

Station Tour Best Practices

OSFM FIRE PREVENTION AND EDUCATION SERIES

April 27, 2022



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Training Objectives

- **IDENTIFY THE RATIONALE OF THIS TOOL**
- **EXAMINE THE LAYOUT OF THE TOOL**
- **INVESTIGATE KEY FEATURES OF THE TOOL**
- **OUTLINE EACH SECTION**



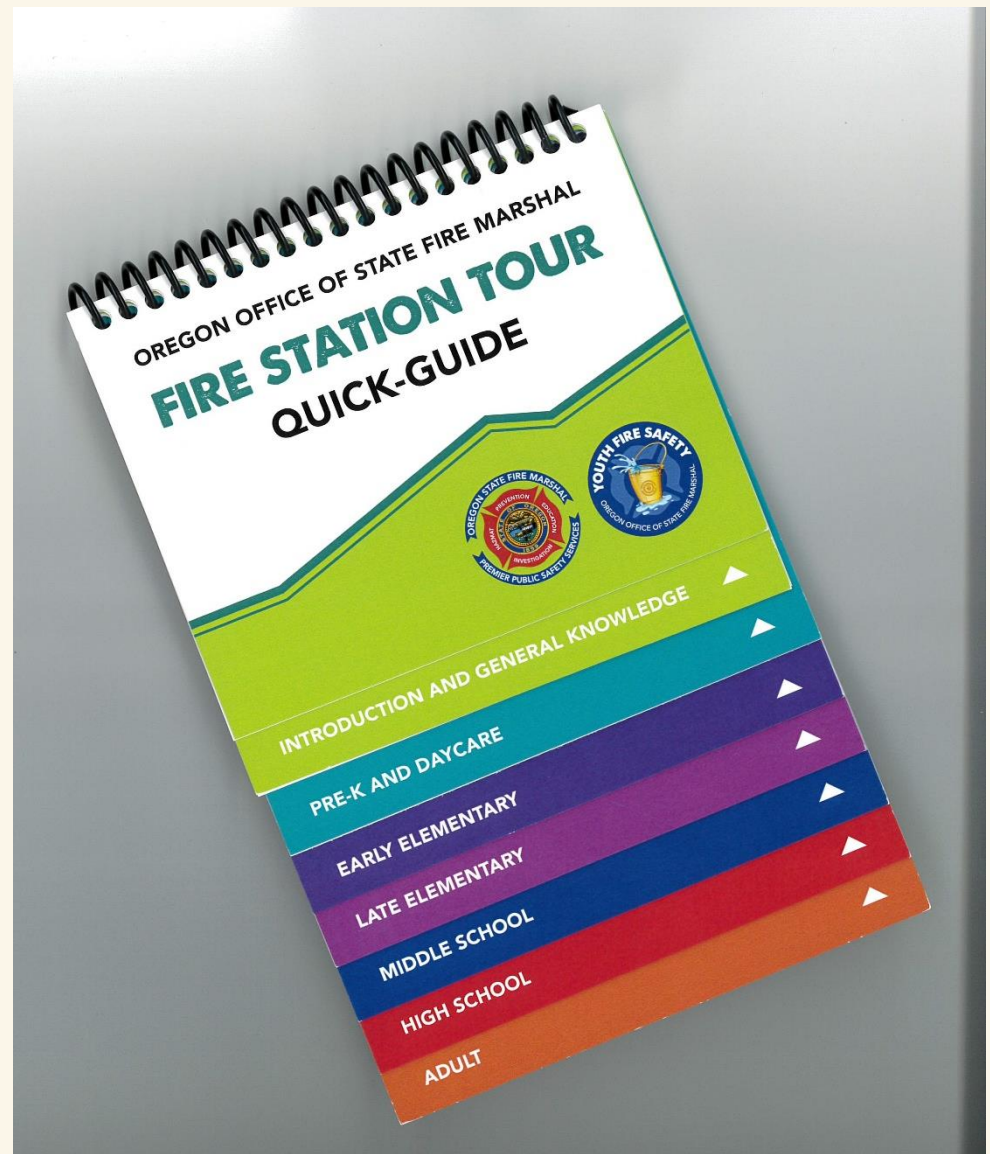
Fire Station Tour Quick-Guide

RATIONALE

- **PROVIDES GUIDANCE FOR**
 - All skill and experience levels
 - Appropriate and effective messaging
 - Engaging audiences while planning and hosting a tour of the station



