

Fire Corps Guide to Fire & Life Safety EDUCATION



Fire Corps Guide to Fire & Life Safety EDUCATION

Acknowledgements

Fire Corps would like to thank the Federal Emergency Management Agency's (FEMA) Individual and Community Preparedness Division/Citizen Corps for the funding and support to create this guide. We are grateful for the cooperation and efforts of Fire Corps' partners, Advocates, and National Advisory Committee for their contributions. We are indebted to all of the fire departments and programs whose ideas, experience, and input have helped shape this resource. Finally, thank you to all of the volunteers working to support fire and emergency service personnel through public education.

Disclaimer

The *Fire Corps Guide to Fire and Life Safety Education* has been developed to assist Fire Corps programs. Its creation is based on current, established public education standards. This guide is not a directive, but was created to provide guidance, support, and resources to those wishing to start and/or enhance a fire and life safety education program. Fire/EMS departments or sponsoring agencies of any such program should verify that the program's policies, procedures, and activities are compliant with accepted standards or laws of the authority having jurisdiction – local, state, and federal.





Table of Contents

Overview	4
-----------------	----------

Part One Implementing or Enhancing Fire and Life Safety Education Programs	5
---	----------

Section 1: Introduction	5
Section 2: Getting Started	5
Section 3: Implementing your Fire and Life Safety Education Program	9
Section 4: Managing and Assessing your Fire and Life Safety Program	10

Part Two Best Practices: Profiles of Fire Corps Fire and Life Safety Education Programs	11
--	-----------

Rowlett Fire Corps (TX)	11
Mesquite Fire Corps (TX)	11
Layton City Fire Corps (UT)	13

Part Three Supplemental Materials and Resources	14
--	-----------

Section 1: Administrative Resources	14
Section 2: Target Populations	16
Section 3: Existing Messaging/Campaign Resources	19
Section 4: Project Resources from Fire Corps and Other Organizations	21



department budget



Overview

During tough economic times, public education is often the first initiative to be cut from fire department budgets, yet it is proven to be a critical step to saving lives and preventing fires and injuries. Every department has its own requirements, needs, and challenges that are driven by diverse variables, such as the type of department, the demographics of the community it serves, and the resources available (human and fiscal) to fulfill its fire prevention mission. To accommodate that diversity and allow departments to adapt the program to fit their needs, Fire Corps has created the *Fire Corps Guide to Fire and Life Safety Education* for Fire Corps programs interested in establishing or enhancing a fire and life safety education program.

The material contained in this guide is based on information gathered through the Fire Corps web site (www.firecorps.org), department site visits, questionnaires, and conversations with fire and emergency service leadership and community volunteers throughout the United States.

This guide walks you through how to implement or enhance a local fire and life safety education program and provides profiles of successful programs and sample documents to help further these efforts.

saving lives

preventing fire

prevention mission

life safety

education program

challenges

requirements

resources





Part One

Implementing or Enhancing Fire and Life Safety Education Programs

Section 1: Introduction

Fire and Life Safety Education Programming: An Overview

According to the United States Fire Administration (USFA), more than 3,500 Americans die each year in fires and approximately 18,300 are injured.¹ Children and the elderly comprise the majority of these deaths and injuries. To combat these statistics, communities across the nation are working to start or implement fire prevention and life safety education programs to help prevent tragedy before it happens.

The overarching purpose of fire and life safety education programming is to reduce deaths, injuries, and property loss. By helping to increase knowledge and modify attitudes and behaviors, fire and life safety educators serve as change agents in making progress toward this purpose.

How Fire Corps Can Assist with Fire and Life Safety Education Programming and Activities

Fire and life safety education activities that Fire Corps teams can perform are limited only by the imagination. Nearly 60 percent of Fire Corps programs utilize their volunteers for fire prevention efforts and life safety activities.²

Fire Corps teams typically assist a fire department in one of two overarching ways:

- Filling a supporting role in a department's current fire and life safety education programming
- Initiating, developing, and executing a fire and life safety education program if the department does not have the personnel, time, or expertise necessary to perform this function

Fire Corps members may conduct presentations and activities for a variety of audiences based on the needs of the department. The benefits of Fire Corps members performing these activities include:

- Generating greater awareness for fire and life safety education by affiliating with Fire Corps – a nationally recognized program and brand for attracting non-operational volunteers to the fire service and increasing the capacity of local departments
- Providing access to resources and training
- Sharing strategies and ways to grow fire and life safety education programming at the local level
- Reducing the time burden placed on first responders because Fire Corps members may be available on evenings and weekends

Section 2: Getting Started

Developing Your Fire and Life Safety Program: Tips for Working with the Fire Department and Increasing Support

Effective fire and life safety educators strive to develop positive working relationships between the fire/EMS department, the Fire Corps program, and the community. To that end, the following should be taken into consideration:

- Secure the support of department leadership. Whether the Fire Corps team is simply assisting with an existing

¹United States Fire Administration, Home Fire Prevention and Safety Tips, http://www.usfa.fema.gov/citizens/home_fire_prev/

²James Bell, Evaluation of the Fire Corps Program (2010), http://www.firecorps.org/files/FCEvaluation_0710.pdf

public education program or playing a key role in developing one for the department, it is imperative to have the support of department leadership who has the ability to allocate resources and garner buy-in from those around them.

- Identify a Fire Corps program coordinator and ensure that they are an integral part of the planning and implementation process. They will have the ability to recruit volunteers who have the necessary knowledge and skills and will play a key role in soliciting the buy-in of new and existing Fire Corps volunteers.
- Match tasks to the specific abilities of Fire Corps members. For example, one volunteer may interact well with children while another may work better with seniors or be able to communicate with non-English speaking residents. Some Fire Corps volunteers may be more effective working in smaller groups or taking a “behind-the-scenes” role, while others excel in larger settings and in highly visible situations. The key for success is effectively linking the right people to the right tasks.

Do you already utilize Fire Corps volunteers in your fire prevention programming? How well do you know them? It is beneficial to know the personalities of your members so you can match them with the appropriate activity or target audience.

- Empower those working on fire and life safety education projects. Listening to their ideas and allowing them to share in the decision-making process not only fosters creative solutions to problems, but it also inspires their commitment to the program. The more you empower others, the more likely they will undertake Fire Corps projects and feel invested in their outcomes. This will help to maintain, grow, and sustain the program for the long-term.

Understanding and Assessing the Department's Needs

Talk with department leadership to better understand the department's mission and the goals of the fire and life safety program. Leadership will determine how much or little the Fire Corps team becomes involved in the program.

Before understanding the department's needs, it is important to know the difference between “Program” and “Presentation.” A “Program” is the department's overall scope of fire prevention efforts and includes all fire safety related activities, including presentations, smoke alarm installations, etc. A “Presentation” is an individual appearance, whether to a small or large group.

Consider the following individual, group, and large event activities that may combine to form a fire prevention program:

- Reading initiatives using books focusing on fire prevention and life safety messages
- Smoke alarm installations and/or battery replacement campaigns
- Developing/distributing educational materials, such as fire safety books for children, flyers, brochures, and posters
- Creating fire safety videos
- Giving fire prevention and life safety presentations in schools or at civic or senior centers
- Grant writing to secure funding for fire prevention efforts
- Conducting home safety checks
- Offering fire safety related puppet shows

Carrying out a successful fire and life safety education program entails understanding and implementing activities to meet the needs of the fire department and the community it serves.

