



EVERYDAY KIDS. EVERYDAY HEROES.

Teach your students about fire safety.

JUNIOR FIRE MARSHAL® PROGRAM | EDUCATOR'S GUIDE (K-3)

The Buck's Got Your Back®



What is the Junior Fire Marshal® program?

A life-saving fire prevention and safety program—turning millions of everyday kids into everyday heroes.



As an educator, you play an important role in teaching your students about fire safety, how to prevent fires, and what to do if there is a fire. Our Junior Fire Marshal program is designed to help you do just that.

The Hartford has cared about protecting people and their property from fire since 1810. That's the year we began as a fire insurance company, employing our own fire department to protect customers.

In 1947, The Hartford created the Junior Fire Marshal program as a coast-to-coast public service. One of the country's oldest corporate-sponsored public education programs, it's designed to teach children the basics of personal fire safety and give families the information they need to be prepared in a fire emergency.

Since the program began, more than 111 million children have become Junior Fire Marshals. Our signature red fire helmets have been displayed proudly by generations of children who've learned the basics of fire prevention and safety through our program.

Today, we're as committed as ever to teaching children and families how to stay safe from fire, and to providing educators, like you, with the tools you need to teach them.

Thank you for choosing our Junior Fire Marshal program to continue the tradition of teaching fire safety to children.

About this educator's guide



This guide is designed to prepare you to engage your students with simple, lifesaving lessons for teaching fire safety. It includes fun and engaging activities to reinforce what you've taught.

4 STEPS TO PREPARE YOU TO TEACH THE JUNIOR FIRE MARSHAL PROGRAM:

- 1 Read through this guide and review the materials on the [digital curriculum](#).
- 2 Schedule at least 20 minutes a day for a week, possibly fire prevention week, to present the lessons in your classroom.
- 3 Gather the supplies [and print worksheets](#) you'll need for each activity.
- 4 Before you complete the program, order your Junior Fire Marshal helmets or print out [Certificates of Completion](#) so you can "deputize" your new Junior Fire Marshals.

According to the National Fire Protection Association®, a home fire occurs in the United States every 87 seconds.

Introduction to lessons:

The Junior Fire Marshal program is designed to teach children that the best way to stay safe is to prevent a fire from starting. They'll also learn to act quickly to minimize their chance of harm.

JUNIOR FIRE MARSHAL SAFETY LESSONS

By teaching these four basic lessons to your students, you can help them become Junior Fire Marshals which can lead to them saving their own life or the life of a family member if they were to ever experience a home fire.



Matches and Lighters Are for Grown-Ups

Children as young as two have been reported to have started fires with matches and lighters. Teach children from a young age that if they see matches or lighters they should not touch them, but tell a grown-up about them and where they are.

Smoke Alarms Are Important

There should be a minimum of one working smoke alarm on every floor. According to the National Fire Protection Association, almost three of every five home fire deaths resulted from fires in homes with no smoke alarms. Children should know what the smoke alarm sounds like and what to do when they hear one.

Create and Practice a Home Fire Escape Plan

Every family should create a home fire escape plan and practice it regularly to help them get out of the home quickly in case there is a fire. Every room in the home needs two ways out. Remind everyone to go low, go under smoke, and get out fast.

Establish a Meeting Place Outside

Choose an outside meeting place a safe distance from home, i.e., neighbor's house, a light post, mailbox, or stop sign. Make sure to mark the location on the escape plan, telling everyone to meet there after they've escaped. Teach students to never go back inside a home that's on fire.



Day 1 - Building Excitement and Keeping a Journal



Before you start these lessons, have your students create their own personalized Junior Fire Marshal journal so they can log their lessons throughout the week and keep it at home as a reminder.

[Print journal pages](#) or have the students create them on their own from scratch.

Get your students excited for a week of fire safety lessons.



Day 2 - Matches and Lighters Are for Grown-Ups



Background:

Matches and lighters can get hot. Students should be taught they are dangerous, and they should tell a grown-up if they find matches or a lighter. Young children playing with matches and lighters cause many fires each year, which result in injuries and death. Matches and lighters should be locked in a cabinet, out of reach of children.

