



Florida Juvenile Fire Safety



“Fire Safety Begins with ME” Program



Curriculum Overview





Introduction

FFMIA and FAFLSE are pleased to present the Florida Juvenile Fire Safety “Fire Safety Begins with ME” Program. This program is targeted to the middle schools with a curriculum and message that reaches out to this student population.

The curriculum is focused on three key areas:

- Fire Science concepts—“Breaking it down”
- Fire Safety Highlights—“Safety Begins with ME”
- Legal and Social Issues—“Fire is Dire”

Goal

The goal of the Program is to target middle schools with age appropriate Juvenile Firesetters Program to prevent youth fire setting and reinforce fire safety while developing a positive relationship among law enforcement, families, and our young people to create safer communities.

Program Structure

Florida Juvenile Fire Safety “Fire Safety Begins with ME” middle school curriculum was designed for middle school students in 6th, 7th, or 8th grade. Taught in the classroom by either teachers or specially trained fire safety educators, the “Fire Safety Begins with ME” curriculum is a life-skills competency program designed to provide students with the skills they need to avoid peer pressure and prevent fire setting behavior. The curriculum can be used in conjunction with other prevention programs encouraging positive relationships among the community, teachers, parents, schools, and law enforcement.

The Lessons

The Florida Juvenile Fire Safety “Fire Safety Begins with ME” Program curriculum consists of multiple 30- to 45-minute lessons:

- Fire Science concepts—“Breaking it down”
- Fire Safety Highlights—“Safety Begins with ME”
- Legal and Social Issues—“Fire is Dire”

Overview

The following Lesson Plans have been compiled from best practices and input from the Florida Juvenile Fire Safety “Fire Safety Begins with ME” Program Steering and SME Committee.



Fire Science concepts—"Breaking it down"

Lesson Plan – Breaking It Down 1 (BID1)

Lesson Objectives:

The student will understand what is needed for a fire to ignite and burn.

- The student will understand the 3 components of the Fire Triangle.
- The student will be able to identify heat source fire hazards in the home.

Recommended Time for this Section:

30-40 Minutes

Suggested Materials/Discussion Tools:

- Handouts: Fire Science Concepts BID1 (Fire Triangle), NFPA Home Checklist (Sparky Checklist), McDonald Checklist
- Display board and/or Dry erase board
- Session Activity/Assignment: Review NFPA Home Checklist (Sparky Checklist), McDonald Checklist – use as an example checklist and contact your local McDonalds for details on participation.

Suggested Activities and Talking Points:

1. Discuss the materials needed for a fire to burn and where they are typically found.
 - Oxygen - in the air around us at all times.
 - Fuel - anything that can burn. Found throughout our environment. Ask students to name different things in the room which are fuels.
 - Heat - anything that can ignite a fuel. May be natural (lightning, volcano) or man-made (electricity, matches, etc.) Ask students to name different heat sources.

Explain that all three of these elements being present in a room will not automatically cause a fire. They must come together in just the right mix for the fire to occur.

Show the fire triangle mock-up in the Fire Science Concepts BID1 (Fire Triangle) or draw on dry erase board and demonstrate the interrelationship between the three elements.



Lesson Plan – Breaking It Down 1(BID1)

2. Next discuss the basic concept of fire prevention: Not allowing fuel sources and heat sources to get together. Since there are fewer heat sources than fuels, they are usually what we try to control.
3. Review the Fire Science Concepts BID1 document. Discuss typical hazards found in the home related to all types of heat sources.
4. Provide session assignment. Use NFPA home hazard checklist (Sparky Checklist), or the McDonald Checklist. Explain how to fill out the checklist. If provided as a take home assignment, encourage the student to complete with parents or caregiver.



Lesson Plan - Breaking It Down 2 (BID2) – Optional Lesson

Lesson Objectives*:

* This optional Lesson is ideal for a Home School student or a curriculum that requires students to return for a follow-up lesson for this topic. Lesson Plan BID2 can also be used as an option for BID1.

The student will be able to define the 3 physical states of fuels.

- The student will be able to identify examples of solids, liquids and gaseous fuels.
- The student will understand the special hazards associated with gases and liquids.

Recommended Time for this Section:

30-40 Minutes

Suggested Materials/Discussion Tools:

- Handouts: Fire Science Concepts BID1 (Fire Triangle), FEMA Fire Safety Guidelines (optional)
- Display board and/or Dry erase board
- Session Activity/Assignment: Review the concepts associated with solids, liquids, and gas.