Below are possible scenarios. Your visit with department leadership will help both of you determine which scenario fits your particular situation.

Scenario A. The department has a strong fire and life safety education program and wants to reach more people and enhance their program.

This is the best case scenario because the department already has a fire and life safety education program in place. Whether the department uses their own developed program or other resources, you may simply be asked to assist. Activities may include:

- Making presentations
- Planning station open houses
- Assisting at large activities or events
- Other activities as the department sees fit

It is important to note that if a department already has a strong program, then Fire Corps members will most likely be using materials provided by the department. Materials in this guide could be used to supplement the current program.

Scenario B. The department does not have a fire and life safety education program.

In this situation, the department has no fire and life safety education program for any number of reasons. These could include a lack of available personnel or personnel with the necessary skills or expertise, not enough funding to implement a program, or lack of other available resources like supplies, space, or transportation. Materials and resources in this guide may be used to effectively carry out a fire and life safety education program at low to no cost to the department.

Work with department leadership to determine where your department falls, what kind of role Fire Corps should play, and how the materials in this guide can be used to develop, bolster, or expand a fire prevention program.

Keep in mind that whether you are starting from scratch or adding to an existing program, be sure to credit all resources and materials used from other sources. Do not use or borrow ideas that are copyrighted unless you have permission.

Assessing Community Characteristics

Assess your community to understand the risks and challenges that are present. Who is in your community? Youth? Senior citizens? Those with disabilities? What language do they speak? What cultures do they represent? Knowing the answers to these questions will help you determine your target audiences and give you insight into how you can best reach them with your life safety messages. For example, if your community consists primarily of senior citizens, you may want to focus your efforts on issues affecting them, such as slip/fall prevention. Similarly, if your community is culturally diverse, it would be wise to take different cultural norms into consideration as you develop your program to ensure you are reaching your community in a way that is acceptable and meaningful to them.

Look at your department's call volume and the types of calls received to identify risks within the community. Are there a number of fires occurring in homes without smoke alarms? Can you identify any trends in the causes of the fires that are occurring, such as unattended cooking or improper cigarette disposal? Does the department primarily respond to EMS calls due to injuries around the home? This analysis will help you determine what types of information to include in your fire prevention and life safety programming. There are various resources available to help you to learn how to determine the trends and adapt programming to mitigate identified risks. A listing of resources is available in Part III of this guide.

Defining the Role of the Fire and Life Safety Educator

Fire and life safety educators understand that education is an important component of the fire service. They help to increase knowledge, foster proper attitudes, and advance positive fire and life safety behaviors among men, women, and children. Knowing how to reach a diverse audience with a variety of tools, activities, and programs is critical to achieving the overarching safety goals of saving lives, reducing deaths, and decreasing property losses. To that end, successful fire prevention and safety programs are designed to target high risk audiences within the local community.

Qualities of an Effective Fire and Life Safety Education Program

The following are some of the qualities of an effective fire and life safety education program:

- F**ind an unmet fire safety need within your local community.
- I**dentify the mission, goals, strategies, and target audiences for your program.
- R**each your target audience with a wide variety of methods, tools, and activities.
- E**nthusiastically deliver your message.
- C**onduct pre- and post-activity evaluations to measure your effectiveness.
- O**rganize your materials beforehand to maximize your efficiency.
- R**ehearse your delivery.
- P**rofessionally represent your department and Fire Corps team at all times.
- S**tay "fresh" and up-to-date by attending relevant workshops and incorporating the latest research recommendations into your programming.

Age-Appropriate Programming and Activities

It is imperative to have a basic understanding of age-appropriate programming and activities.

The fire service targets different demographic groups within a geographic area with a variety of messages unique to that market. Although the specific messages and communication channels may be different for each group, the underlying process is essentially the same.

To begin, the public educator should study each target demographic for its unique features and needs. Tailoring content to the specific needs of each unique audience will enhance the learning and retention of information for each group. For example, the visual aids used to teach children should be much different than those used for adults or the elderly.

Have you performed a demographic assessment in your community? Discovering target audiences and their characteristics is vital to creating appropriate messaging so you can influence thought processes and change behaviors.

In the end, using age-appropriate materials and teaching methods will increase retention of the fire and life safety messages and will make your job as a public safety educator much more rewarding and fun.

Samples of age-appropriate fire and safety messages and cognitive developmental ability characteristics are provided in Part III of this guide.

Funding

Determine what resources are currently available to you, but use caution. Free does not necessarily mean the best. Look for good, solid, educationally-sound materials, such as the resources provided in Part III of this guide. There are also many reputable organizations dedicated to developing and disseminating high-quality materials free of charge or at a low cost, such as the National Fire Protection Association (www.nfpa.org), Safe Kids (www.safekids.org), the U.S. Fire Administration (www.usfa.fema.gov), and others.

There are also a number of federal and private grants available to help fire departments develop and implement effective fire prevention and life safety programs. For example, the Federal Emergency Management Agency offers the Fire Prevention & Safety grant (<http://www.fema.gov/fire-prevention-safety-grants>). There may also be local businesses interested in supporting your endeavors either through a monetary contribution or an in-kind donation of supplies or materials needed to run your program.

Liability

Fire Corps programs offer substantial benefits to a department and its Fire Corps members but, like all department activities, can produce unexpected results — events that are not planned outcomes of the activity. It is important to explore all potential areas of liability before bringing volunteers into your program.

Not only is it important that background checks be done on Fire Corps members (many schools require background checks), it is equally important that Fire Corps members provide a safe environment for participants of a presentation or event. For example, if your Fire Corps team hosts a large event, be sure that:

- The area in which the event will be held has adequate lighting
- There is adequate staffing and supervision so that participants will not be allowed in areas which might be dangerous to them
- The location is free from hazards, such as fall or fire hazards

Did you know your registered Fire Corps program can get discounted background checks from IntelliCorp? Check it out at www.intellicorp.net/branding/firecorps.

Fire Corps has created a liability guide to help you mitigate liability issues for the department, the volunteers, and those you are serving through your fire prevention and life safety activities. You can also obtain background checks at a discounted price through Fire Corps. These resources are available for registered Fire Corps programs and can be accessed on the Fire Corps web site at www.firecorps.org.

Training

As a public safety educator, it is important to have a basic understanding of fire science. This will allow you to respond to questions from the general public. When responding to questions, you do not have to have a complicated answer, but a general knowledge of the subject will help support safety messages. Having this knowledge will be the basis for all that your Fire Corps team will do.

Here are some helpful training tips:

- Take advantage of the resources provided by Fire Corps and other reputable fire service organizations.
- Attend fire safety education classes and/or workshops to learn more.
- Learn as much as you can about age-appropriate programming.
- Learn the importance of practicing your presentation beforehand and being prepared with the equipment and materials required for your presentation.
- Learn all that you can about effective educational messaging.
- Incorporate a positive approach with your audience rather than a negative “scare tactic” approach.

- Attend classes online or at your state fire school to expand your knowledge base by reading and learning on your own. The National Fire Academy (www.usfa.fema.gov/nfa/) has multiple fire prevention and risk reduction courses available. You should also talk to other educators, such as school teachers, to learn best practices, get feedback, or gather ideas.