Objectives:

- Learn there are things inside and outside of the home that are hot or can get hot.
- Identify things that are hot or can get hot, including bath water, stoves, fireplaces, coffee, soup, matches, lighters, and many other things.
- Learn to stay away from hot things. Don't touch anything that is hot and, if you are unsure if something is hot, stay away and check with a grown-up.
- Learn that matches and lighters are dangerous and can be hot.
- If you find matches or lighters, walk away and tell a grown-up.

Materials:

- [Safe and Unsafe flash cards](#) (varied by age, getting progressively more advanced. For example, an iron for a first grader and a charging cellphone for a third grader)
- [What Should I Do worksheet](#)



Activity:

Sorting Safe and Unsafe items

- Place trays or baskets labeled “safe” and “unsafe” on the table with cut-out pictures.
- Hold up a picture and call on a student to tell you where the item goes.
 - » If it is a safe item, invite the student to come up and place the item in the safe basket.
 - » If unsafe, place it in the unsafe basket.
 - » If it is a lighter or matches, remind the students that they never touch them and to tell a grown-up right away.
- Review the results of the sorting activity and reinforce that lighters and matches can only be touched by a grown-up.
- Give the students the **What Should I Do** worksheet.
 - » Explain that the paper has four different scenarios that show an item that must be put away.
 - » The students should critically look at the pictures and draw a solution to the problem.
 - » When solving the problem of the matches and lighters, the students should draw themselves finding a grown-up.
 - » When solving the problem of the teddy bear on the floor, the students should draw themselves picking it up and putting it away.
- Upon completion, review each of the situations and proper solutions as a class.
- Have the students complete one page of their journal to summarize the lesson that they shouldn’t touch matches or lighters.



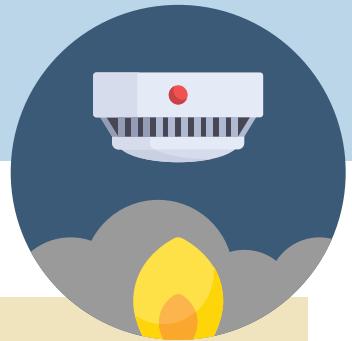
Possible Group Activity:

- Pass out photos and have each child place their photo(s) in the “safe” or “unsafe” labeled trays or baskets. Discuss each item. Is it unsafe? What do you do to stay safe from things that aren’t safe? (Don’t touch hot things.)
- Have the students name the object in each picture to make sure they recognize the object before they decide whether or not the object is one that is “safe” or “unsafe.”

“safe” or “unsafe”



Day 3 - Smoke Alarms Are Important



Background:

Smoke alarms save lives. Every home needs working smoke alarms. They should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. A smoke alarm senses smoke. If there is smoke, a smoke alarm makes a “**beep, beep, beep, pause, beep, beep, beep**” sound. It will sound if there is smoke in the home – possibly from a fire. When a smoke alarm sounds, everyone should leave the home right away.

Here are four important things to do if the smoke alarm sounds:

- 1 Stop what you are doing
- 2 Choose the best way out of the room
- 3 Get outside quickly
- 4 Go to your outside meeting place

Objectives:

The students will:

- Learn the importance of having working smoke alarms at home—they should be installed on every level of the home, outside each sleeping area, and in each bedroom.
- Smoke alarms should always have working batteries.
- Identify the sound a smoke alarm makes.
- Emphasize the four steps to take if the smoke alarm sounds—stop what you’re doing, choose the best way out of the room, get outside quickly and head to your meeting place.
- Practice what to do if a smoke alarm starts beeping.

Materials:

- Smoke alarm (contact your local fire department if you need one) or access this [video](#)
- [Smoke alarm checklist](#)

“beep - beep - beep”

Activity:

Grades K-1:

- Show the students the smoke alarm; explain that smoke alarms are used to keep you safe in your home. Explain that even if you cannot see a fire, it is still very dangerous.
- Tell the students that smoke alarms let you know if there is smoke in your home by making a loud “**beep - beep - beep**” sound.
- Gather the students in one area, such as a rug in the front of the classroom. Activate the smoke alarm and ask the students to leave the rug when they hear the sound and meet at a safe place in the room, just like they would leave their home and meet at their family’s meeting place. If you do not have a working smoke alarm, you might be able to find the sound of one online to play for them.
- Do not allow the students to return to the rug until you tell them that it is safe. Practice this game with their eyes open and closed to show that the smoke alarm will let them know there is a fire during the day and at night.
- Return to the rug and review that smoke alarms go “beep-beep-beep” when there is smoke or fire in the home. Reinforce that whenever they hear that sound they must immediately leave their home and go to their meeting place.
- Have the students practice making the sound of the smoke alarm. Remind them that it has to beep three times in a row and then pause.
- Have the students complete one page of their journal to summarize the lesson that smoke alarms save lives.
- Provide each student with the **Smoke Alarm Checklist** to take home to their families.

