is fire in the room you are opening the door to, the handle will be so hot it can burn you.

The most important thing you should know though is called Stop, Drop, and Roll. If by chance your clothes or your body catches fire you want to put the flames out as quickly as possible. If you do not do this you will be burned badly and you could even die.

Stop, Drop, and Roll is a technique that was developed to smolder flames quickly. Smoldering flames means you are putting the flames out. When you stop drop, and roll the oxygen and other gases in the air that are feeding the flames, which causes them to grow, is not able to get to fire so it has no fuel to make it grow. With the rolling action the flames will die because there is nothing to keep the fire going.

Stop, Drop, and Roll is simple if you know how to do it. The first thing to remember is to not panic. It can be hard not to panic if your pant leg, shirt, or other piece of clothing is on fire. If

you can feel your skin burning it is even more important to stop, drop, and roll as quickly as possible.

### **To Stop Drop, & Roll**

**Stop:** When you stop this means stand still. If you are running around screaming it is not going to do anything but upset you and anyone around you. Try to stay calm as you stop. Do not stop for very long though. By stopping you can focus on the next step to make sure the flames are extinguished as quickly as possible.

**Drop:** Once you've stopped try to drop to your knees quickly without hurting your knees too badly. If you are dropping onto a hard surface you don't want to scrape your knees or hurt the bones in your legs. So, try to get to your knees without hurting yourself.

**Roll:** After you've dropped to your knees it is time to roll. Lie down from the position where you are on your knees. Once you lie down, start rolling back and forth. You want to roll over completely so that you can make sure if the flames have spread the entire fire is put out. Do not stop rolling until you are positive you are no longer on fire.

Once you have stopped the fire you may be burned. Depending on the burn you will need to call for help immediately so you can have a doctor check out the burn and get it treated right away. If your house is on fire you need to find the closest exit downstairs. This may be a window or a door. It could also be an exit through the garage that can lead you outside.

If you cannot get downstairs you need to go to the nearest window away from the flames and wait for help or escape through the window if you have a ladder, steps, or fire exit. Never try jumping out of an upstairs window especially if you have burns on your body.

If you get outside, find your parents, go to neighbors you know, or to a fireman/policeman working on the fire if they are present. Let them know you were on fire and show them your burns. They will take you to the hospital in an ambulance or if the burn is not serious they may treat it and tell your parents to take you to the doctor.

If your house was not on fire, but you still were burned and had to stop, drop, and roll get help immediately. Go to your parents, relatives, or a neighbor you know for help. If you cannot find help call 911 and the emergency crew will send help. They may tell you how to treat your burn if you can until an ambulance arrives.

It can be easy to burn yourself if you wear baggy clothes. When your clothes drag from your body they stand the chance of being dragged across a hot flame.

Things you want to avoid so you do not catch fire are:

**Matches or Lighters:** Do not play with them in any way. Even adults that have clumsy moments can cause damage if they are not careful. It is best to have your parents use these items. Try not to use them yourself.

**Candles:** It is very easy to accidentally drag your sleeve through the lit wick of a candle and catch fire. If you know a candle is lit make sure you do not lean too close to it. If you need to get something on the other side of the candle put the candle out first, ask a parent or another adult for help, or find a way to go around and get it without having to reach over the flame.

**Cigarettes:** If parents or another relative smokes and the flame presses to the fabric of your clothes you can catch fire. Avoid going near cigarettes or hugging your relatives while they are smoking.



**Curling Irons, Irons, and other hot metals:** Never touch an Iron or Curling Iron especially if it is plugged in. It can not only burn your skin if it touches your clothes for a long enough period they can catch fire.

**Firecrackers:** No child should play with firecrackers. Even with adult supervision they are dangerous. Use these with caution if you are with an adult.