Section 3: Implementing your Fire and Life Safety Education Program

Scheduling

You should have a game plan to implement your fire and life safety education program when making presentations and coordinating volunteers. First, you must have the personnel available. Consider creating a calendar of availability so you know which of your Fire Corps members are able to participate and when. This should also be coordinated with the department's operational personnel (or perhaps a fire safety dog!) if they are part of the presentation or event. Based on member availability will help you determine when you can make presentations, attend events, or outreach to your community. Once your member availability is set, be sure to coordinate well in advance with schools and civic groups when establishing presentation dates and times.

Supplies

Depending on your activities, supplies may be needed to get the most out of your educational event. These could include props, equipment, or handouts. Consider designating one of your Fire Corps members as the program's supplies coordinator to ensure you have the adequate materials to fulfill all of your scheduled events and activities. Responsibilities of the coordinator may include anything from making sure all members participating in the activity are properly outfitted to printing out literature that you plan to distribute at an exhibit.

Training

Section two introduces training for public safety educators. However, every member of your program may not have the time or resources to become certified in this field. It is the responsibility of the department and program coordinator to train and equip its members so they can fulfill their designated roles on the team. Consider hosting periodic training sessions for your Fire Corps volunteers. This will enhance the validity of your program and presentations and also instill confidence in your volunteers who are relaying these important, life-saving messages. Providing proper training will also help mitigate potential program liability issues.

Program Implementation: Presentation Tips

Below are several tips for conducting effective fire and life safety education presentations:

- Utilize educationally-sound and age-appropriate materials.
- When using technology, make sure that it is set up ahead of time and that it is compatible with your equipment.
- Know the facility. If possible, get to know the facility in which you're teaching and arrive early enough to do a test run of your presentation. Depending on your environment, you may need to make some last minute adjustments to your presentation.
- Know your audience.
- Be prepared. Instructors are much more effective when they have prepared a plan and are focused on the material they are presenting. Participants appreciate well-organized presentations.
- Be engaging. Make your audience want to listen to you by being an effective public speaker. Inflections, intonations, and voice emphasis are key engagers in an online setting.
- Follow the lesson plan and only adapt when absolutely necessary. It is important to stick to the purpose and intent of your presentation.
- Address different learning styles. For example, some may be more visual learners while others prefer hands-on activities or aural presentations.
- Be enthusiastic about your messages. Your enthusiasm will wear off on others
- Keep eye contact with the audience.
- When doing a presentation for children, be sure to get down on their level, whether it is sitting on the floor or sitting on a short chair.
- Use positive messaging and refrain from "scare tactics."
- When given a time frame, be sure to stay within the time limits.
- Make a list of items to take to the event. It will help make sure that you do not forget an important item for your presentation.
- Humor is fine, but only when it relates to the presentation. Be sure that humor used is age-appropriate and non-offensive, and remember that you are representing the department and Fire Corps team.
- Ask questions of the audience to get them to participate and keep their interest.
- Be confident, but not "preachy."
- Be prepared, open, and flexible.

We can't know everything! If you are asked a question for which you do not know the answer – be honest. Tell them you do not know; however, you will find out and get back to them. Make sure to get their contact info, find the answer to the question, and respond in a timely manner.

Section 4: Managing and Assessing your Fire and Life Safety Program

Documentation

A Fire Corps team states that their Fire Corps donated a total of 178 hours in the previous year and reached 2,385 children and adults. How do they know this?

Documentation is an important aspect of fire and life safety education programs. Thorough documentation has many benefits, including identifying the true value of your efforts and providing hard data that can be very compelling when seeking grant funding or making a case for more resources.

First, designate someone from your Fire Corps team to be in charge of collecting documentation. When you have more than one person collecting data, it can be challenging to be consistent and to make sure that you have all the documentation. Next, identify what data you will collect (volunteer hours, types of activities, number of individuals reached, etc.) and how you will collect it. How do you plan on collecting data? Will you use paper forms or allow people to submit data online? Will you conduct surveys of your target audience to assess their needs or gather feedback?

No matter what data you choose to collect or how you plan to collect it, be aware that not everyone may have the access to resources or preferred methods that you do. Be sure to utilize data collection mediums that fit everyone.

Help Fire Corps members understand the importance of documentation up front and ask them to turn in both individual and group activity forms in a timely manner. Tip: It is important to keep up with numbers rather than fall behind and risk the potential of becoming confused, or worse yet, finding later on that time was not documented. Tracking these activities and hours using an Excel

spreadsheet or other similar method will help you keep track of events and individual, group, and total hours as well as how many people you've reached.

The collected data can be used to analyze your program to determine if and where changes may be necessary. It can also be used to communicate success and needs to department leadership and to demonstrate to the community the impact your efforts have made. In addition, concrete data can also provide compelling evidence for prospective grant funders.

In addition to tracking statistical data, it is also important to keep copies of publicity and other related documents. A notebook or binder is a great way to keep all documents together and can remind your Fire Corps volunteers and department personnel why your efforts are important. This documentation can also help garner support and buy-in from prospective volunteers, department and community leaders, and members of the community.

Why is it important to document a Fire Corps team's time? Every minute counts! If 20 people volunteered just 15 minutes each and did not document their time, that would be 5 hours "lost!"

Program Evaluation

The evaluation process is a critical component of your fire prevention and life safety education program. The goal of evaluation is to demonstrate if the presentations and activities were successful in impacting the target audience. By evaluating your program, you will be able to gauge if you have successfully motivated the target audience to take steps to change or implement behaviors, thus resulting in the reduction of deaths, injuries, and property loss.

Evaluation does not have to be scary or complicated. Simple evaluation methods include a short pre/post-test, testimonials, and statistical data like as how many people you reached. Again, this data allows you to improve upon your programming, demonstrate to others the positive impact of your program, and garner support from key players such as department leadership, elected officials, and the community you serve.



Part Two

Best Practices: Profiles of Fire Corps Fire and Life Safety Education Programs

Rowlett Fire Corps (TX)

Date registered with Fire Corps

2004

When did Fire Corps members start working with fire prevention and life safety activities?

Fall 2010

Why did the fire department need the assistance of Fire Corps with their fire prevention and life safety activities?

Rowlett Fire Rescue was approached by a local realtor association that wanted to fund a smoke alarm and battery replacement program. Rowlett Fire Corps was asked to join the effort and cosponsor the program along with the Fire Marshal's office and the realtor association.

What type of fire prevention and life safety activities do Fire Corps members do?

Smoke Alarm Blitz: This is a medium-sized smoke alarm and battery replacement campaign that is conducted by volunteers from Lake Cities Association of Realtors, Rowlett CERT, Rowlett Fire Corps, and the Rowlett Fire Marshal's Office. The Blitz is conducted without the assistance of firefighters.

The Blitz has impacted 687 homes in three neighborhoods including a mobile home park. Each home was also provided a literature bag filled with information on fire prevention, emergency preparedness, and family safety.

How many people has the program reached?

Over 2,000

How many total hours have Fire Corps members volunteered with these activities?

275 total service hours on three projects

What types of funding does the Fire Corps receive for the fire prevention and life safety program?

Corporate sponsorships and the Department of Homeland Security's State Homeland Security Grant Program – Citizen Corps

Mesquite Fire Corps (TX)

Date registered with Fire Corps

2008

When did Fire Corps members start working with fire prevention and life safety activities?