Suggested Activities and Talking Points:

1. Form groups of 4-5 students and have several students relate the fuels, heat sources and hazards they found in one of their assigned rooms. Comment on the hazards identified and the student's suggested remedies.
2. Explain that this lesson will be related mostly to fuel sources. On the dry erase board, show the three states a fuel may be found in: Solid, Liquid and Gas.
3. Provide session assignment. Use NFPA home hazard checklist (Sparky Checklist), or the McDonald Checklist. Explain how to fill out the checklist. If provided as a take home assignment, encourage the student to complete with parents or caregiver.



Fire Safety Highlights—”Safety Begins with ME”

Lesson Plan – Fire Safety Highlights (FSH)

Lesson Objectives:

The student will understand:

- Direct or indirect contact with a fire setting incident
- Diversion, not Detention is key
- Fire Prevention/Survival
- Fire safety is everyone's concern: family, caregiver, peers

Recommended Time for this Section:

30-40 Minutes

Suggested Materials/Discussion Tools:

- “In an Instant”, Chapter 1: 29 minutes or Chapter 2: 10 minutes
- “In Their Own Words” or one of the videos in the Complete Juvenile Firesetting DVD Library
- FEMA Fire Safety Guidelines (optional)
- Handouts: Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”; Pre-Post Test; NFPA Smoke Alarm Fact Sheet
- Display board and/or Dry erase board
- Session Activity/Assignment: Provide the Pre-Post Test at the beginning and at the culmination of this session. Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”

Suggested Assessment and Evaluation:

- The Pre-Post Test can be used before the session as well as after the session to gauge to what degree the student understood the topics following the completion of the session.
- Behaviors of Concern Assessment – as it relates to this topic and age appropriate observation, this assessment may be used as a tool when applicable in circumstances when a student displays questionable behavior



Lesson Plan – Fire Safety Highlights (FSH)

Suggested Activities and Talking Points:

1. Discuss the applicable topic areas in a group setting covered in the video(s) to include but not limited to:
 - Discuss the highlights of the video(s). What are the key main messages the video(s) are trying to stress as important:
 - Devastating effects
 - Life changing impact
 - Peer pressure with taking risks
2. In groups or in a classroom situation, ask for volunteers to share some practical simple ways to prevent risky interaction and behavior associated with setting fires as well as provide some examples of actions to avoid a risky situation altogether. What are some of the challenges for students to engage in the “right” behavior with their circle of friends? What are the benefits for students to engage in the “right” behavior with their circle of friends?
3. Discuss the key area outlined in the video and augment with best practice experiences and anecdotes to include but not limit to:
 - The safe locations of matches and lighters
 - Locked up
 - On the Person
 - Stop, Drop and Roll for a fire on your clothes
 - If your child’s or your friend’s clothes catch fire, tackle them and roll them
 - Exit Drills In The Home (E.D.I.T.H.)



Lesson Plan – Fire Safety Highlights (FSH)

- Smoke alarms
 - Statistic (how many are inoperable)
 - Types – Photoelectric & Ionization Technology
 - Battery – replace batteries annually
 - Electric hardwired
 - Electric hardwired with Battery back up
 - Interconnected
 - 10 yr. Lithium battery alarm
 - Electric w/ strobe light for Deaf and Hard of Hearing
 - Placement
 - Outside sleeping area
 - On every level of the home
 - Inside sleeping area
 - Testing
 - How to test - push the button and hold
 - Frequency - monthly
 - Replace alarm every 10 years
- Fire Extinguishers
 - ABC Type recommended for the home
 - Placement - near exit near kitchen area
 - PASS method
 - Pull pin
 - Aim nozzle at base of fire
 - Squeeze handle
 - Sweep back and forth



Legal and Social Issues—”Fire is Dire”

Lesson Plan - Fire is Dire (FID1)

Lesson Objectives:

The student will understand the importance of legal consequences

- The student will understand the meaning of key laws and consequences.
- The student will be able to provide examples of situations and the applicable legal impact.