Fire Station Tour Quick-Guide Layout



Key Features of the Quick-Guide

- **AGE GROUP**
- **ATTENTION SPAN**
- **RATIONALE**
- **SAFETY MESSAGING**
- **LEARNING STYLE**
- **EMOTIONAL NEED**
- **COMMUNICATION CONSIDERATIONS**
- **MATERIALS LIST**
- **ACTIVITY TIME DURATION**



Welcome and Scheduling Tours



FIRE STATION TOUR QUICK-GUIDE

Welcome

The *Fire Station Tour Quick-Guide*, from the Oregon Office of State Fire Marshal, provides guidance for fire agency personnel to ensure safe and educational experiences for community members visiting fire stations.

This guide provides age appropriate tour activities, attractions and landmarks, as well as language use and developmental learning styles for each age group.

The intent of this tool is to provide consistent fire safety messaging for community members and increase engagement with fire safety education through its ease of use.

In each activity section, boxes can be found with coordinating colors. The text in these boxes should be read aloud to facilitate the activity.



PRE-TOUR PREPARATION

Scheduling Tours:

Review the following items with the person requesting the tour:

- **Purpose:** What are they hoping the group will learn or get out of the tour?
- **Timeliness:** Be clear about when you want to start and end the tour.
- **General rules:** Let them know of any station specific rules or policies your agency might have prior to the group arriving at the station. This should include where a bus or visiting vehicle should park and where the group should enter the station. Encourage them to discuss these rules with the group and the chaperones before their arrival at the station. See *"Station Tour Ground Rules"* on page 4, for more guidance.
- **Name tags:** Knowing visitors' names will not only help with engagement, but also acts as a safety measure as it will allow for more direct communication if needed.
- **Roster:** It may also be helpful to consider a participation roster to ensure all group members are accounted for at the end of your tour, and for emergency purposes.

Safety and Ground Rules



Safety:

BEFORE THE TOUR BEGINS

- Check for hazards such as wet floors, hot liquids, or kitchen tools within reach of visitors.
- Pre-plan your route through the station and ensure all areas are clean and easy to access (*See age specific areas for guidance on tour landmarks*).
- Inform staff of visitor's arrival time and ensure computer screens and written reports that may contain confidential information are out of view.

Other Considerations:

- Make a plan for answering questions. Tell the group before they start the tour when you want them to ask their questions.
- Save hand-out materials for the end of the tour or have them prepared for the visiting group leader to hand out at a later time. This will ensure the hand-outs do not distract from the tour.
- *Fire Safety Materials can be ordered from the Oregon Office of State Fire Marshal website.*

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- Review your agency policy for dress attire of the personnel guiding the tour.
- Avoid using technical terms or acronyms that are fire service specific.

STATION TOUR GROUND RULES

- Stay with the group at all times.
- Children must be accompanied by a chaperone while in the station.
- No running in the station. Please walk calmly.
- Avoid touching anything unless otherwise instructed by the tour guide.
- School groups: The same rules apply at the station as at school.
- Prepare for a tone-out: Show the group the designated area where the group will convene during an alarm.

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Station Specific Rules



Other Station Specific Rules:

It is important to ensure that the group knows and follows the rules set by your agency policies and procedures. Asking the chaperones to help enforce the rules, will ensure that everyone understands their role and will help the guide stay on track with the tour.

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INTRODUCTION AND GENERAL KNOWLEDGE ▲

About the Learner

- * Age group
- * Attention Span
- * Group Size Recommendation
- * Learning Style
- * Emotional Need
- * Communication Considerations



PRE-K AND DAYCARE

About the learner:

Age Group: 3-5 years old.

Attention Span: 9-15 minutes.

Group Size: Up to four children per chaperone.

Learning Style: Visual interaction with discussion and movement.

Emotional Need: Reassurance that firefighters and people in uniforms or who wear badges are community helpers.