Members have been working with fire prevention and life safety activities since the creation of the Mesquite Fire Corps program. From the very beginning, this program was created with the intention of aiding the Mesquite Fire Department in public education and rehab operations.

The Mesquite Fire Corps program has proven to be an exemplary program involving the safety and health of 200 career firefighters and the safety of the 153,000 citizens located in the city. They take much pride in the integral role that they serve and seek to continually improve their team and service.

Why did the fire department need the assistance of Fire Corps with their fire prevention and life safety activities?

The Mesquite Fire Corps group was originally created due to a gap in the firefighting process. In order to provide the highest quality rehab/triage operations, additional people needed to be involved. Fire Corps was the option chosen by the Mesquite Fire Department because of the high regard of the national program. After starting a Citizens Fire Academy class in 2007, the first group of individuals was welcomed into the Mesquite Fire Corps program.

What fire prevention and life safety activities do Fire Corps members do?

Members participate in a variety of activities ranging from the Real.Texas.Festival, National Preparedness Month, the State Fire Marshals' Conference, Christmas in the Park, and smoke detector installations, along with more traditional rehab operations.

Highlights of activities and events from 2011 include:

- **The Real.Texas.Festival.:** This large event held in April allows the Mesquite Fire Department personnel to showcase the bounce-around life safety house as well as the Emergency Management Regional Public Education campaign, KnowWhat2Do (www.knowwhat2do.com/). The estimated attendance to this event was 25,000 people in 2011.
- **National Preparedness Month:** Mesquite Fire Corps assists the Office of Emergency Management in educating the public about disaster preparedness during the month of September.
- **The State Fire Marshals' Conference:** This event was held in Mesquite in 2011. Mesquite Fire Corps members assisted department personnel and the Fire Corps Regional Advocate as needed, as well as staffed the Fire Corps booth.
- **Christmas in the Park:** At this large December event, Mesquite Fire Corps assisted department personnel with the fire safety puppet show, handing out public education materials, and dressing up as Sparky. Annual attendance usually reaches into the thousands; however, two of the days were rained out in 2011, bringing the total down to 1,500 people.
- **Taste and Trade:** In November, Fire Corps volunteers assisted the Mesquite Fire Department and the Office of Emergency Management with handing out public education materials and helping with the bounce-around life safety house at this small event.

- **Smoke Alarm Installations:** This campaign was started by the Mesquite Fire Department in order to educate the public with fire safety messages. Fire Corps members traveled to homes all around Mesquite to verify that each of the houses have smoke alarms and working batteries. During Keep Mesquite Beautiful, a one-day service-oriented event, a total of 37 homes were visited, with 88 smoke detectors installed and 24 non-working smoke detectors replaced.

Do Fire Corps members conduct fire prevention activities by themselves or do they assist the firefighters?

There is a level of autonomy; however, the Mesquite Fire Corps activities are overseen by the Mesquite Fire Department and the Office of Emergency Management. Fire Corps conducts regular meetings for their members and has adopted bylaws for their voluntary organization.

How many people has the program reached?

Fire Corps members reached over 3,000 citizens in 2011 by assisting with public education and events. They believe that this is an outstanding accomplishment that should be celebrated. More people in Mesquite are prepared now than ever before.

How many total hours have Fire Corps members volunteered with these activities?

Fire Corps members volunteered over 600 hours of public education in 2011, including planning, organizing, and attending these events.

Has the program been credited with helping save lives?

The Mesquite Fire Corps program has assisted the local community in many ways, including installing working smoke alarms in homes and conducting battery checks. This provides residents with a critical life safety measure so they can more easily be warned in the event of a fire.

With all the public education events in which Mesquite Fire Corps participates, it is difficult to mention all of the information that has been distributed throughout the community. Reaching a large population through public education is an integral step in helping citizens to be prepared.

What types of funding does the Fire Corps receive for the fire prevention and life safety program?

The Mesquite Fire Corps receives partial funding for the fire prevention and life safety activities from the Mesquite Fire Department. This funding also includes the restocking of food and drink supplies used during rehab operations.

Layton City Fire Corps (UT)

Date registered with Fire Corps

2007

When did Fire Corps members start working with fire prevention and life safety activities?

Layton City Fire Department started utilizing Fire Corps for their fire and life safety prevention program in March 2009. They recruited members from two of the city's high schools. Both schools have "Impact Teams," where students go out in the community to make a positive impact. When approached, both groups were looking for a means to accomplish their goals. When the students heard the department's ideas, they embraced the program and implemented it into their yearly activities. Many of the students have stated that this is the highlight of their high school experience, and some have received college scholarships after they graduated due to their volunteer hours and participation in this program.

Why did the fire department need the assistance of Fire Corps with their fire prevention and life safety activities?

Due to the continued growth of their city combined with the flattening and subsequent drop in the local economy, the fire department was unable to maintain a structured fire prevention program in the schools. Attempts to utilize department personnel to teach the programs often resulted in the crews having to leave in the middle of the presentation to respond to emergency calls.

The fire department went for three years with no fire prevention program in the elementary schools. During this time the department observed a gradual increase in the amount of elementary school-aged children entering into their juvenile firesetter program. Things changed when the Fire Corps implemented a new fire prevention program. From the year that the Fire Corps program was implemented through 2010, the department saw an 18.5 percent reduction in fires in their city (excluding car/vehicle fires). The department anticipates continued drops in fires.

What fire prevention and life safety activities do Fire Corps members do?

Fire Corps members present a fire prevention and life safety assembly to all the grades at all 15 elementary schools in the city. The assemblies are large events that include skits conducted by the Fire Corps team followed by department participation at the end to reinforce the messages. The Fire Corps has expanded to enable 6th graders to participate in a Junior Fire Corps program to teach this information to the pre-school and Head Start programs.

In addition, Fire Corps members have performed at the Safe Kids Davis, Safe Kids E.I.T. Fair - a festival for the county's Safe Kids Coalition. Fire Corps has also participated in the Baskin Robbins 31 Cent Scoop Night event to help raise funds for the department and educate customers with the department's fire and life safety trailer.

How many people has the program reached?

The elementary school program performs fire and life safety skits in 15 elementary schools each year. By the end of the 2011 school year, Fire Corps members had taught 23,847 students and donated 1,823 combined volunteer hours. The City Council recognized the high school Fire Corps members as "Hometown Heroes" for 2011.

What types of funding does the Fire Corps receive for the fire prevention and life safety program?

The Fire Corps program has mostly been funded by the fire department; additionally, funds are collected at the annual fire department open house. The Fire Corps team received a matching funds grant from Modern Woodmen of America in the amount of \$2,500.



Part Three

Supplemental Materials and Resources

Section 1: Administrative Resources

Funding

Fire Corps – Grants and Funding

<http://www.firecorps.org/departments/start-a-program/grants-and-funding>

Fire Corps provides a host of funding resources with descriptions on their grant page, including: the Assistance to Firefighter Grant Program, the Federal Grants Wire, Firegrantshelp.com, and more. Visit this page to discover untapped funding sources.

Foundation Center

<http://foundationcenter.org/>

Established in 1956 and today supported by close to 550 foundations, the Foundation Center is the leading source of information about philanthropy worldwide. The Center maintains the most comprehensive database on U.S. and, increasingly, global grant makers and their grants — a robust, accessible knowledge bank for the sector. It also operates research, education, and training programs designed to advance knowledge of philanthropy at every level. Thousands of people visit the Center’s web site each day and are served in its five regional library/learning centers and its network of 450 funding information centers located in public libraries, community foundations, and educational institutions nationwide and beyond.

