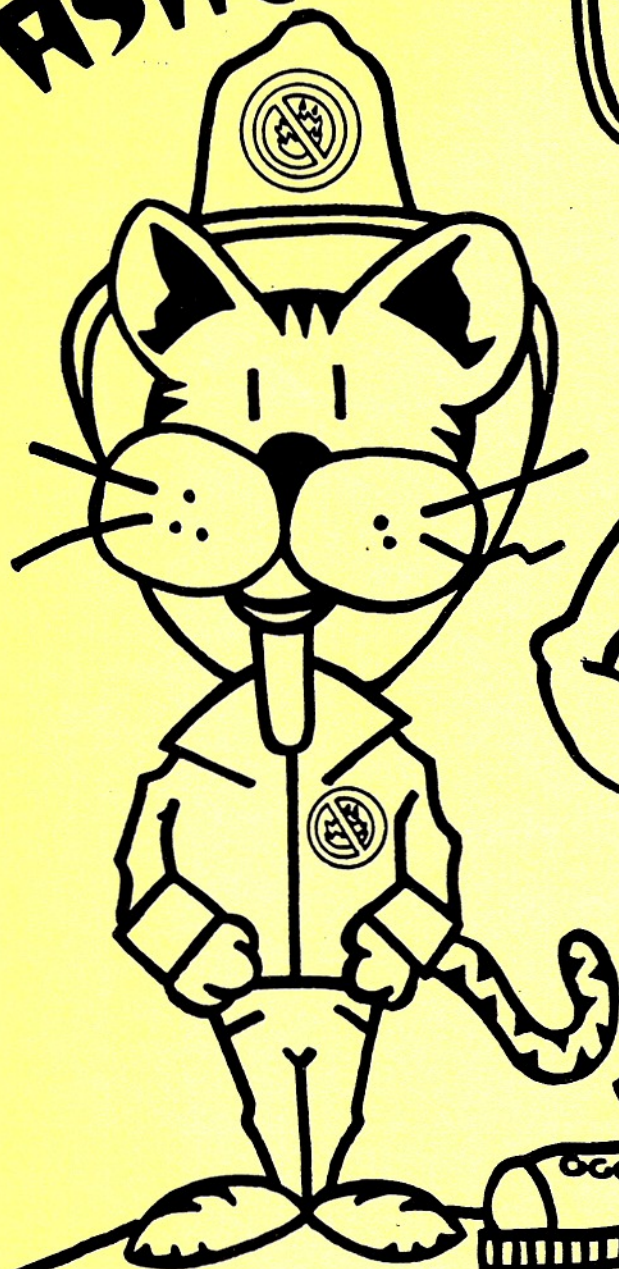


THE OFFICE OF THE FIRE COMMISSIONER AND  
YOUR LOCAL FIRE DEPARTMENT

PRESENT

# NERO and ASHCAN



## LESSON PLAN



Manitoba  
Labour  
Office of the  
Fire Commissioner



# **LESSON PLAN**

## **MATCH AND LIGHTER SAFETY FOR PRESCHOOLERS**

### **Introduction**

This instructional kit is designed to enable fire service personnel, teachers, caregivers of preschoolers and other adults, to introduce fire safety education to three to five year olds. Informal educational settings are recommended and the teaching techniques are designed to actively involve the children in learning behavioral skills in fire prevention.

The communication of frightening messages are presented in a non-threatening way, maximizing the educational effectiveness of the messages, and minimizing negative modelling and fear arousal. The instruction of fire education introduced at an early age will enable children to develop good fire safety habits that stay with them during their adult years.

The kit contains the following information:

- Lesson Plan
- Instructor's Script
- Teaching Aids
  - 1. matches and lighter models
  - 2. friendly/dangerous fire picture cards
  - 3. videotape (about 8 minutes in length)
  - 4. name tags
- Questionnaires for instructor, caregiver/teacher and parent(s)
- Story/activity and list of objectives (fire messages) to be left with the caregiver/teacher

### **Before instructing**

1. study and interpret the objectives
2. study the teaching points and script and add any special points or personal experiences as they relate to:
  - a. the objectives
  - b. your geographic location
  - c. your occupation
3. study and prepare for the suggested activities as listed in the teaching points and script.

### **Objectives**

The child will be able to:

1. Recognize four main fire hazards which can catch on fire within their immediate environment.
2. Predict the consequences of setting fire to themselves, others and their immediate environment.
3. Discover little fires caused by children can become bigger fires.
4. Recognize the importance of adult supervision when using matches and lighters.
5. Distinguish between matches, lighters and toys.
6. Understand the importance of returning matches and lighters to adults.
7. Guide others in the act of returning matches and lighters to adults.
8. Relate the pain of a fire burn to a personal experience.
9. Share the importance of keeping matches and lighters out of the reach of children with their parents.

