



BUREAU OF FIRE PROTECTION

VOLUME 1

# Fire Safety *for* Children





**VOLUME 1**

# **Fire Safety *for* Children**

**Standardized Public Fire Education Manual**



**BUREAU OF FIRE PROTECTION**

**Volume 1: Fire Safety for Children**  
**Standardized Public Fire Education Manual**

The BFP Standardized Public Fire Education Manual will serve as a reference guideline in conducting fire safety education lectures and seminars in the community.

**Module 1: Fire Safety Lessons for Pre-School Audience**

This module will include of fire safety inspired arts and crafts expressed/executed through color-learning book. Themed with familiar icons and images of fire safety i.e. Fireman, Firetruck, Fire dog and the like.

**Module 2: Fire Safety Lessons for Primary School Audience**

This Fire safety module will cover a story book with age sensitive context appropriate for primary school learners. Themed with wholesome fire and emergency rescue promotes volunteerism, heroism and importance of Fire safety.

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**Standardized  
Public Fire  
Education  
Manual**

# Preface

## Volume Overview

This volume was designed to educate children, particularly of preschool and early elementary school age, about fire safety in a manner that is educational, engaging, age-appropriate, and easy to understand. We believe that teaching fire safety to young learners is critically important as young children are naturally curious and may not fully understand the dangers of fire. Hence, teaching them about fire safety, such as playing with matches or lighters, will help prevent accidents that can lead to fires and serious injuries. Indeed, knowledge of fire safety can be life-saving.

In the event of a fire, children who have been educated about fire safety are more likely to respond appropriately. Accordingly, they will know how to evacuate, where to go, and how to avoid smoke fumes and flames, leaning towards fostering responsible behavior. Truly, this program will help children develop a sense of responsibility, not to engage in risky behavior related to fire, like playing with fire or flammable materials, and understand the consequences of not observing fire safety.

This module was specifically tailored for the cognitive and emotional development of young children which aims to empower them with the knowledge and skills needed to stay safe in case of a fire emergency. The interactive lessons will encourage them to create an awareness of fire safety in their homes and communities through sharing what they have learned with their families and friends. Interactive and creative teaching methods are essential to make the learning experience enjoyable and memorable for children.

Overall, teaching fire safety to young learners is essential for their well-being, the safety of their families, and the community at large. It equips them with the knowledge and skills necessary to prevent fires, respond effectively in emergencies, and promote a culture of safety.

# **Volume Objective**

## **A. Raise awareness**

Increase awareness about the importance of fire safety and the potential risks associated with fires in their homes through stories.

## **B. Identify Fire Hazards**

Teach the young learners to recognize common fire hazards at home and their surroundings.

## **C. Pull, Aim, Squeeze, and Sweep**

Demonstrating the action of “pull”, “aim”, “squeeze” and “sweep” in the proper use of a fire extinguisher through a song

## **D. Understand and Practice being S-A-F-E**

Help the young learners to understand the importance of S-A-F-E;  
Sounding the alarm,  
Alerting the authorities,  
Fighting small fires, and  
Evacuating the burning building safely.

## **E. Understand the role of a firefighter**

Guide the young learners to understand the role of firefighters and emergency responders to reduce, if not completely eradicate, their fear due to misconceptions about them.

## **F. Apply fire safety to everyday life**

Encourage the young learners to share their personal experiences about fires and relate what they have learned about fire safety to their everyday life activities.

# **Audience and Specific Use**

The target audience for this volume is the young learners of preschool and primary school who are innately curious, joyful, and enthusiastic learners that will truly make the interaction interesting. These young learners like to explore the world with wonder, so embrace their hunger to make discoveries and search for answers that will help them make meaning of the world around them. The modules are very versatile that the lecturer/s can utilize the same whether for scheduled formal school visits or even small group station visits. The volume provides handy and easy-to-use materials that can be used during presentations.

# Acknowledgment

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## Volume 1: Fire Safety for Children Standardized Public Fire Education Manual

Module 1: Fire Safety Lessons for Pre-School Audience (Fire dogs)

Module 2: Fire Safety Lessons for Primary School Audience (My Neighbor Berong)