United State Fire Administration – Funding Alternatives for Emergency Medical and Fire Services

www.usfa.fema.gov/downloads/pdf/publications/fa-141.pdf

The manual identifies various types of funding sources being used by fire and EMS agencies throughout the nation as

well as their pros and cons. The report includes financing alternatives for all types of fire and EMS departments - rural and urban, volunteer and career, agencies providing multiple services and those providing only fire protection or only emergency medical service. Examples are given of departments using the various methodologies. The manual includes funding of local services by local government, state government, federal government, and the private sector.

Elements of a Grant Proposal

www.hotwinds.com/Grant_Prop.html

This document provides the elements of a grant proposal along with information on the items to be included in the proposal.

Liability

Fire Corps – Fire Corps Liability Guide: Managing the Unexpected in Fire Corps Activities

www.firecorps.org/departments/start-a-program

Fire Corps partnered with the Public Entity Risk Institute to release this guide, which identifies and addresses liability issues related to operating a Fire Corps program. You must be registered with Fire Corps to access this resource.

The Digital Millennium Copyright Act of 1998

www.copyright.gov/legislation/dmca.pdf

Signed into law in 1998, this legislation implements two World Intellectual Property Organization treaties as well as addresses other significant issues related to copyright.

Evaluation

Institution of Fire Engineers: Vision 20/20 – A Guide to Fire Prevention Advocacy

<http://www.strategicfire.org/advocacytoolkit/evaluation.html>

This guide provides information and advice in support of the goals and objectives outlined in Vision 20/20's Strategy 1: "Increase the level of advocacy for fire prevention to policymakers, decision makers and community leaders that supports a balanced approach to reduce the social and economic impact of fire losses." Visit the section, Evaluation: Outcomes Provide Powerful Information, for information on how to properly evaluate your program.

United State Fire Administration – Short Guide to Evaluating Local Public Fire Education Programs

www.usfa.fema.gov/downloads/pdf/publications/fa-101.pdf

The U.S. Fire Administration's (USFA) Office of Fire Prevention and Arson Control has prepared this short guide to offer the fire service tools to evaluate public fire education programs. It also includes individual evaluation guidelines for use with specific USFA campaigns, such as Check Your Hot Spots!, Curious Kids Set Fires, This is Fire, and Let's Retire Fire.

Center for Nonprofit Excellence – Evaluation

www.centerfornonprofitexcellence.org/resources/evaluation

The Center for Nonprofit Excellence provides information and resources to successfully run and evaluate a program.

Training

Fire Corps Academy

www.firecorps.org/academy

A series of free training sessions and resources designed for Fire Corps program managers, department leaders, department staff, and local Fire Corps volunteers who wish to start and/or participate in a Fire Corps program.

Firehouse.com – "Playing it Safe" Blog

www.firehouse.com/blogs/playing-it-safe

Features innovative fire safety ideas. Educators from across the country are invited to share programming ideas and/or initiatives and/or upcoming events. Site shares low-cost fire safety programming ideas and the latest news in fire prevention.

Keep Kids Fire Safe Foundation – Video Tips for Educators

www.keepkidsfiresafe.org/educators.html

Tips for fire safety educators are included in video format. Topics include tips on documentation, making a presentation to children, reading a fire safety book, making fire safety videos, using/making props, social media, and puppetry.

National Volunteer Fire Council

www.nvfc.org/training/education/courses

The NVFC offers a series of online and in-person training opportunities on topics of critical importance to the fire and emergency services.

Safe Kids Training Academy

<http://go.bluevolt.com/safekids/Home/>

Safe Kids USA offers free training about home injury prevention, custom built for fire and life safety educators in local fire departments and their partner organizations.

United States Fire Administration – Community Safety Educators (Q118)

http://www.usfa.fema.gov/nfa/nfaonline/browse/fireprev_pe.shtm

This self-study course is a short, fun, "easy-to-take" web-based course that focuses on how to do a better job of planning, implementing, and evaluating safety programs in your community.

Event Planning

Center of Disease Control and Prevention – Event Planning Guide

www.cdc.gov/SafeChild/images/Safe%20Child_Event%20GUIDE-a.pdf

This event planning booklet was developed to assist you with planning and holding successful community events that can spread the word about the importance of preventing child injury.

National Fire Protection Association – Learning Stations

www.nfpa.org/itemDetail.asp?categoryID=2026&itemID=47424&URL=Safety%20Information/Fire%20Prevention%20Week/For%20the%20fire%20service/How-to%20guides/Learning%20stations

The next time a classroom visits your fire department, make it an interactive experience by creating learning stations. Or, take the learning stations to a local school, a mall, a retail store, or other community locations where children and their families gather.

National Fire Protection Association – Open House

www.nfpa.org/itemDetail.asp?categoryID=2027&itemID=47430&URL=Safety%20Information/Fire%20Prevention%20Week/For%20the%20fire%20service/How-to%20guides/Open%20house

This resource provides tips and steps for planning a successful open house in your fire department.

Fire Corps – Disaster Preparedness and Fire Prevention

www.firecorps.org/departments/grow-a-program/disaster-preparedness-fire-prevention

Fire Corps teams across the country play a vital role in helping fire/EMS departments ensure their communities are prepared for emergencies of all kinds. Use the resources linked in this section to assist in your preparedness and fire prevention efforts, especially during critical times of outreach, such as Fire Prevention Week, National Preparedness Month, Home Safety Month, and more.

Sample Forms

Fire Corps – Individual Time Log

<http://www.firecorps.org/departments/start-a-program/sample-and-customizable-documents>

Fire Corps – Activity Time Log

<http://www.firecorps.org/departments/start-a-program/sample-and-customizable-documents>

Section 2: Target Populations

Age-Specific Messaging

CHILDREN

Minnesota Fire and Injury Prevention Group – Age-Appropriate Fire and Safety Messages

<https://dps.mn.gov/divisions/sfm/public-education/Documents/Lesson%20Plans/MNFIPAgeAppFireSafeMessages.pdf>

This resource provides a breakdown by age and grade level of fire and safety information, suggested delivery techniques, age-appropriate teaching resources, agencies that have teaching tools available, and the age group's cognitive developmental ability and developmental characteristics.

United States Fire Administration – Fire Safety for Babies and Toddlers

www.usfa.fema.gov/campaigns/usfaparents/

This campaign urges parents and caregivers to prepare by installing and maintaining working smoke alarms, safely storing lighters and matches out of children's reach and sight, and practicing a fire escape plan with small children.

United States Fire Administration - Fire Safety for Children

<http://www.ready.gov/kids>

FEMA, the U.S. Fire Administration, and the National Commission on Children and Disasters have teamed up to call families and communities to take action to keep our nation's children safe. Visit this site to find resources and tips to share in your community to prevent fires and protect children.

International Fire Service Training Association – Fire Safety for Young Children

<http://info.ifsta.org/fire-safety-for-young-children>

This site contains a multitude of resources to help teach fire and life safety projects to the public, with emphasis on people who are at greatest risk for fire and burn injuries and deaths in the United States, including fire safety for young children.