## Stop, Drop, & Roll Worksheet

### Part A: Matching

- |               |                                     |
|---------------|-------------------------------------|
| 1. _____ Stop | A. Lay down and move back and forth |
| 2. _____ Drop | B. Stand Still                      |
| 3. _____ Roll | C. Move to your knees               |

### Part B: Multiple Choice

4. If your clothes or body is on fire in any way you should \_\_\_\_\_.  
A. Dump water on yourself  
B. Stop, Drop, & Roll  
C. Smack the flames out  
D. Run around screaming for help
5. It is best to stay near the \_\_\_\_\_ when your house is on fire to avoid smoke inhalation.  
A. Ceiling  
B. Wall  
C. Kitchen  
D. Floor
6. If you put the flames out and are burned your next step if your house was not on fire is to \_\_\_\_\_.  
A. Leave the house  
B. Run around Screaming  
C. Find a Family Member,  
D. Put ointment on the burn neighbor you know, or call 911 to get help
7. Never touch a door handle with a bare hand if your house is on fire because \_\_\_\_\_.  
A. The fire can make the  
B. The door handle will break in door hot and it can burn your hand your hand  
C. The door handle won't  
D. None of the Above budge
8. Smolder and extinguish mean the same thing. If you are smoldering the flames what does it mean?  
A. Looking at the flames  
B. Putting the flames out  
C. Both  
D. None of the Above



**Part C: True & False**

9. It is okay to play with matches.

A. True

B. False

10. You should always stop, drop, and roll if you are on fire.

A. True

B. False

11. It is okay to play with firecrackers without a parent.

A. True

B. False

12. A plugged in iron is not dangerous if your sleeve is close to it or you put your skin against it.

A. True

B. False

13. If a fire breaks out you may have to depend on yourself to stay safe if you parents are in another part of your house.

A. True

B. False

14. Stop, Drop, & Roll cannot save lives.

A. True

B. False

### Answer Key

1. B
2. C
3. A
4. B
5. D
6. C
7. A
8. B
9. B
10. A
11. B
12. B
13. A
14. B

Make sure the children are rolling properly and are dropping to their knees quickly without hurting themselves. After you've taught the children how to stop, drop, and roll assign homework. With the help of a parent each child should develop a fire escape plan for their house in the event of a fire at their home. Make sure each child knows how to escape from every floor in their house.



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01C	Smoke Detectors	Revision 4.1.1

### Lesson Plan: Smoke Alarms

#### Learning Objectives

1. Identify the purpose of smoke alarms.
2. Identify where smoke alarms should be installed.
3. Identify how to keep smoke alarms in working order.

**Materials:** Smoke alarm, batteries

#### Guidelines:

1. **Ask students if they know what smoke alarms are and why they should have them in their homes.**
  - o Smoke alarms help protect families by making a very loud beeping noise to warn that smoke is in the air or a fire has started.
  - o Sometimes, especially at night when people are sleeping, they may not see fire, smell smoke or wake up in time to get out safely.
  - o Smoke alarms provide an early warning signal for escape from fire.
2. **Demonstrate what a smoke alarm looks like and the sound it makes when it detects smoke.**
3. **Ask students what they should do if they hear a smoke alarm sound.**
  - o They need to follow their home fire escape plan and get out fast.
4. **Ask students if they know where smoke alarms should be installed.**
  - o Smoke alarms should be installed on every level of the home, including the basement.
  - o For extra safety, install smoke alarms both inside and outside the sleeping area.
  - o Smoke alarms should be installed on the ceiling or on the side walls 6 to 8 inches below the ceiling.
5. **Ask students how often they think the batteries in smoke alarms should be changed.**
  - o Batteries should be changed at least once a year and tested monthly to make sure they are working.
6. **Show students where the batteries go in a smoke alarm.**
  - o Press the test button to demonstrate it is working properly. Also, remind students that alarms need to be kept clean from dust. This can be done by running a vacuum cleaner attachment over and around them.

**7. Conclude the lesson by telling students they can keep their homes safe from fire by helping grown-ups remember to:**

- put smoke alarms in the home, especially near bedrooms
- test smoke alarms monthly to make sure they are working
- replace with brand new batteries at least once a year
- keep smoke alarms clean from dust

**Smoke Alarm Safety Check for Parents**

Smoke alarms are very easy to install and take care of. To help teach your children about smoke alarms, ask them to help you install and maintain them.

- Install smoke alarms on every level of your home, including the basement.
- Many fatal fires begin late at night or in the early morning. For extra safety, install smoke alarms both inside and outside the sleeping area.
- Also, smoke alarms should be installed on the ceiling or 6 to 8 inches below the ceiling on side walls. Since smoke and many deadly gases rise, installing your smoke alarms at the proper level will provide you with the earliest warning possible.
- Always follow the manufacturer's installation instructions.
- Each month, ask your child to help you test all of the alarms in the home. This would also be a good time to make sure your alarms are clean and free of dust.
- Ask your child to pick at least one special day a year, like a birthday, holiday or other special event. Designate that day as "Smoke Alarm Safety Day" and replace all of the batteries in your smoke alarms with new ones. If your home has "hard-wired" alarms (connected to the household electrical system), they may or may not have battery back-up.