Recommended Time for this Section:

30-40 Minutes

Suggested Materials/Discussion Tools:

- “In an Instant”, Chapter 1: 29 minutes or Chapter 2: 10 minutes
- “In Their Own Words” or one of the videos in the Complete Juvenile Firesetting DVD Library
- Handouts: Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”. Legal and Social Consequences Handouts, Impact Diagram
- Display board and/or Dry erase board
- Session Activity/Assignment: Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”



Lesson Plan - Fire is Dire (FID1)

Suggested Activities and Talking Points:

1. Discuss briefly how juveniles are viewed in the Florida legal system.
2. Discuss how juvenile records and charges follow them “forever”. It’s a felony. Review FL State Statute: 806.1. If convicted, your Record will follow you “forever”; this may impact you getting certain jobs in positions for the State, in the Military, and on School Boards. This may keep you from getting an apartment or home.
3. Explain that 14 years old can be prosecuted as an adult if the state attorneys office chooses to do so.
4. Questions: How old are you? What ages are you considered legally an adult? What ages do think you can be charged as an adult?
5. Talking points: State of Florida determines that at age 7 the juvenile is accountable for his/her actions (difference between right and wrong); will be transcribed, juvenile transcript will be created. At age 11 you can be arrested, handcuffed, and take a ride (subjective).
6. Discuss arson statutes, criminal mischief statutes and forestry statutes:
 1. 1st Degree Arson Defined: When you willfully and unlawfully set a fire to a structure or a building (occupied or unoccupied building) punishable up to 30 years. Example: home, school, mall, shed, etc. 1st Degree arson is felony like murder. It is serious!
 2. 2nd Degree arson defined: When you willfully and unlawfully set a fire to a tent, car, boat, port-a-potty punishable up to 15 years.
 3. False alarm fires: When you pull the fire alarm intentionally signaling a fire when there is no emergency. Or, if you “prank dial” 911 as a false alarm. Punishable up to 5 years.



Lesson Plan - Fire is Dire (FID1)

Suggested Activities and Talking Points:

7. Form groups of 5-6 students, review the scenarios, and discuss appropriate attitudes and actions.
 - Discuss that should a fire fighter or civilian be injured on the way to or at the fire scene criminal charges may be pressed. Describe how the scene unfolds. Discussion point: If someone pulls the alarm as a false alarm and the fire truck gets into an accident, then who is responsible?
 - Discuss the domino effect: if the fire fighter is helping out on a false alarm, then the fire fighter cannot help a person in need, i.e., mother having a child, etc. This is why the charges are so “heavy”. What would that charge be? Wrongful death (murder).
 - Does anyone know how much a fire truck costs? Discuss other related costs of fire apparatus, fire chief vehicle, and cost for fire fighter injury. Who pays?
 - Definition of restitution. - Having to pay back for damages you cause. Hopefully, a child will never have to endure the result of killing someone with their fire. This cost would be significant. Other costs could be: ambulance, hospital stay, treatment costs, insurance deductibles, loss wages, impairment, etc.
 1. Hopefully, a child will never have to endure the result of killing someone with their fire. This cost would be significant. Other costs could be: ambulance, hospital stay, treatment costs, insurance deductibles, loss wages, impairment, etc.
 2. This could contain costs of court costs, lawyer, other parties legal costs, etc.
 3. Parents have to take off of work to take their child to court, firesetter workshop, firesetter, assessment, community service, probation, diversion meetings, etc. If they do not have “leave” available, they must take time without pay. Additionally, their jobs are affected by not having their employees there.
 4. There are some things that you can not “cost out” like: the loss of life, limb, impact of a fire to the community, impact of emergency response to the fire scene and taking away response time from other emergencies (would those precious seconds make a difference in saving a life?); loss of “priceless items” such as pictures, family heirlooms (-we had one family loose the only pictures from their wedding); the impact on the family in general.



Lesson Plan - Fire is Dire (FID1)

Suggested Activities and Talking Points:

- Discussion of “accidental” fire: Question of intent? Something occurred beyond their control is kitchen fire. Was it supervised? What was the age of the child? It is up to the supervisor who researches and investigates the fire.
- Discussion: If you ripped up your text book (school property). You would have to pay that back. Who pays for restitution? Your parents. An average, a fire truck costs \$1,000 an hour to deploy it. Minimum 3 hours on 5 vehicles: ladder, 2 engines, rescue, a battalion, investigator. On average, \$15,000. Another example is the mobile home fire, cost of \$22,000 equivalent of a new Ford Mustang. Until the juvenile is 18 years old, their parents or legal guardians are financially responsible for paying restitution. Once the juvenile is 18, the responsibility goes to them. If they refuse to pay, the state can garnish their wages.
- Discuss that if a student is with someone who commits a crime he/she will be charged for that crime. Use an example, such as a “bank robbery” example. The student will be charged or viewed as an accomplice and are just as guilty as the person committing the crime. The student has multiple choices:
 1. Solicit answers
 2. Give scenarios
 - Nothing has happened
 - The fire is already started
 3. Stay and get caught
 4. Walk away before the crime happens and get help
 5. Talk your friend out of it.
 - This will bring good or bad decision making process in the center of this discussion as well peer pressure activity
- 8. Discuss the statues and what they mean. Review the various scenarios listed in the document. These topics are not designed to scare the student. The students are just being given the facts. If they commit arson or related crimes in the future they may not have the opportunity to return to a diversion program.
- 9. Pass out Handouts. Discuss how the key consequences
- 10. Session assignment. Complete the Impact Diagram document.



