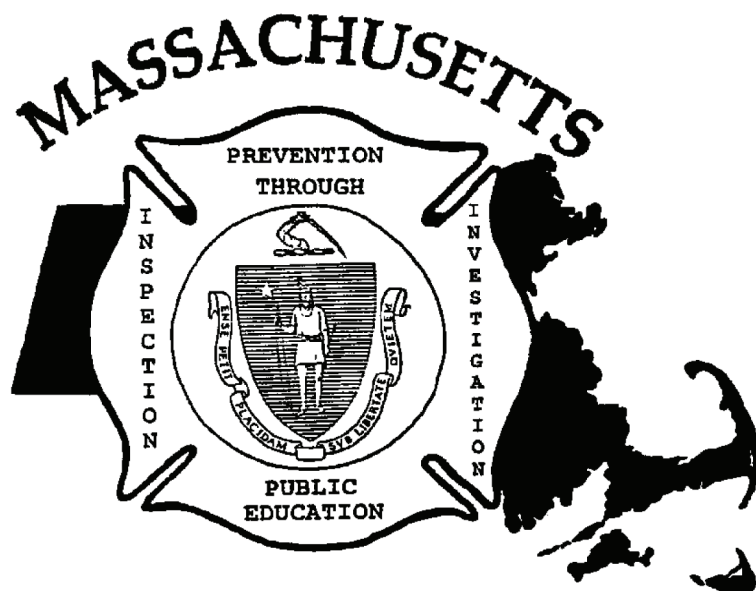


MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION



PUBLIC FIRE AND LIFE SAFETY EDUCATION TASK FORCE
"To provide leadership and advocacy for fire and life safety
education within the Commonwealth of Massachusetts."

CURRICULUM PLANNING GUIDEBOOK[©]

VERSION 3.2.... September 2007, 2009, 2011



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Version 3 September 2007

The Massachusetts Public Fire and Life Safety
Education Task Force
is proud to re-introduce this guidebook with its version 3.

Our first version was printed September 1997.
The second version was printed September 1999.
Version 2.5 was printed September 2006.
Version 3 was printed September 2007
Resource Section was updated July, 2009
Version 3.2 was printed September 2011

As with the first two and a half versions, we are seeking
constructive criticism from public educators from within and
outside the fire service.



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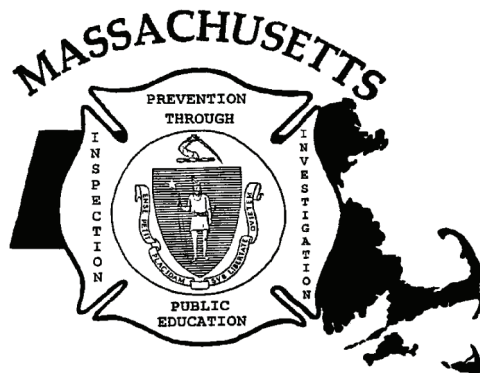
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The State Fire Marshal convened a task force in 1993 to address the public fire education needs of the Commonwealth, in response to the Education Reform Act and the growing need to become consistent with safety education.

The Task Force adopted this mission statement:

PUBLIC FIRE AND LIFE SAFETY EDUCATION TASK FORCE
"To provide leadership and advocacy for fire and life safety education within the Commonwealth of Massachusetts."

The Task Force adopted this logo for use in this guidebook:



THIS GUIDEBOOK WAS CREATED AS ONE OF THE GOALS OF THE TASK FORCE.

THE CURRICULUM SUBCOMMITTEE ADOPTED THIS MISSION STATEMENT:

"THE TASK FORCE CREATED THIS GUIDEBOOK AS A RESOURCE FOR FIRE EDUCATORS TO HELP ACCOMPLISH OUR GOAL OF RAISING A FIRE SAFE GENERATION OF CITIZENS IN MASSACHUSETTS"



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INTRODUCTION

It is with great pleasure that the State Fire Marshal's Task Force on Public Fire and Life Safety Education offers this Curriculum Planning Guidebook to those conducting fire education throughout the Commonwealth. We believe that this guidebook will be a valuable tool to be used to "Identify" the fire problems in your community, "Select" the appropriate behaviors to be taught and create lesson plans to correct the fire problems, "Design" the programs and then "Implement" and "Evaluate" them to ensure that your efforts have been successful.

In an effort to have consistent fire safety messages taught in the Commonwealth, the subcommittee set out in 1994 to create or adopt a curriculum for elementary school aged children. The goal was to conform with the Education Reform Act which called for fire safety education in the classroom. A review of what other states were doing was the first step in the process.

Of the states that reported back, only eight states had a curriculum. Most of those had adopted the Learn Not to Burn Program. Others had created curricula that targeted only certain age groups. The review also showed that some information in the different curricula was outdated.