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01C1	Smoke Detectors	Revision 4.1.1

**LENGTH OF PRESENTATION: 30 MINUTES**

**GOALS:**

- Students will recognize a smoke alarm
- Students will recognize the sound a smoke alarm makes
- Students will identify what to do when a smoke alarm sounds
- Students will learn how often to test smoke alarm batteries
- Students will learn how often to change smoke alarm batteries

**MATERIALS:**

- SMOKE ALARM

**INTRODUCTION:**

- Introduce yourself, including name and job, how long you've been in the fire service
- Establish ground rules, i.e. raising hand, being good listeners, no stories
- Explain that you are here today to talk about the importance of smoke alarms, and that they can keep you and your family safe

**GUIDELINES:**

- Show students a smoke alarm
- Ask if they know what it does and what it sounds like
  - Explain that smoke alarms are like noses, and they smell for smoke and fire
  - Smoke alarms make a loud noise to warn people, even if they are sleeping
  - Warn children that you will be pushing the test button on the smoke alarm so they know what it sounds like.
  - Push test button so children experience the sound
- Discuss what to do if they hear a smoke alarm

- Leave immediately, no matter where they are (bedroom, kitchen, friend's house, school, movies, etc.)
- Remind them to leave all belongings behind.
- Explain how a smoke alarm works
  - Smoke alarms have batteries inside.
  - A smoke alarm's battery is like its heart; just like a human heart keeps a body working, the battery keeps the smoke alarm working.
  - Show students the 9 volt battery and how it fits into the smoke alarm.
  - Explain to students that batteries don't last forever and that they need to be changed two times a year.
    - You can either use "change your clocks, change your batteries" for Daylight Saving Time; or have students pick 2 birthdays for their smoke alarms and have mom and dad buy the smoke alarm new batteries for birthdays.
  - Explain to children that smoke alarm batteries should be tested once a month to make sure they're working.
    - The first day of every month works well because when we change our calendars to a new month, it's a physical reminder to test batteries.
  - Remind children that they can be good helpers by reminding their parents about testing smoke alarms and changing the batteries.
- Have the students close their eyes and take an imaginary walk through their house and count the smoke alarms they see. When they are finished, they should open their eyes and show the number of smoke alarms they have on their fingers.
  - When all students are showing the number of smoke alarms in their home, ask why there are different numbers. Explain that each house is different, so we have different needs.
    - Tell students their "homework" is to go home and count to see if they were correct.
    - Also encourage them to "test" mom and dad to see if they know how many smoke alarms are in the home.
  - Explain to students where smoke alarms should be placed.
    - On the ceiling or up high on walls
    - Every level of the home
    - In every bedroom.

## CONCLUSION:

- Thank students for being good listeners
- Review key points
  - Ask students why smoke alarms are important
  - Ask students what to do when they hear a smoke alarm
  - Ask students how often smoke alarms should be tested
  - Ask students how often smoke alarm batteries should be changed



- Remind students to count the number of smoke alarms they have when they get home

### **Enrichment Activity: Making Paper Plate Smoke Alarms**

#### **Materials needed:**

- 2 paper plates per child
- Scissors
- Glue
- Crayons or markers
- One copy of smoke alarm picture per student
- 1 battery to cut out per child (optional)

#### **Guidelines:**

- Students cut out smoke alarm picture and glue it onto the outside of a paper plate.
- Students either draw a battery on the inside of the other plate, or cut out and glue battery picture provided.
- Students paste the two paper plates together, leaving a small part unglued so students can look inside and see the battery (or instructor can staple).
- Have students color the test button red.
- As a class, have students push test button, make smoke alarm sound, and exit the room.

Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01D	Calling 911	Revision 4.1.1

### Know How to Call 911

Lesson Overview: Students will learn vocabulary associated with calling 911. Upon completion of this lesson, students will be able to call 911 and report and describe an emergency. Students will also learn about the Present Continuous in the optional activities section.