Safe Kids USA - Start Safe For Kids

www.safekids.org/educators/Start-safe/

This site contains resources for safety educators/teachers, parents, caregivers, and children. It includes tools such as flashcards, parent booklet, safety tips for parents, handouts, "My Home Escape Map" grid, song lyrics, and more.

National Fire Protection Association – Evaluating and Creating Fire and Life Safety Material: A Guide for the Fire Service

<http://www.nfpa.org/assets/files/PDF/GuidefortheFireService.pdf>

In 2010, the National Fire Protection Association (NFPA) contracted with the Johns Hopkins Center for Injury Research and Policy to conduct a study to determine the best way to communicate safety messages to children 4–9 years old. The study sought to determine whether safety messages should be communicated positively (focusing on the positive outcomes of doing appropriate behaviors) or negatively (focusing on the negative outcomes of inappropriate behaviors). Because parents are an important source of safety information for their children, the research also sought to determine the impact of how parents communicate to their children's understanding of the safety messages.

ADOLESCENTS

Safe Kids USA – Fire Prevention for Pre-Teens and Teens at Home

<http://www.safekids.org/safety-basics/pre-teens-and-teens/at-home/fire-prevention.html>

This site contains fire prevention tips and resources for pre-teens and teens at home.

North Carolina Department of Insurance, Office of the State Fire Marshal – Teaching 12-18 Year Olds About Fire Safety

<http://www.ncdoi.com/OSFM/RPD/PT/Documents/QuickDrills/Prevention/Teaching%2012-18%20year-olds%20Fire%20Safety.pdf>

Being able to identify basic learning characteristics and having knowledge of how 12-18 year olds learn are critical to a fire prevention educator. Utilize this document to understand pre-teens and teens and how to educate them about fire safety.

United States Fire Administration – Juvenile Firesetter Intervention Handbook

<http://www.usfa.fema.gov/downloads/pdf/publications/fa-210.pdf>

This handbook is designed to teach communities how to develop an effective juvenile firesetter intervention program.

ADULTS

National Fire Protection Association – Safety Tips for Adults

www.nfpa.org/itemDetail.asp?categoryID=2023&itemID=47398&URL=Safety%20Information/Fire%20Prevention%20Week/For%20the%20fire%20service/Safety%20tips%20for%20adults

This resource provides various safety tip sheets for adults.

OLDER ADULTS

United States Fire Administration – A Fire Safety Campaign for People 50-Plus

www.usfa.fema.gov/campaigns/50plus/

View and download free copies of campaign materials for those over 50.

National Fire Protection Association – Remembering When: A Fall and Fire Prevention Program for Older Adults

www.nfpa.org/itemdetail.asp?categoryid=409&itemid=17840&url=research%20%20reports/fact%20sheets/safety%20in%20the%20home/home%20escape%20planning/escape%20planning%20for%20older%20adults

This program was developed by the NFPA and the Centers for Disease Control and Prevention to help older adults live safely at home for as long as possible. The program is built around 16 key safety messages – eight for fire prevention and eight for fall prevention.

LESSON PLANS AND HANDOUTS

Minnesota State Fire Marshal Division – Lesson Plans for K-2 Grades

<https://dps.mn.gov/divisions/sfm/public-education/Documents/Lesson%20Plans/PrimFireSafetyLessons.pdf>

Minnesota State Fire Marshal Division – Lesson Plans for 3-6 Grades

<https://dps.mn.gov/divisions/sfm/public-education/Documents/Lesson%20Plans/InterFireSafetyLessons.pdf>

United States Fire Administration – Escape Plan Lesson Plan: Children

http://www.usfa.fema.gov/kids/lesson/lesson_plan_ep.shtm

United States Fire Administration – Home Fire Safety: Children

http://www.usfa.fema.gov/kids/lesson/lesson_plan_hfs.shtm

United States Fire Administration – Smoke Alarms: Children

http://www.usfa.fema.gov/kids/lesson/lesson_plan_sa.shtm

South Carolina Department of Labor, Licensing and Regulation: Office of State Fire Marshal – Lesson Plans for Older Adults

<http://www.scfiremarshal.llronline.com/SCFIRS/index.asp?file=OAsafety.htm>

National Fire Protection Association – Home Escape Plan

<http://www.nfpa.org/assets/files//FPW11/FPW2011EscapePlan.pdf>

United States Fire Administration – USFA Kids Coloring Pages

<http://www.usfa.fema.gov/kids/downloads/coloringbook.pdf>

United States Fire Administration – Sesame Street Fire Safety Station Color and Learn

<http://www.usfa.fema.gov/downloads/pdf/publications/fa-176.pdf>

This link contains downloadable fire safety activities booklet for families.

United States Fire Administration – Let's Have Fun with Fire Safety: Marty & Jett's Activity Book

<http://www.usfa.fema.gov/downloads/pdf/publications/fa-295-press.pdf>

Keep Kids Fire Safe Foundation – For Kids

<http://www.keepkidsfiresafe.org/kids1.html>

Disabilities

International Fire Service Training Association – Fire and Life Safety Research

<http://info.ifsta.org/research-menu/fire-a-life-safety-research>

This site contains a multitude of resources to help teach fire and life safety projects to the public, with emphasis on people who are at greatest risk for fire and burn injuries and deaths in the United States, including:

- Fire Safety Solutions for People with Disabilities (Physical Disabilities)
- Fire Safety for Young Children
- Literacy & Fire Safety
- How To Be Fire Safe (Cognitive Disabilities)

National Center for Learning Disabilities

http://www.nclld.org/?gclid=CMCjg7KT_bICFdEWMgodNnkACw

The NCLD connects parents and others with essential resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. This site contains a multitude of resources that can help educators understand and to be able to connect with people who have disabilities. Resources include checklists, FAQs, an expert network, videos, guides, and more.

National Fire Protection Association – People with Disabilities

<http://www.nfpa.org/categoryList.asp?categoryID=824>

This webpage contains tips, guides, and lesson plans to help teach those with disabilities about fire prevention and life safety education.

Cultural

Citizen Corps - Speak Preparedness in Every Language

<http://citizencorps.gov/resources/catalogue/language.shtm>

Americans speak a wide variety of languages. The resources here will give Americans access to preparedness and disaster information in many languages, including Spanish, French, Arabic, and many more.

National Resource Center on Advancing Emergency Preparedness for Culturally Diverse Communities

www.diversitypreparedness.org/

The National Resource Center, a project of the Center for Public Health Readiness & Communication at the Drexel University School of Public Health, is a clearinghouse of information on emergency preparedness in culturally diverse communities.

Ready.gov – Ready Indian Country

www.ready.gov/make-a-plan/indian-country

The goal of Ready Indian Country is to collaborate with tribal governments to build emergency management capability and partnerships to ensure continued survival of Tribal nations and communities.

University of Minnesota: School of Public Health – Strength and Resiliency: Emergency Preparedness for Tribal Leaders and Program Directors

<http://www.sph.umn.edu/details/course/11112/>

This 30-minute video was created by tribal members who work in and support emergency preparedness in collaboration with the University of Minnesota. Its purpose is to assist tribal leaders, program directors, and emergency responders across Indian Country.

Workplace

Ready.gov – Ready Business

<http://www.ready.gov/business>

Ready Business assists businesses in developing a preparedness program by providing tools to create a plan that addresses the impact of many hazards. This web site and its tools utilize an “all hazards approach” and follow the program elements within NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs.