- Be mindful that they may scare easily.
- People in full gear, or dressed fire mascots, may scare some.
- Focus toward safety.
- Positive language and body language.
- Avoid talking about death and severe injuries.
- Reinforce rule following and positive behavior as much as possible.
- Anything that they can safely touch or interact with will leave a lasting impact on them.

COMMUNICATION CONSIDERATIONS:

- Keep explanations as simple as possible.
- Ask simple questions such as "what color is this" or "how many do you see?"



Pre-K and Daycare Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers.

- Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time to allow them to connect the firefighter in full gear to the friendly community helper (See "Pre-K and Daycare Activity" on page 14, for more information)
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins and other hazardous materials.

KITCHEN

Safety message: Children should stay out of the 3 foot zone around the stove. Identify the 3 foot zone (See "Pre-K and Daycare Activity" on page 14, for more information).

- Other kitchen features may include identifying similarities between the fire station and the children's homes:
 - Firefighters cook and eat while at the station.
 - Firefighters grocery shop.
 - The station might have ovens and refrigerators that are larger than what children see at home.

Colored Boxes



Have the second person put on one item at a time, while you explain each piece:

→ *My helper, Firefighter _____ will start to put on the gear they wear when they go to a fire.*

Boots:

→ *What part of their body do you think their boots protect?*

Pants:

→ *These protect their legs. These suspenders help their pants to stay up.*

Hood:

→ *Next they put on a special hood. It protects their hair, neck, and ears, but they are still Firefighter _____.*

Coat:

→ *This jacket makes them look a little bigger, but they are still Firefighter _____.*

Safety Message

- **EACH SECTION INCLUDES SPECIFIC SAFETY MESSAGE**
- **OBJECTIVE OF THE LESSON AND SHOULD BE SUMMARIZED AT THE END OF EACH SECTION**
- **CONFIRMS THE LEARNING GOAL WAS APPLIED FROM THE LESSON**



Ground Rules

- **STAY WITH THE GROUP AT ALL TIMES**
- **CHILDREN ACCOMPANIED BY CHAPERONE WHILE IN STATION**
- **NO RUNNING**
- **AVOID TOUCHING ANYTHING UNLESS INSTRUCTED BY TOUR GUIDE**
- **SCHOOL GROUPS: SAME RULES AS WHEN SCHOOL**
- **PREPARE FOR A TONE OUT: SHOW GROUP WHERE TO GO AND ASSEMBLE DURING AN ALARM**



Scheduling Tours

- **PURPOSE**
- **TIMELINES**
- **GENERAL RULES**
- **NAME TAGS**
- **ROSTER**



Pre-K and Daycare



PRE-K AND DAYCARE

About the learner:

Age Group: 3-5 years old.

Attention Span: 9-15 minutes.

Group Size: Up to four children per chaperone.

Learning Style: Visual interaction with discussion and movement.

Emotional Need: Reassurance that firefighters and people in uniforms or who wear badges are community helpers.

- Be mindful that they may scare easily.
- People in full gear, or dressed fire mascots, may scare some.
- Focus toward safety.
- Positive language and body language.
- Avoid talking about death and severe injuries.
- Reinforce rule following and positive behavior as much as possible.
- Anything that they can safely touch or interact with will leave a lasting impact on them.

COMMUNICATION CONSIDERATIONS:

- Keep explanations as simple as possible.
- Ask simple questions such as "what color is this" or "how many do you see?"



Pre-K and Daycare Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers.

- Allow the group to first see the firefighter in plain clothes, then add gear one piece at a time to allow them to connect the firefighter in full gear to the friendly community helper (See "Pre-K and Daycare Activity" on page 14, for more information)
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins and other hazardous materials.

KITCHEN

Safety message: Children should stay out of the 3 foot zone around the stove.

- Identify the 3 foot zone (See "Pre-K and Daycare Activity" on page 14, for more information).

- Other kitchen features may include identifying similarities between the fire station and the children's homes:
 - Firefighters cook and eat while at the station.
 - Firefighters grocery shop.
 - The station might have ovens and refrigerators that are larger than what children see at home.