This lesson plan includes:

1. Call 911 Vocabulary
2. Call 911 Vocabulary Matching
3. Call 911 Reading Comprehension
4. Call 911 Dialogues Listening Activity
5. Call 911 Dialogues Listening Activity Answer Key
6. Call 911 Present Continuous (Optional Activity)
7. **Call 911 Writing Activity (Optional Activity)**
8. Call 911 Vocabulary Flash Cards
9. Referenced texts

Approximate Time: 1 hour and 30 minutes

Prerequisite Skills: Students must be able to read and write simple sentences in English. Students should have completed the following intermediate-level lessons:

- 1) Understand Fire Departments

- 2) Understand Police Departments
- 3) Call the Police to Report Accidents
- 4) Recognize Vocabulary Related to Illness and Accidents

Prerequisite Vocabulary:

accident(s)  
 address(es)  
 broken bone(s)  
 crime(s)  
 fire(s)  
 medical  
 name(s)  
 operator(s)  
 telephone number(s)  
 wrist(s)

Vocabulary:

ambulance(s)  
 conscious  
 CPR  
 drown/drowning  
 emergency/emergencies  
 fall(s)  
 paramedic(s)  
 pulse

Optional Vocabulary:

call/calling  
 choke/choking  
 dial/dialing  
 do/doing  
 have/having  
 lie/lying



seizure(s)

put/putting

unconscious

report/reporting

victim(s)

take/taking

try/trying

wait/waiting

present continuous

Materials Needed: Whiteboard or flip chart, erasable markers, and handouts

Equipment Needed: None

Activities:

1. Explain the purpose of the lesson.
2. Ask students what an emergency is. What do they think about when they hear the word? Have them jot down a few things and share with the class. Write their responses on the board or on a flip chart.
3. Briefly review the prerequisite vocabulary. Go over the new vocabulary. You may want to write the words on the board.
  - a. Make sure that each student can correctly pronounce the new words by having them pronounce the words aloud as a group and then individually.

- b. Give the students ***Call 911 Vocabulary***. Carefully explain each word and make sure that students understand the meanings.
4. For further vocabulary development, use ***Call 911 Vocabulary Matching***. Students should complete these exercises independently. Review answers orally.
5. To educate students about using 911, use ***Call 911 Reading Comprehension***. Read the passage aloud to your students. Tell them to circle all of the vocabulary words that appear in the passage. Invite students to read paragraphs aloud. Have students complete the questions in pairs. Review answers orally.
6. For a listening and speaking activity, use ***Call 911 Dialogues Listening Activity***. This activity will give students the opportunity to see how some of the vocabulary words are in used in conversations with a 911 operator. Tell students that you are going to read each dialogue to them and that they are to fill in the blanks with the words they hear.
  - a. Read dialogue 1 from ***Call 911 Dialogues Answer Key***. Read the dialogue twice, the first time at a normal pace, the second time a little slower.
  - b. Ask two students to read the parts of the caller and the 911 operator, supplying the missing words they heard. Write these on the board so that students may check their word accuracy and spelling. Continue in this manner with dialogues 2 and 3.

Assessment/Evaluation of Learning:

1. Instructor evaluation of students' participation.
2. Evaluation of student worksheets

Optional/Follow-up Activities:

1. For a grammar lesson on the Present Continuous, use ***Call 911 Present Continuous***. Tell students that the present continuous is used to talk about an action that is in progress. Explain that we use “-ing” on the end of a verb along with “am, is, or are”, depending on the subject. Do sentence 1 as a class, then have students complete items 2-11 on their own. Review answers orally.
2. For writing practice, use ***Call 911 Writing Activity***. Students will have five emergency situations from which to choose to write a dialogue between themselves and a 911 Operator. This activity helps with writing, and helps students anticipate what they would say if they ever had to report an emergency.
3. Have someone from the American Red Cross visit your class to teach First Aid, give additional tips for calling 911, and answer any questions the students may have.
4. Use ***Call 911 Vocabulary Flash Cards*** for further vocabulary development.
5. Have students write sentences using the vocabulary from this lesson.
6. The Oxford Picture Dictionary, by Oxford University Press, “Emergencies and Natural Disasters”, pages 102 – 103.
7. The Oxford Picture Dictionary Intermediate Workbook, by Oxford University Press, “Emergencies and Natural Disasters”, pages 102 – 103.