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# Table of Contents

	Page
<b>PREFACE</b>	v
Overview	v
Objectives	vi
Target Audience and Specific Use	vi
Acknowledgment	vii
Table of Contents	ix
<hr/>	
<b>MODULE 1 Fire Safety for Pre-Schoolers</b>	<b>1</b>
<b>Series 1 Playtime with COCO</b>	
Series 1.1 Detailed Lesson Plan Outline: Formal Setting (Coco)	5
Series 1.2 Informal Setting (Coco)	61
<b>Series 2 Housekeeping with LIMO</b>	
Series 2.1 Detailed Lesson Plan Outline: Formal Setting (Limo)	77
Series 2.2 Informal Setting (Limo)	115
<b>Series 1 A Day with PRESLEY</b>	
Series 1.1 Detailed Lesson Plan Outline: Formal Setting (Presley)	133
Series 1.2 Informal Setting (Presley)	167
<hr/>	
<b>MODULE 2 Fire Safety for Primary-Schoolers</b>	<b>185</b>
<b>Series 1 My Neighbor BERONG</b>	
Series 1.1 Detailed Lesson Plan Outline: Formal Setting (Berong)	189
Series 1.2 Informal Setting (Berong)	283
<hr/>	
<b>ANNEXES &amp; REFERENCES</b>	<b>301</b>



## MODULE 1

# Fire Safety *for* Pre-Schoolers

# FIRE DOGS



**SPFE** Standardized  
Public Fire  
Education  
Manual

**MODULE 1 OUTLINE**

# Fire Dogs

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## Scope/ Overview

For the preschool learners to understand the Dos and Don'ts of fire safety through an interactive discussion and integrated hands-on activities.

## Delivery Methodology

When delivering fire safety education to preschool learners, it is important to use methods that are engaging, age-appropriate, and easy for young children to understand. The methods used in this module are story-telling, role-playing, songs and rhymes, games, and hands-on activities. It is crucial to use a combination of these methods to cater to the different learning styles and abilities of the targeted participants. Remember to keep the content simple, clear, positive, and with emphasis to the importance of safety without creating fear or anxiety. By using these methods, you can effectively educate young children about fire safety in an engaging and age-appropriate manner.

## Learning Objectives

At the end of the discussion the children will be able to

1. Name the characters of the story;
2. Describe the characters and the different types of houses they have in the story by participating actively during storytelling;
3. Enumerate a few fire safety tips – dos and don'ts inside the house;
4. Demonstrate the P-A-S-S; a way to use a fire extinguisher using improvised materials suited for the audience;
5. Share their personal experiences with a real-life firefighter.

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## Learning Materials Needed

- ✓ Lecturer's Guide and Talking Points
- ✓ Available Annex

### 1. Preparatory

- ✓ Audio Clip
- ✓ Speaker

### 2. Motivation

- ✓ Printed pictures for Unlocking of Difficulties
- ✓ Meat
- ✓ Stove
- ✓ Hay
- ✓ Pot
- ✓ Fire extinguisher
- ✓ Wood
- ✓ Refrigerator
- ✓ Extension cord
- ✓ PPE – helmet, coat, pants, boots and gloves

### 3. Lesson Proper

- ✓ Big Book – Fire Dogs

### 4. Learning Corners

- ✓ Printable worksheets
- ✓ Coloring pages (crayons, markers, colored pencils)
- ✓ Dress Me Up! (Velcro)
- ✓ Puzzle Beater (cut-out puzzle pieces)
- ✓ Ladder Drill (printed ladder drill cards, tape, paper cups)
- ✓ Arts and Crafts (crayons, glue, tape, child scissors)

**4 MODULE 1 Fire Safety for Pre-Schoolers**

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii

## Series 1

Fire Safety for Pre-Schoolers

# Playtime with Coco



ILLUSTRATION BY: FO1 Jaybelle C Sergio

**DETAILED LESSON PLAN OUTLINE**  
*Formal Setting*

# In this Formal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story;
2. Describe the characters and the different types of houses they have in the story by participating actively during storytelling;
3. Enumerate a few fire safety tips – dos and don'ts inside the house;
4. Demonstrate the P-A-S-S, a way to use a fire extinguisher through a lively song;
5. Share their personal experiences with a real-life firefighter.

---

### Subject Aids Needed:

#### A. Primary Tools

1. Big book: Fire Dogs
2. Learning Corner materials

#### B. Alternative Tools

1. Audio Speaker
2. Colored pictures – unlocking of difficulties
3. Easel board, tape

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### Total Time of Delivery:

*45 minutes*

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## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are preschoolers, children aged 2 to 5 who are innately curious, joyful, and enthusiastic learners, making every interaction interesting. They are keen on independence and sometimes get easily distracted, so encourage them and allow them to explore their world and connect with others to have quality time with them. have quality time with them. drive to learn. So be ready and do not forget to have fun together!