Grades 2-3:

- Tell the students that it is important not only to know what a smoke alarm sounds like and means, it is essential to know what to do next. Explain that there are four important things to do when the smoke alarm sounds. Encourage students to think about what they should do if a smoke alarm sounds and think about each action they would take.
- Work together as a class to determine the four important things to do if the smoke alarm sounds. As a class, complete the **Smoke Alarm Checklist**. The students must include all four important things in the correct order, but can phrase it in their own words. If you like, you can record these things on chart paper or project them onto a screen.
- The four important things to do if the smoke alarm sounds are:
 - 1 Stop what you are doing
 - 2 Choose the best way out of the room
 - 3 Get outside quickly
 - 4 Go to your outside meeting place



Day 4 - Create and Practice Your Home Fire Escape Plan



Background:

Everyone in the household should help create the plan and practice it at least twice a year. Families should walk through the home, inspect all possible exits and be able to identify two ways out of every room. One way out would be the door and the second might be another door or a window. It's important to practice using different ways out of the home in case one way is blocked by fire or smoke. If there is smoke blocking the door or your first way out, use your second way out. Remind everyone to go low, go under smoke, and get out fast.

It is important to know the home fire escape plan in each home where you sleep. It could be the home of a family member or a friend's house, but you should know the two ways out of each room and their outside meeting place in case there is a fire while you are visiting.

Objectives:

- Everyone plays an important role in fire safety—everyone in their household should help make a plan and practice it at least twice a year.
- Learn that families should walk through the home, inspect all possible exits, and identify two possible exits in every room—example of two exits would be a door and a window.
- Practice your exit plan—if there is smoke or fire blocking your first exit, use the second exit.
- Remember to go low, go under smoke, and get out fast!



Materials:

- Red and green markers
- [Get Outside activity sheet](#)
- [Home Fire Escape Plan activity sheet](#)



Activity:

- Review what was learned in the **Smoke Alarms Save Lives** lesson. Remind students that smoke alarms must be in each bedroom, outside sleeping areas, and on every level of their home. Reinforce that when they hear the loud “beep, beep, beep” they must leave the home right away.
- Remind everyone to go low, go under smoke, and get out fast.
- Activate prior knowledge by asking students what they already know about home fire escape plans.
- Every room must have two safe ways out in case of a fire. At school, each room has two ways out – locate the two ways out of the classroom. You need to have two ways out of every room at home, too. Explain that every room should have a way out that you go to first and then another way if the first is blocked by fire or smoke. Discuss how, if a room only has one door the second way out may be a window. If time allows, take a walking tour of the school and explore the different ways out of other rooms.
- Explain to the students that they are going to be learning two safe ways out of their room just like they have learned two safe ways out of the classroom. Have the students return to their seats and complete the **Get Outside** activity sheet. Using markers have them mark the smoke alarm in their bedroom in red and two ways out in green. Remind the students that they may have to use a window as their second way out.
- Have students explain that they now know how to get outside in case of a fire, and what it means to stay outside. Remind students that they should never go back into the home, for any reason (such as another family member, for belongings, or for a pet).



- Review the **How to Make a Home Fire Escape Plan** activity sheet with students. Help students identify the two ways out of every room in the sample escape plan. Send the activity home with students. They will create and practice a home fire escape plan with their families.
- Have the students complete one page of their journal to summarize the lesson that smoke alarms are important.

Day 5 - Establish A Meeting Place Outside



Background:

Just like every home must be equipped with smoke alarms and every family prepared with a fire escape plan, students should also learn the importance of establishing a meeting place. A meeting place is a permanent location a safe distance from the home, such as a streetlight, mailbox, or neighbor's home. Everyone should head to the meeting place in an emergency so everyone is together and grown-ups know everyone is safe.