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01E	Firefighters – What we do	Revision 4.1.1

### Let's be firefighters

In this lesson, we will look at firefighters and the role they play in our community. This lesson will familiarize the students with the types of equipment used by firefighters, the special clothing worn by firefighters, and the responsibilities each of them have in our community.

#### **Learning outcomes**

Students will:

- understand the importance of firefighters.
- meet a firefighter and observe the special clothing and equipment used by firefighters.
- learn fire safety rules.

#### **Teacher planning**

#### **MATERIALS/RESOURCES**

- Charts displaying fire safety rules.
- Pictures of firefighters that show the special equipment and clothing they use.
- Actual firefighter clothes and equipment to be used during presentation.

#### **Pre-activities**

To begin our study of firefighters, we will place items that relate to this lesson in our classroom centers for the children to explore. We will have a whole group discussion to find out what the students already know about fire safety and what they would like to learn.

#### **Activities**

A firefighter will be invited to visit our classroom.

The firefighter will:

- Discuss the education and training needed to become a firefighter.

- Show students clothing and equipment needed to fight fires.
- Discuss fire safety rules and Guidelines.

Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.01E	Safe Meeting Place	Revision 4.1.1

## **LESSON PLAN**

**"Get Out - Stay Out"** This scenario card lesson plan is designed to teach early elementary school children about fire escape planning and practice in the school setting and the importance of escape planning for children with disabilities.

Each scenario includes a different disability and provides an opportunity for school children to discuss how to assist others or be assisted in escaping. The scenarios are pictorial and can be used in a variety of activities including role playing, sequencing, and story starters.

### **Materials**

- Sequence cards (set of 5 – laminated, if possible). Place each set of cards in a manila envelope

### **Objectives**

- Students will be able to state why it is important to have and practice a fire escape plan for persons of all ages and abilities.
- Students will be able to identify the sound of the fire alarm or the visual alert from a strobe alarm, at least two ways out of the classroom and the outside meeting place at school.
- Students will be able to describe at least one way they could help someone with disabilities get out of the school when the fire alarm sounds or flashes.

### **Guidelines**

1. Write the word "Plan" on a chalkboard or whiteboard.
2. Ask students "what is a plan?" (A plan is like a road map. It tells you where to go and gives you ways to get to where you want to go.)
3. Explain that it is important to have a plan for how to get out of every room in the school.
4. Ask who knows what a fire alarm sounds like? Some fire alarms don't make a sound. Instead, these alarms flash so that persons who are not able to hear are still able to know there is an emergency and that they need to respond. Have students demonstrate the sound of a fire alarm. Also demonstrate the flash of a strobe light. What does it mean? (There is a fire or an emergency – get out)



5. Review how you would get out of your classroom and other areas of the school such as the cafeteria, library or bathroom, or down the stairs. Talk about how a child in a wheelchair would be able to be transferred to a rescue mat or rescue chair for a safe evacuation down the stairs. Talk about how important it is for the students to wear or carry their medical passports (medical records on a flash drive) during an emergency evacuation. Identify two ways out of every room in case of an emergency. Doors should be closed after everyone has left the room. Practice the escape plan from start to finish at your outside meeting place. Practice alternative escape routes in case the primary exit is blocked.
6. Ask why is it important to have an outside meeting place. (So that you know that everyone is safe) Return to the classroom.
7. If someone could not hear the fire alarm, how could we help the person if the fire alarm sounds? (Use sign language or point to the alarm to tell them that we need to get out and then be a buddy to help them get out) . Another course of action would be to have strobe alarms installed at your school so that children who have a hearing disability also would be alerted.

If you are with someone in a wheelchair and the alarm sounds or flashes, how could you help the person? (Remember to always ask the person in the wheelchair if he or she needs help being pushed before doing so. If a teacher, teacher's aid or personal care assistant already is pushing a person in a wheelchair, ask if you can be of help to make certain they get to the meeting place. You may be able to hold a door open so the wheelchair can get through.)

If someone can't see and the alarm sounds, how could we help the person? (Have the person hold your elbow and guide the person out of the classroom. Tell the person where you are going and what is ahead so they understand what you are doing.)

If someone has broken their leg and is using crutches and the fire alarm sounds, how could we help the person? (Help the person pick up their crutches, hold a door open for the person.)

If someone is not feeling well and the fire alarm sounds, how could we help the person? (Hold the person's hand and help him or her leave the classroom. The teacher or school nurse will be bringing medicines and medical equipment that children need once they get to the meeting place.)