Centers for Disease Control and Prevention – Workplace Safety and Health Topics

<http://www.cdc.gov/niosh/topics/emres/business.html>

This site offers a compilation of resources and tools to help businesses plan for the unexpected.

Section 3: Existing Messaging/Campaign Resources

Overall Messaging

National Fire Protection Association

www.nfpa.org/itemdetail.asp?categoryid=1068&itemid=25474&url=safety%20information/for%20public%20educators/educational%20messages%20advisory%20committee

The NFPA provides fire safety education messages and looks at the best ways to communicate them.

National Fire Protection Association – Fire Prevention Week Campaign

www.firepreventionweek.org

This annual campaign focuses on specific information and tips relevant to the year's fire prevention week theme.

National Wildlife Coordinating Group – Fire Prevention Education Team Leader Guide

www.nwcg.gov/pms/pubs/474/pms474.pdf

This guide is a project of the National Wildfire Coordinating Group and part of a series designed to provide information and guidance for personnel who have interest and/or responsibilities in fire prevention. The goal of this series is to improve and enhance wildfire prevention programs and to facilitate the achievement of National Wildlife Coordinating Group program goals.

Citizen Corps – Personal Behavior Change Model for Disaster Preparedness

http://www.citizen corps.gov/downloads/pdf/ready/citizen_prep_review_issue_4.pdf

This document introduces the Citizen Corps Personal Behavior Change Model for Disaster Preparedness. Based on social science theory that has been applied and tested in other related risk assessment areas, this model describes the various factors that might influence whether or not a person engages in disaster preparedness activities. This model is intended to serve as a tool to help design successful outreach/social marketing approaches and as a framework to conduct further research into the motivating factors and barriers to personal preparedness.

Presentation Tips

Occupational Safety and Health Administration – Presenting Effective Presentations with Visual Aids

www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html

This site provides basic, comprehensive information to assist in developing effective presentations. The use of visual aids coupled with good public speaking skills work hand-in-hand to create effective presentations. Much emphasis is given to visual aids, which are essential to all successful presentations.

Microsoft – 12 Tips for Creating Better PowerPoint Presentations

www.microsoft.com/atwork/skills/presentations.aspx

On this site you will find PowerPoint presentation tips, information about PowerPoint templates and backgrounds, and advice about outlines, communication skills, and how to maximize your Microsoft software. You'll also find time-saving tips and key guidelines for creating effective presentations.

National Fire Protection Association – Active Participation Techniques

www.nfpa.org/itemDetail.asp?categoryID=2246&itemID=52728&URL=Safety%20Information/For%20public%20educators/Active%20participation%20techniques

This site by the NFPA includes active participation techniques for presentations and includes some ideas to get the audience motivated.

Vision 20/20 – Making Effective Presentations

www.strategicfire.org/advocacytoolkit/making-effective-presentations.html

Every presentation is different because every audience is different. Some rules of thumb are included on this page by Vision 20/20 to help you make the most of your presentations, regardless of the audience.

Fire Engineering Magazine - Pros and Cons of Using Props

<http://www.fireengineering.com/articles/print/volume-160/issue-10/departments/fire-prevention-bureau/pros-and-cons-of-props.html>

This article provides tips on using props appropriately, transporting and storing props, and funding ideas.

Firehouse.com – “Traveling Trunk”

www.firehouse.com/blog/10459869/fire-safety-traveling-trunk

The Fire Safety Traveling Trunk provides pre-school and kindergarten teachers with all of the materials needed to teach fire safety in the classroom.

Online Networking for Educators

United States Fire Administration – Fire Prevention and Public Education Exchange

<http://www.lrc.fema.gov/exchange.html>

USFA has created a Prevention and Public Education Exchange which aims to serve as a centralized location for national, state and local fire prevention and life safety practices and public education materials that fire and life safety organizations may wish to share with other communities.

National Fire and Life Safety Educators

<http://groups.yahoo.com/group/NFLSE/>

This online discussion group addresses the needs of Fire and Life Safety Educators for networking with their colleagues and peers nationwide. The group provides real time opportunity to discuss topical issues, problem solve, make announcements related to safety education, and just plain communicate.

EPARADE · Fire/Life Safety Professionals

<http://groups.yahoo.com/group/EPARADE/>

PARADE stands for Prevention Advocacy Resources and Data Exchange. EPARADE is the electronic medium that provides an internet network for the group members. The group is made up of fire and life safety professionals and is established to provide a clearinghouse for ideas, questions, and a way to network among fire marshals about life safety issues.

Media Resources

United States Fire Administration – Fire Prevention Tips for News Stories

www.usfa.fema.gov/media/prevention/index.shtm

When a member of your community is killed in a home fire, it is important to get the message out that many fire deaths and injuries are preventable and how other community members can prevent tragedy. Incorporating life-saving information into the story while the moment is still fresh could help save a life.

United States Fire Administration – Fire Safety Public Service Announcements

www.usfa.fema.gov/media/psa/index.shtm

This site includes video, audio, radio, and print public service announcements from the U.S. Fire Administration.

Firesafety.gov – Fire Spokesperson’s Pocket Media Guide

www.usfa.fema.gov/downloads/pdf/media/pocket_media_guide.pdf

This pocket media guide shows you how to make the most of “teachable moments” – media interviews following a fire, when the public’s interest and attention are at a peak. In addition to providing the facts about the fire, you also can share one or more messages that encourage the viewer/reader to take action that could save a life.

United State Fire Administration – Fire Prevention B-Roll Footage

www.usfa.fema.gov/media/visuals/b-roll/

Media stories can save lives! Link to any of these safety demonstrations and download broadcast quality video for B-Roll footage.

United States Fire Administration – Fire Prevention Photo Gallery

<http://www.usfa.fema.gov/media/visuals/photos/>

This site contains high-resolution color photographs depicting best practices in fire prevention and fire-safe behaviors. These photographs are in the public domain and are not copyrighted.

Statistics

United States Fire Administration – State Fire Death Rates

www.usfa.fema.gov/statistics/estimates/states.shtm

Where does your state stand? The fire problem varies from region to region in the United States. This often is a result of climate, poverty, education, demographics, and other causal factors. The table shows each state’s fire death rate per capita for the most recent year available based on the state where the fire death occurred.

National Fire Protection Association – Fire Statistics

<http://www.nfpa.org/categoryList.asp?categoryID=951&URL=Research/Fire%20statistics>

The NFPA offers dozens of detailed statistical reports, many of which are free to NFPA members.

Section 4: Project Resources from Fire Corps and Other Organizations

Fire Corps Resources

(available to registered Fire Corps programs)

www.firecorps.org/departments/grow-a-program

Fire Corps Home Safety Checklist

Fire Corps has developed a Home Safety Checklist that walks members of your Fire Corps team through the process of conducting home safety checks in your community. The Checklist provides a basic, step-by-step approach to ensure residents in your community are safer and more secure.

Disaster Preparedness and Fire Prevention Resources

Fire Corps has created a variety of online resources to help with preparedness and prevention efforts. Utilize these resources for information about disaster preparedness, fire prevention, pandemic influenza, and more.

National Volunteer Fire Council

www.nvfc.org

Wildland Fire Assessment Program

www.nvfc.org/programs/wildland-fire-assessment-program

The United States Forest Service has entered into a cooperative agreement with the National Volunteer Fire Council (NVFC) for the purpose of developing the Wildland Fire Assessment Program (WFAP). The two-year program is a joint effort to provide firefighters with training on how to properly conduct assessments for homes located in wildland fire areas. This will be the first program that specifically prepares a firefighter for how to conduct an assessment and what to look for during an assessment, as well as provides departments with the printed materials they may need.