Objectives:

- Every home fire escape plan needs an outside meeting place where everyone can meet together, so the grown-ups know everyone is safe.
- Learn examples of a good meeting place—including a mailbox, streetlight, or neighbor's home.
- Understand the importance of having a home fire escape plan and describe the family meeting place.

Activity:

- Review what was learned in the **Practice Your Escape Plan** lesson and remind the students the importance of establishing and practicing their plans.
- Have a discussion with students about the importance of having a safe meeting place as part of their home fire escape plan.
- Ask students what they think they should do once they are outside safely.
- Use this opportunity to explain what a safe meeting place is and review good examples of meeting places.
- Give every student a copy of the **Stay Outside** activity sheet.
- Let the students think of a meeting place for their home, having the students work independently.
- As they complete their plans, open up a class discussion to allow students to share what they've learned.

Optional: Their **Get Outside** and **Stay Outside** activity sheets can be mounted together on a piece of construction paper to display their completed fire escape plan.

“stay outside”

Materials:

- [Stay Outside activity sheet](#)



Take the Junior Fire Marshal assessment

YOU DID IT!

Your class made it through the Junior Fire Marshal program. Spend some time on the final assessment and get ready to celebrate the newest deputies in the final ceremony. Using your **Smartboard Companion** or printouts of the questions, use the final assessment to review what the students have learned throughout the Junior Fire Marshal program.

1. Who do you call in an emergency?

- a. Your parents
- b. Your teacher
- c. 911
- d. Your best friend

2. What do you do if you see a fire?

- a. Get outside
- b. Rescue your toys
- c. Call 911
- d. Wait for the smoke alarm

3. What do you do if you see something that can cause a fire?

- a. Tell your friends
- b. Tell a grown-up
- c. Move dangerous items
- d. Nothing

4. Heaters are hot, so:

- a. Ask an adult for help
- b. Turn them off
- c. Leave them on
- d. Do not touch them

5. Electricity can be dangerous. Never play with:

- a. Remote controls
- b. Electrical cords
- c. Flashlights
- d. Outlets
- e. Video games

6. If you find matches or lighters, what should you do?

- a. Throw them away
- b. Tell a grown-up
- c. Hide them
- d. Don't touch them
- e. Pick them up
- f. Don't do anything

7. Smoke alarms need brand new batteries at least:

- a. Once a month
- b. Once a year
- c. When the batteries stop working
- d. Once every 10 years



8. What should you do to make sure your smoke alarm is working?

- a. Clean them
- b. Disconnect them
- ✓ c. Test the batteries**
- d. Get a new smoke alarm

9. Who should you tell if you see smoke?

- a. Your pet
- b. No one
- c. Your best friend
- ✓ d. A grown-up**

10. Which of these items are important in a fire emergency plan?

- a. Basketball
- ✓ b. Smoke alarm**
- ✓ c. Fire extinguisher**
- d. Video games
- ✓ e. Fire escape plan**
- f. Rubber duck

11. How many escape plans should you have for each room?

- a. One
- ✓ b. Two**
- c. Four
- d. None

12. If there is smoke, what should you do?

- ✓ a. Get down low**
- b. Open a window
- c. Hide
- ✓ d. Get out**

13. What is important when picking your safe meeting place?

- ✓ a. It's safe and outside of your home**
- b. It's your favorite place
- ✓ c. Your family knows where it is**
- d. It's far from home

14. What are good examples of a safe meeting place?

- a. A car in the street
- b. Your front steps
- ✓ c. A neighbor's house**
- ✓ d. A nearby mailbox**
- e. The police station
- ✓ f. A nearby lamppost**

YOU DID IT!

CONGRATULATIONS ON BECOMING JUNIOR FIRE MARSHALS!

Say “I Will” after every pledge:

I pledge to:

- Learn how to prevent fires in my house, my school, and my community.
- Stay away from matches, lighters, and anything that is hot or may cause a fire.
- Tell a grown-up and call 9-1-1 if I see a fire.
- Never try to put out a fire by myself.
- Get out and stay out if I see a fire in my house.

Now together say “**SAFE IS THE WAY!**”





SAFE IS THE WAY!

Teach your students to be fire-safe. Visit TheHartford.com/jfm. Certain lessons and materials included herein were adapted with permission from the National Fire Protection Association® and its Learn Not to Burn® program. To learn more about NFPA® educational programs, please visit nfp.org/education.

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