Pre-K and Daycare Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS**
- **CHILDREN SHOULD STAY OUT OF THE 3' ZONE AROUND THE STOVE**
- **FIREFIGHTERS SLEEP AT THE STATION SO THEY CAN RESPOND QUICKLY**
- **FIRE APPARATUS CARRY TOOLS AND FIREFIGHTERS WHERE THEY ARE NEEDED TO HELP COMMUNITY**



Pre-K and Daycare Activities

- **TOUR THE STATION**
 - Kitchen
 - Sleeping Area
 - Engine Bay
- **MEET A FIREFIGHTER AND SEE THEIR GEAR**
- **HOT VS NOT HOT**



Early Elementary



EARLY ELEMENTARY

About the learner:

Age Group: 5 to 8 years old (Kindergarten through 2nd grade).

Attention Span: 10-25 minutes.

Group Size: Up to five children per chaperone.

Learning Style:

- Visual interaction with discussion and movement.
- Interactive participation is necessary.
- Ask simple questions such as "what color is this" or "how many do you see?"

Emotional Need: Reassurance that firefighters and people in uniforms and badges are community helpers. Fairness is also critical for this age group.

- Be mindful that they may scare easily.
- People in full gear or dressed fire mascots may scare some.
- Focus toward safety.
- Use positive language and body language.
- Avoid talking about death and severe injuries.
- Reinforce rule following and positive behavior as much as possible.
- Anything that they can safely touch or interact with will leave a lasting impact on them.



Communication Considerations:

- Point out safety messaging that this age group CAN DO.
 - Example: Help parents check the smoke alarm, keep their rooms picked up to avoid injury if they need to get out quickly, etc.
- Be mindful not to talk down to this group, as they feel they are bigger kids than they may appear.
- Keep explanations simple.
- Questions should be a mixture of common knowledge and slightly more complex.
 - Example of *simple*: "What color is this?" or "How many are there?"
 - Example of *appropriately more complex*: "What do you think this does?" or "How might this work?"

Early Elementary Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS**
- **CHILDREN SHOULD STAY OUT OF THE 3' ZONE AROUND THE STOVE**
- **GET LOW AND GO BELOW SMOKE**
- **FIREFIGHTERS SLEEP AT THE STATION SO THEY CAN RESPOND QUICKLY**
- **FIRE TRUCKS CARRY TOOLS, WATER, AND FIREFIGHTERS WHERE THEY ARE NEEDED**



Early Elementary Activities

- **TOUR STATION**
 - Kitchen
 - Sleeping Area
 - Workout Area
 - Engine Bay
- **MEET A FIREFIGHTER AND SEE THEIR GEAR**
- **SOUND OF SMOKE ALARM – GET LOW AND GO!**



Late Elementary

KNOW TWO WAYS OUT – PLAN AND PRACTICE A HOME FIRE ESCAPE

- Divide participants into groups of 3 to 4 (chaperones should be encouraged to participate.)
- Provide each group with a sheet of paper and markers (a large sheet of flip chart paper if possible.)



- *Today you will be designing and drawing a house with your group.*
- *Start by brainstorming the rooms you want to include in this house.*
- *When you have a good idea, work together to draw a house on the large sheet of paper as if you are looking at it from the street.*
- *Each room should be identifying by at least one window.*
- *I will give you 2 minutes to brainstorm and then we will get started.*

Give them 2 minutes to brainstorm their lists. Next ask them to:

- *Now, draw your house from the view of someone standing in front of the house. Make sure to have one window for each room you have decided to put in your house.*

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Late Elementary Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS**
- **THERE ARE MANY SAFETY HAZARDS IN THE KITCHEN. CHILDREN SHOULD NOT USE THE STOVE UNSUPERVISED**
- **PLAN AND PRACTICE A HOME FIRE ESCAPE**
- **FIREFIGHTERS SLEEP AT THE STATION. SHIFT SCHEDULES FOR AGENCY**
- **FIRE APPARATUS CARRY TOOLS, WATER, AND FIREFIGHTERS WHERE THEY ARE NEEDED TO HELP THE COMMUNITY**



Late Elementary Activities

- **MEET A FIREFIGHTER AND SEE THEIR GEAR**
- **KITCHEN SAFETY**
- **KNOW TWO WAYS OUT – HOME FIRE ESCAPE PLAN**



Middle School



Middle School Activity

Colored boxes indicate phrases to be said allowed to the group.