8. It's important to know that sometimes we might need help to get out. Sometimes it's the teacher who will help. Students can help, too – holding doors, being a good buddy, and being friendly. Who else could be a helper at school? (school nurse, janitor, principal, guidance counselor, librarian, bus driver, etc.)
9. Use the sequence cards to review how students and grown-ups can help each other during a fire drill.
10. Use the sequence cards as visuals as students recite the following poem:

**If the fire alarm sounds or flashes, I know what to do.**

**I can be a helper or you can help me, too.**

**I know the plan. It's easy as can be.**

**If the alarm sounds or flashes, I'll get out quickly!**

11. Plan for any students who may need assistance escaping during a fire or emergency.
12. Teachers, teacher aides, and personal care assistants (PCAs) should hold primary responsibility for helping children who need assistance escaping. However, students, school nurse, janitor, etc. can be helpers, signing instructions to other children, holding doors, leading students out of the classroom, etc.
13. Have students act out each scenario. Allow students to work in a learning center to put the sequence cards in the correct order.

### **Extensions**

Provide each student with a set of sequence cards. Have students cut out the cards and paste them in order on a piece of paper. Older students can write the numerals 1 through 4 to designate the correct sequence.

Using the sequence cards as prompts, have students create a story to go with the cards. This can be done as a activity with the teacher recording sentences on newsprint or students can act out each story or write their own stories in a journal.

Have students identify the beginning, middle, and end of the sequence of events for each set of cards.

### **Background information for teachers**

Every student with a disability needs a personal school emergency evacuation plan. The plan should be part of the Individual Educational Program (IEP) to provide for the safety of the child during a building emergency, including an evacuation. The IEP will specify recommendations from a child's physician or other medical staff on considerations or special needs that must be planned for during a child's emergency evacuation. NFPA's [personal school emergency evacuation document](#) provides an overview and checklist to address the specific needs of a child during emergency evacuations.

Some evacuation plans will require safety products to assist in the transfer of children with disabilities down stairs such as transfer slings, rescue chairs or mats. Make certain IEP teams are aware of the Safe Escape Program as a resource for making recommendations for evacuation products and education for school staff and families. See [www.escapesafe.org](http://www.escapesafe.org) or call +1 888 365-2022 for more information.

A portable health file for each child is important. This file should be with the child so that emergency responders can have access to the information.

Once the child has evacuated to the outside meeting place, if the child needs immediate medical attention, first responders on the scene need to be made aware immediately of the child's needs.



Allen Parish Fire District 3 Standard Operating Guidelines		
Section 900.02	Juvenile Fire Setters Program	Revision 4.1.1

### **I. Scope**

The purpose of this standard is to provide guidance for members regarding counseling of Juvenile Fire Setters.

### **II. General**

APFD3's Juvenile Fire setter Program is designed as an intervention program. Referrals can be made by Law Enforcement, Schools, Parents, Legal Guardians and Clergy. The referral should happen as soon as possible after an incident.

Referrals will not be accepted when the child has reached the age of 18.

The program is designed for children ages 3 – 17 and consists of a 1 - 3 hour intervention meeting between Fire Department personnel, the child and a parent or guardian. During this time safety and consequences associated with fire setting will be discussed. The session is set in a casual setting where confidential interviews are conducted with the child and parent/guardian to determine the reason behind the behavior.

Program Outline:

#### **Education classes and times are as follows:**

- Youth ages 11–17 and youth diverted by the juvenile court attend one Saturday 3 hour course.

Curriculum includes:

1. Louisiana Arson and Fireworks Laws
  2. The Properties of Fire/Fire Science
  3. Fire in the Media
  4. Consequences, Choices and Responsibilities
  5. Burn Injuries
  6. How the Community is Affected by Fire setting
  7. Fire Safety
- Youth ages 7–10, attend one Saturday 2 hour course.

Curriculum includes:

1. Louisiana Arson and Fireworks Laws
  2. The Properties of Fire/Fire Science
  3. Fire in the Media
  4. Consequences, Choices and Responsibilities
  5. Burn Injuries
  6. How the Community is Affected by Fire setting
  7. Fire Safety
- Children ages 3-6, attend one Saturday 1 hour course.

Curriculum includes:

1. Tools and Toys
2. Fire Safety
3. Good and Bad Fire