Lesson Plan – Fire is Dire 2 (FID2)

Lesson Objectives:

The student will understand the importance of social consequences

- The student will be able to identify physical and psychological consequences resulting from being involved in a fire.
- The student will understand the impact and consequences.
- The student will be able to provide examples of key physical consequences.

Recommended Time for this Section:

30-40 Minutes

Suggested Materials/Discussion Tools:

- “In an Instant”, Chapter 1: 29 minutes or Chapter 2: 10 minutes
- “In Their Own Words” or one of the videos in the Complete Juvenile Firesetting DVD Library
- Handouts: Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”. Legal and Social Consequences Handouts, Impact Diagram
- Display board and/or Dry erase board
- Session Activity/Assignment: Use the handouts and discussion suggestions from the “In an Instant” and/or “In Their Own Words”



Lesson Plan – Fire is Dire 2 (FID2)

Suggested Activities and Talking Points:

1. Discuss the social consequences and what the victim would feel. Review the various physical and psychological consequences listed in the document. Provide examples or applicable stories: A burn injury is a horrible injury. It is a life long injury and depending on the severity, can impede on all life activities. I usually tell the story of a young man who was lighting rubbing alcohol on fire in his hand over and over again. It got away from him and really caught fire. He raised his arm above his head and the burning alcohol flowed down his arm and caught his shirt on fire. This young man had a promising football career ahead of him, but as a result of his injury he could no longer play on the team, and was not eligible for a scholarship to college.
2. Direct discussion at specific injuries and the impact. The disfigurement a burn injury can cause can also result in poor self esteem, guilt, shame, etc. We also had another young man who had severe 2nd degree burns on his face. He transferred to another school to avoid the criticism of the peers that knew him before the incident. He once was a good-looking popular boy who had the attention of the girls, but became very depressed as a result of his injury (even though the burns were not evident to those who did not know about the injury).
3. Discuss the impact of peer pressure for this key age appropriate challenge. Peers in middle school can be ruthless and at times extremely cruel. A juvenile will get labeled as a false alarm puller, or firesetter and anytime alarm activities, that child will be looked at, and made fun of. I still remember the incident when I was in 6th grade when Greg Levin pulled the alarm, as it is forever engraved in my brain.
4. Juveniles that destroy their home cause an impact within that family that is irreversible. That child will be “blamed” if not orally, but internally by all the family members for the displacement, loss of \$, valuables, etc. They will have to regain the trust of the family, and may never escape the stigma.
5. Discuss the “It can’t happen to me” attitude and potential impact. Teenagers are self-centered (of course you would never say that to them). They believe strongly that no matter what happens; it won’t happen to them. This is an issue that educators have to combat in terms of all safety education.



Lesson Plan – Fire is Dire 2 (FID2)

Suggested Activities and Talking Points:

6. Discuss the “I won’t get caught/in trouble/arrested.” Ask questions such as “Do you know who gets you guys in the most trouble?”. The educator should solicit answers. The answer, “Yourself”. Gossip, bragging is what gets you in trouble. Let me ask you this? If a fight happens on campus, how long does it take for everyone to find out? Seconds. You guys love to talk to each other, brag about what you’ve done and got away with. Other than getting your own self in trouble. On average we are on camera 80 times a day. We’ve on camera at the bus stop, stop light, at school, etc. At some point, some where you are caught on camera. You guys can give me “what if” scenarios all day long, but here are the facts. Maybe you won’t get caught, the first time. Maybe you won’t get caught the second time, but you will get caught. There are 5 jails in Broward County currently housing 5,786 inmates. Do you think that those inmates went out to commit whatever crimes they did because they were going to get away with it, or to get caught?
7. Form groups and discuss how peer influence impacts decisions and actions.
8. Pass out Handouts. Discuss how the psychological consequences and the impact.
9. Provide session assignment.