We felt that creating our own curriculum and keeping it updated would be very burdensome for this all volunteer committee. In addition, the cost of reprinting and distribution would be prohibitive.

As a result, the subcommittee decided to develop a guidebook rather than a curriculum. The guidebook has the key fire and life safety behaviors that need to be taught, organized by age group. The key fire safety behaviors - what needs to be taught - will not change as often as curricula. The key fire safety behaviors must also be taught in an age-appropriate manner: what a preschooler needs to know about smoke alarms is different from what a third or sixth grader needs to know. The recipe card format includes the key fire and life safety behaviors by age group, measurable learning objectives, references to the learning strands from the MA Health Curriculum Framework, related behaviors that would enhance the lesson being taught, helpful hints and teacher's notes and reminders of the different learning styles. Other sections help with creating lesson plans, resources of existing curricula and program materials, and a glossary of terms.

We hope that this guidebook will be a valuable tool in the development of your fire and life safety education programs.



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Education Reform

Education reform in Massachusetts in the 1990s was designed to assist schools by setting uniform, statewide standards for what should be taught at each grade level and methods of evaluating whether or not those standards have been met.

In order for fire educators to work with schools effectively, they need to understand what education reform is about, how it impacts teachers and principals, and how to “sell” the fire educator’s ability to work with them to reach their goals and objectives. In order to do that in a meaningful way, the fire educator must understand what schools are being asked to do.

The Department of Education (DOE) was required to develop a Common Core of Learning and subject matter curriculum frameworks that establish what students must learn and by what grade level. The DOE is also required to test students to see if they have learned what they need to at certain milestones. The evaluation instrument is known as the MCAS (Mass. Comprehensive Assessment System) tests.

In addition, there are regulations governing how many minutes of instruction in each core subject matter must take place. Because of this “time on task”, or “time and need”, teachers and principals jealously guard each minute of classroom instruction.

MGL C 71 §1 requires the teaching of fire safety, burn safety, first aid and CPR as part of the comprehensive health curriculum. This allows fire educators to assist the schools in accomplishing their mission without taking time away from teaching core subjects. Health is a core subject. The Health Curriculum Framework provides the fundamental guiding principles of the health and safety strands - what children are expected to know at different grade levels. Fire and life safety has an important role here. Teaching students about avoiding injuries is teaching students to make informed and responsible decisions about their health and self-management, a goal of the health curriculum. In this guidebook, each behavior is linked to the appropriate strand of the Health Framework and Appendix D contains all the links. In addition, fire and life safety education can assist schools implementing the common core of learning. Some of the objectives of the common core of learning that teaching fire and life safety can assist with are:

- Students are in school ready to study and learn;
- Students recognize the importance of education throughout their lives;
- Educators provide opportunities for students to learn and apply knowledge in every day situations and assist students in developing good work and study habits to prepare them for the transition to the world of work;
- Communities and the Commonwealth fulfill their joint obligation to support public schools, libraries, and other education resources and services for children at a high enough commitment to ensure equal education opportunities.

For more information about these documents, go to the Dept. of Education webpage at <http://www.doe.mass.edu>. Clicking on Administrator will get you to the common core of learning and the curriculum frameworks.



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How to Use This Guidebook

This Curriculum Planning Guidebook has been created as a tool to assist you in designing fire and life safety programs for your community. It will also provide direction for those programs that already exist. There are five main sections of this guidebook. An in-depth discussion of these categories can be found in the International Fire Service Training Association Publication "I.F.S.T.A. 606."

Identification

The first step is to identify the most important fire problems in your community, where and when they occur and who is affected. Data on deaths, injuries, property loss, incident types, locations and times of day needs to be compiled. All of this information helps identify the behaviors that need to be addressed and the audiences that need to be reached in the programs you design and implement.

Selection

While identification defines the need for fire education, selection involves selecting your target audience, the message you want to teach and the materials you will use to deliver your message.

Design

The design section of this guidebook is the most important and therefore the largest. It contains the key fire safety behaviors listed by age group. Use this section to choose the behaviors to be taught to the targeted age group. Use Appendix A (Resources) to select educational materials to use and Appendix C (Lesson Plans) to develop your lesson plans. Then, determine the time and place to implement the programs.

Implementation

This section provides guidance for implementing programs. To implement your program you will need to produce and distribute materials, train and schedule fire educators and then obtain audience participation and cooperation. This section provides guidance on how to get started.

Evaluation

The final section of the guidebook will assist you in measuring the impact of your fire education program. Look at the original data you collected and compare it with new data on deaths, injuries, property loss, etc. You will also compare old and new information on awareness, knowledge and behavior in the community. This section has information on pre-tests and post-tests as well as ideas about polling the community to determine your effectiveness. The most important question is: how do you know the students learned what you thought you were teaching?