## **General tips for instructing pre-schoolers in fire safety**

1. As it is very difficult to work with large groups of pre-schoolers, try to limit your group to a maximum of ten children.
2. Children may respond only to visual portions of a message. Do not demonstrate a dangerous activity (such as lighting a match), even with a warning against imitating the behaviour and/or consequences. It can be counterproductive.
3. When interacting with pre-schoolers, your message should be short (simple), fun (interesting), and involve the children (physical activity or verbal feedback).
4. Encourage the children to express their personal feelings about fire related incidents in their environment. Use this opportunity to provide a clear guidance path for them to follow.
5. Express your message in a non-threatening way, use "do's" instead of "don'ts".
6. Use words relative to a three to five year old's vocabulary and understanding i.e. hurt, burn. Words such as scald, avoid, and prevention may be beyond the scope of most children.
7. Avoid relating to technical aspects of fire, instead apply positive information on the dangers of fire.
8. Allow time for the children to process the information you are giving. The pace of your instruction should be slow enough to help them follow the sequence of the lesson plan.
9. Very young children are not always able to link the beginning of a story with the end. Try to conduct all your personal experience messages to the context of a pre-schooler's life.
10. Pre-schoolers are apt to be selective in viewing only a small portion of the messages you are verbally and visually teaching. The use of all of the teaching points, activities, and the read along book for at home discussion with their parents, will provide numerous opportunities for re-inforcement.

## **LESSON PLAN**

### **Introduction**

This lesson plan has been developed to enable adults to be involved in instructing very young children about their role in the use of matches and lighters, the hazards and consequences. Involving the children in the instructional methods is essential for the learning process. The teaching points and script, suggested activities, teaching aids and video provided with the kit are designed to help you relate to the maturity level of preschool children.

The recommended time for delivery of this package is about 1/2 hour.

The ideal number of children is ten or less, in a room separate from the other children.

Supply caregiver/ teacher with name tags for the children. Request that they write the names of the children on the tags, and ask them to wear one as well. The tags can be put on while you are setting up the room.

Ask to have the children and at least 2 daycare workers or 1 teacher seated in a circle on the floor. Ask to have a chair placed at the head of the circle for yourself. If you are comfortable with the idea, join the circle on the floor. It is important that you do not stand during the instruction, this allows you to relate on a level with the children.

Begin by introducing yourself, explain why you are there, and identify your occupation in the fire service. Emphasize the role that you perform in their community.

If possible, bring your firefighting helmet with you to use in teaching point #1. Do not bring and other equipment. The attention span of your audience is limited, and these props will distract from the lesson.

## TEACHING POINTS

## ACTIVITIES

### 1. Hazards of children playing with matches and lighters

#### 1.1 discuss what fire will burn

a. child's clothing

point out or ask about clothing

b. child's body

point out or ask about  
parts of the body

c. possessions

ask about special toys

d. home

ask where they live eg. house, apartment,  
trailer

### 2. Consequences (what will happen)

#### 2.1 discuss what cannot be replaced

a. child's body

their skin

b. possessions

their toys

c. home

places where they play or sleep

### 3. Safety (how children can protect themselves)

#### 3.1 little fires become bigger fires

have children count to ten  
tell them the whole room would now be on fire

#### 3.2 introduction of matches and lighter safety rules

ask children to identify  
models of matches and lighter

show friendly fire and dangerous fire picture  
cards: birthday candles (good fire), candle/  
curtain burning (bad fire); fireplace (good  
fire), house on fire (bad fire); campfire (good  
fire), forest fire (bad fire).

#### 3.3 matches and lighters are not toys

have children search out previously placed  
models of matches and lighters and return  
them to you. Tell them to bring back one each

#### 3.4 tell other children to give matches and lighters to an adult

enlist the help of a caregiver/teacher and one  
child to play act

have the caregiver/teacher take on the  
role of a pretend child who has found  
matches or a lighter

enlist the real child's help in determining the  
appropriate behavior of telling the pretend  
child to give the matches or lighter to an adult

#### 4. Keep matches and lighters out of the reach of children

4.1 Matches and lighters should be kept in a safe place

place models of matches and lighter on a high shelf

explain to children they should tell their parents to put matches and lighters in a safe place

#### 5. Review the fire safety messages

5.1 Ask the children questions

- a) What bad things can happen when there is a fire?
- b) How does a burn feel?
- c) What are good fires?
- d) What are bad fires?
- e) Are matches and lighters toys?
- f) What would you do if you found matches and lighters?
- g) What would you do if your friend, brother or sister found matches or a lighter?
- h) What should big people do with their matches and lighters?

#### 6. Reinforce messages

6.1 Make a brief statement of what the video is about

introduce Nero and Ashcan characters and "Be Cool With Fire" slogan

6.2 Show the video

6.3 Briefly summarize messages of video

don't play with matches and lighters. Give them to an adult

#### 7. Promote fire safety in the home

7.1 The fire messages in the booklet are directed to both the adult and the child

distribute the read-along booklet with the questionnaire for parents

tell the children there are important messages in the booklet for mommy and daddy

tell them to ask their parents to read the booklet to them

#### References used in the preparation of this lesson plan

Sesame Street  
Fire Safety Resource Book  
Fire Safety Book

Young Children  
A New Target for Public Education

International Fire Service Training Association  
Public Fire Protection