KNOW TWO WAYS OUT AND PLAN AND PRACTICE A HOME FIRE ESCAPE



- Divide participants into groups of 3 to 4 (chaperones should be encouraged to participate.)
- Provide each group with a sheet of paper and markers (a large sheet of flip chart paper if possible.)

- *Today you will design and draw a house with your group.*
- *Start by brainstorming the rooms you want to include in this house.*
- *When you have a good idea, work together to draw a house on the large sheet of paper as if you are looking at it from the street. Each room should be identified by at least one window.*
- *I will give you 2 minutes to brainstorm and then we will get started.*

Give them 2 minutes to brainstorm their lists. Next ask them to:

- *Now, draw your house from the view of someone standing in front of the house. Make sure to have one window for each room you have decided to put in your house.*
- *You have 5 minutes to draw, starting now.*

Allow them 5 minutes to draw their house. When it looks like most groups are finished move on to the next step.

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Middle School Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS AND FIREFIGHTER GEAR IS DESIGNED FOR THE JOBS THEY DO**
- **PLAN AND PRACTICE A HOME FIRE ESCAPE**
- **THERE ARE MANY SAFETY HAZARDS IN THE KITCHEN AND COOKING CAUSES HOME FIRES**
- **FIREFIGHTERS SLEEP AT THE STATION. AGENCY SHIFT SCHEDULES**
- **FIRE APPARATUS CARRY TOOLS, WATER, AND FIREFIGHTERS WHERE THEY ARE NEEDED**



Middle School Activities

- **FACILITY TOUR**
 - Kitchen
 - Sleeping Quarters
 - Workout Area
 - Engine Bay
- **KNOW TWO WAYS OUT HOME ESCAPE PLAN**
- **KITCHEN SAFETY**



High School



High School Activity

Colored boxes indicate phrases to be said allowed to the group.

FIRE FIGHTING AS A FUTURE CAREER

- If possible, ask 2 or 3 other firefighters to join the group.
 - Try to have firefighters who have different roles within your agency.
- Ask each firefighter to give a brief (2 to 3 minute) explanation of:
 - How they became a firefighter.
 - A brief summary of the schooling, experience, and progression of their career or their path to becoming a firefighter.
 - Why they became a firefighter?
 - What helped them to make the decision and who may have influenced them?
 - What they enjoy about being a firefighter?
- Allow the group to ask questions of the firefighters regarding fire service as a career.
- If there are few questions or the group is quiet, consider asking the firefighters the following questions yourself:

- *Do firefighters need a degree?*
- *How do people become volunteer firefighters? Is there a cadet program in your area?*
- *Do you ever partner with other nearby agencies?*
- *Some roles firefighters can play in a fire agency include: Driver Engineer, Lieutenant, Educator, EMT, Paramedic, Captain, Chief, Fire Marshal, etc.*

High School Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS AND FIREFIGHTER GEAR IS DESIGNED FOR THE JOBS THEY DO**
- **PLAN AND PRACTICE A HOME FIRE ESCAPE**
- **THERE ARE MANY SAFETY HAZARDS IN THE KITCHEN AND COOKING CAUSES HOME FIRES**
- **FIREFIGHTERS SLEEP AT THE STATION. AGENCY SHIFT SCHEDULES**
- **FIRE APPARATUS CARRY TOOLS, WATER, AND FIREFIGHTERS WHERE THEY ARE NEEDED**



High School Activities

- **FACILITY TOUR**
 - Kitchen
 - Workout Area
 - Engine Bay
- **FIREFIGHTING AS A CAREER**
- **KNOW TWO WAYS OUT- HOME ESCAPE PLAN**



Adult Tours



ADULT

About the Learner

Age Group: 18+

Attention Span: 45 to 60 minutes.

- Be mindful of past fire experiences and understanding of fire impact.

Considerations:

- Consider the purpose of the tour.
- When possible, provide opportunity for both visual and hands on learning.
- Use simple language and avoid acronyms that are fire service specific.
- Be mindful of hearing or language barriers.

Adult Tour

Review Introduction and General Knowledge Section prior to beginning the tour.