Preparedness Resources

www.nvfc.org/hot-topics/emergency-preparedness

Disaster preparedness and terrorism are two very big issues that, unfortunately, some of our brethren have had to deal with in recent years. However, we all need to be prepared. Visit this web site for information and resources relating to disaster preparedness, terrorism awareness, hurricane preparedness, and pandemic influenza.

Ready.gov

www.ready.gov/

Ready Responder Toolkit

<http://www.ready.gov/sites/default/files/documents/files/RRToolkit.pdf>

The Department of Homeland Security's Ready Campaign designed this toolkit to provide emergency response agencies with a series of planning tools to help prepare their personnel and their families for emergencies. The toolkit provides resources on how to develop an organizational preparedness plan; examples of how to promote individual, family, and organizational preparedness; and engage other agencies and departments in these efforts. There are also sample newsletter articles, media pitch templates, and other press materials that can be used to develop and distribute internal and external preparedness messaging.

Be Informed – Knowing Different Types of Disasters

<http://www.ready.gov/be-informed>

Most communities may be impacted by several types of hazards during a lifetime. Americans also travel more than ever before to areas impacted by hazards they may not be at risk of near their homes. Knowing what to do before, during and after an emergency is a critical part of being prepared and may make all the difference when seconds count.

United States Fire Administration

www.usfa.fema.gov/

United States Fire Administration Publications

<https://apps.usfa.fema.gov/publications/>

USFA provides free resources in many formats, including books, pamphlets, and DVDs. Use their online catalog to order from over 400 publications and other information products.

Prevention and Public Education Exchange

www.lrc.fema.gov/exchange.html

USFA has created a Prevention and Public Education Exchange to serve as a centralized location for national, state, and local fire prevention and life safety practices and public education materials that fire and life safety organizations may wish to share with other communities. They have over 400 items in the exchange.

Install. Inspect. Protect. Campaign

www.usfa.dhs.gov/campaigns/smokealarms/

The Install. Inspect. Protect. Campaign is part of USFA's effort to reduce fire deaths and injuries across the nation by urging residents to install smoke alarms in their homes and inspect and maintain them on a regular basis. The campaign includes fact sheets about smoke alarms and sprinklers, posters, media materials, a community presentation, public service announcements, and more that you can use to spread these important messages in your community.

Smoking and Home Fires Campaign

<http://www.usfa.dhs.gov/campaigns/smoking>

The USFA's Smoking and Home Fires campaign provides information, tips, and resources for preventing smoking-related home fires, including videos.

Matches and Lighters Safety

<http://www.usfa.fema.gov/campaigns/usfaparents/matches/>

This webpage provides information about matches and lighter safety.

Vision 20/20

www.strategicfire.org/

Vision 20/20 Model in Fire Prevention Symposium – Reading with Sparkles

www.strategicfire.org/ckfinder/userfiles/files/Hilton.pdf

Learn tips on how to conduct a fire prevention reading program.

Community Risk Reduction

<http://strategicfire.org/page.cfm/go/ccr>

Vision 20/20, a project funded by an AFG Fire Prevention and Safety Grant to the Institution of Fire Engineers, has been working on implementing Community Risk Reduction (CRR) programs to demonstrate their application in the United States.

Guide to Fire Prevention Advocacy

www.strategicfire.org/advocacytoolkit/

Vision 20/20 is working to support activities directed toward a comprehensive national strategy for fire prevention. The goal is to focus activities and energy in an effective and collaborative effort to address the fire problem in the United States. This guide is intended to help fire departments advocate for increased fire prevention investment.

Vision 20/20 Community Risk Reduction Video

<http://www.strategicfire.org/crrcasestudies/>

This video helps departments identify fire and life safety risks, prioritize these risks, and focus on mitigation and prevention.

Vision 20/20 Advocate for Fire Prevention Video

<http://www.strategicfire.org/movie1/>

This video discusses the importance of fire prevention and offers tools and guidance to help departments advocate for resources to encourage communities to invest in local fire prevention activities.

Vision 20/20 Prevention Saves Video

<http://www.strategicfire.org/movie2/>

This video illustrates the risks of fires and the importance of fire prevention and encourages residents to take preventative measures.

Center for Disease Control and Prevention – National Center for Injury Prevention

<http://www.cdc.gov/injury/>

The center provides free publications for general injury prevention, home and recreational safety, child injury prevention, fires, older adult falls, fire safe seniors, and much more.

Firefighters Support Foundation

<http://www.ffsupport.org/>

The Firefighters Support Foundation is a nonprofit organization dedicated to assisting firefighters and rescue personnel in performing their jobs effectively and safely. Their primary mission is to develop and provide free video-based training programs for fire, EMS, search and rescue, and emergency management personnel. Training includes “When a Child Dies on a Call,” “Emergency Incident Rehabilitation,” and “After Action Self-Evaluations,” among many others.

Keep Kids Fire Safe® Foundation – Sparkles’ Safety Spot

<http://keepkidsfiresafe.org/>

Firefighter Dayna Hilton and her fire safety dogs share fun and educationally sound ways to stay safe through the weekly live web-stream, Sparkles’ Safety Spot. The show is hosted by firefighter and nationally recognized fire safety expert Dayna Hilton and her four-legged companions, Tango the Fire Safety Dog and Siren the Fire Safety Dog. Educators can also learn tips from the program to utilize in their fire safety programming.

www.sparklesthefiresafetydog.com/sparklessafetyspot.html

Liberty Mutual - Be Fire Smart

www.befiresmart.com/

BeFireSmart.com offers tools and resources to ensure families and their homes are prepared in the event of a fire. Fire safety tips, information on how to create a home fire escape plan, and a room-by-room guide to preventing fire hazards are available on the site. Additionally, kids can benefit from the interactive fire safety quizzes and a downloadable coloring book that teaches the importance of never hiding from a firefighter during an emergency. The site also offers classroom lesson plans and resources for fire professionals.

National Fire Protection Association – Safety Tips and Fact Sheets

www.nfpa.org/categoryList.asp?categoryID=244&URL=Safety%20Information/Safety%20tips%20&%20fact%20sheets

The NFPA offers information on a variety of fire and safety issues for all audiences.

Ready, Set, Go!

www.wildlandfirersg.org/

The Ready, Set, Go! (RSG) Program seeks to develop and improve the dialogue between fire departments and the residents they serve. The program helps fire departments to teach individuals who live in high risk wildfire areas – and the wildland-urban interface – how to best prepare themselves and their properties against fire threats. The RSG! Program tenets help residents be Ready with preparedness understanding, be Set with situational awareness when fire threatens, and to Go, acting early when a fire starts.

Safe Kids

<http://safekids.org>

This international organization is dedicated to preventing unintentional childhood injuries.

Smokey Bear

www.smokeybear.com/

The official web site of Smokey Bear includes wildfire prevention information.



FIRE CORPS

7852 Walker Drive
Suite 450
Greenbelt, MD 20770

VOICE 202.887.4809

TOLL-FREE 888.FC.INFO1 (324.6361)

FAX 202.887.5291

E-MAIL info@firecorps.org

2013©