MEET A FIREFIGHTER AND SEE THEIR GEAR

Safety Message: Firefighters are community helpers and Firefighters gear is designed for the jobs they do.

- Provide simple explanation for unique features of the gear.
- Avoid participants touching turnouts or wearing helmets that have been exposed to toxins.

KITCHEN

Safety message: There are many safety hazards in the kitchen and cooking causes several home fires every year.

- Discuss the kitchens features that increase safety for the firefighters when they cook meals:
 - Timers
 - Cleanliness
 - Organization
 - Fire extinguisher
- Other kitchen messages to consider:
 - Have a lid handy when using the stove.
 - Never leave a pot or pan unattended while cooking.
 - Unplug appliances when not in use.
 - Keep younger children at least 3 feet from the stove.

Adult Safety Messages

- **FIREFIGHTERS ARE COMMUNITY HELPERS AND FIREFIGHTER GEAR IS DESIGNED FOR THE JOBS THEY DO**
- **PLAN AND PRACTICE A HOME FIRE ESCAPE**
- **PRACTICE USING A FIRE EXTINGUISHER**
- **THERE ARE MANY SAFETY HAZARDS IN THE KITCHEN AND COOKING FIRES ARE LEADING CAUSE OF HOME FIRES**
- **PREVENT FALLS**



Adult Tour

- **FACILITY TOUR**
 - Kitchen
 - Sleeping Area
 - Engine Bay
- **FIRE EXTINGUISHER DEMONSTRATION**
- **SMOKE ALARMS**
- **PLAN AND PRACTICE HOME ESCAPE PLAN**
- **FALL PREVENTION**





Office of the State Fire Marshal

To protect people, property, and the environment from fire and hazardous materials



STAY HOME. SAVE LIVES.

 **COVID-19 Information: Oregon Health Authority website for updates** OSP & OSFM recognize the need to follow recommendations related to exposure to COVID-19. Based on these recommendations, we are closing our local offices to the public. Call your local office directly. 



Fire Safety

- [Fire Agency Resources](#)
- [Home Fire Safety](#)
- [Youth Fire Safety](#)



Fire Marshals

- [Joint Policies & Technical Advisories](#)
- [Deputy State Fire Marshals](#)
- [Competency Certification](#)
- [2019 OFC Code Amendment Registration Form](#)
- [Professional Development](#)



Emergency Response

- [HazMat Regional Response Teams](#)
- [Emergency Mobilization](#)
- [Conflagration Request Packets](#)
- [Incident Management Teams](#)
- [Fire Service Mobilization Plan](#)



Happening Now

- [Home Heating Safety](#)
- [Wildland Urban Interface Resources](#)
- [Joint Policy Bulletin: Open Burning \(Revised 9/1/20\)](#)
- [Fire Service COVID-19 Guidance](#)
- [FY 2021-2022 HMEP Grant](#)



YOUTH WITH FIRE SCREENING

- [Youth Fire Reporting Form](#)
- [Oregon Screening Tool](#)
 - [Oregon Screening Tool- Support Materials](#)

INSIGHT PROGRAM

Insight is a workbook based intervention tool for youth who misuse fire or have been identified as being at risk for unsafe fire behavior. This tool works to increase fire safety, build empathy, and encourage accountability.

- [Insight Rack Card](#)
- [Insight Blue- intended for youth ages 8-12](#)
- [Insight Red- intended for youth ages 13-17](#)
- [Insight Parents Guide](#)

To request printed workbooks for your agency, please use the [OSFM Fire Prevention & Safety Education Materials Request Form](#).

YOUTH RESOURCES FOR SCHOOLS

- [Do the Drill! A School Resource Guide for Safety Planning](#)
 - [Fire/Emergency Evacuation Drill Record](#)
- [Youth Fire Safety Pledge Certificate](#)

YOUTH RESOURCES FOR FIRE AGENCIES

- [Classroom Visits & Community Events Guide](#)
- [Fire Station Tour Guide](#) ←
- [OSFM Fire Prevention & Safety Education Materials Request Form](#)



Fire Prevention and Education Webinar Series

SUMMER COOKING SAFETY
MAY 11, 2022



Thank you.

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