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. PREPARATORY</b>		
	<p>1.1 Greet the participants and start by introducing your name and your teammates.</p> <p>1.2 Engage the participants by asking the following initial questions.</p> <ul style="list-style-type: none"><li>- Do you know who we are and why we are here?</li><li>- What kind of work do we do?</li></ul> <p>1.3 Introduce the P-A-S-S. Chant/Song OR Kiddie Reveille:</p> <ul style="list-style-type: none"><li>✓ P- Pull</li><li>✓ A- Aim</li><li>✓ S- Squeeze</li><li>✓ S- Sweep</li></ul>	<ul style="list-style-type: none"><li>• Start the day with a smile on your face.</li><li>• Ask questions in a friendly manner and address their diverse answers.</li><li>• For P-A-S-S Song: <i>You can have it in Fast or Slow versions to make it more fun.</i></li><li>• For Kiddie Reveille: <i>You do not have to perform all the cards; feel free to choose your cards.</i></li></ul>
<b>2. MOTIVATION</b>		
 AUDIO CLIP 01 Kiddie Reveille	<p>2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</p> <p>Options are:</p> <ol style="list-style-type: none"><li>1. "Mystery Helmet": walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.</li><li>2. "Picture Reveal": lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.</li></ol> <p>2.2 Talk about the pictures presented:</p> <ul style="list-style-type: none"><li>✓ Have you seen ___ (item on the picture)?</li><li>✓ What is this for?</li><li>✓ Who uses it?</li><li>✓ Where do we use it?</li><li>✓ How do we use it?</li></ul>	<p>For Mystery Helmet: Go around the venue and make sure that children can get a chance to pick. *You can sing the P.A.S.S. song while walking around.</p> <p>For Picture Reveal: Call one child to flip one (1) of the pictures and encourage them to name it:</p> <ol style="list-style-type: none"><li>1. hay</li><li>2. stove</li><li>3. pot</li><li>4. meat</li><li>5. fire extinguisher</li></ol> <p>For Find Me: Let the children participate in searching for the pictures. Once found, ask them to paste them on the board.</p> <ul style="list-style-type: none"><li>• (These pictures will be mentioned/illustrated in the story you will be reading, so emphasize them when you encounter them.)</li></ul>

# Cont.

Audio/Visual Aids	Outline	Notes
<b>3. LESSON PROPER</b>		
	<p>3.1 Start by showing the Big Book, Fire Dogs, and ask:</p> <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> <p>1.2 Read the storybook.</p> <p>1.3 Emphasis on the following:</p> <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• How did the house get burned?</li><li>• What would you feel if you were Coco?</li><li>• Who came to help fight the fire?</li><li>• How did he fight the fire? P-A-S-S</li><li>• What would you do if you were Coco?</li></ul>	<p>Acknowledge each child's response.</p> <p>• Look for pauses to emphasize the pictures shown during the preparatory activity.</p> <p>Red aloud and enjoy!</p> <p>• Acknowledge each child's answer and be creative in handling these answers.</p>
<b>4. GENERALIZATION</b>		
	<p>4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.</p> <ul style="list-style-type: none"><li>• When cooking, you must keep looking.</li><li>• Use gloves when touching the hot pot</li><li>• P-A-S-S<ul style="list-style-type: none"><li>Pull the pin</li><li>Aim the base of the fire</li><li>Squeeze the lever</li><li>Sweep from side to side</li></ul></li></ul>	<p>• Recall some important parts of the story. You may allow them to answer in chorus, or choose a child to answer in each question.</p> <p>*A special sticker will be provided for all of them for participating</p>
<b>5. CLOSING EVALUATION</b>		
	<p>5.1 Identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!"</p> <p>*(Thumbs up: Do it! Thumbs down: Don't do it!)</p> <ul style="list-style-type: none"><li>• Touch the hot stove.</li><li>• Play next to the stove.</li><li>• Put things like tissue and cloth near the stove.</li><li>• Call for help if you see a fire.</li></ul> <p>5.2 Group the children and prepare for learning corner assignments:</p> <p>*You may choose 2-3 learning corners to facilitate</p> <ul style="list-style-type: none"><li>• Coloring Corner</li><li>• Dress Me Up!</li><li>• Puzzle Beater</li><li>• Ladder Drill</li><li>• Arts and Crafts</li><li>• Worksheets</li></ul> <p>5.3 End the subject.</p>	<p>Allow the children to answer in chorus and encourage them to explain (if they can) their answers.</p> <p>Group the children and assign each group to a learning corner and have it all done simultaneously.</p> <p>*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.</p>



LECTURER'S GUIDE AND TALKING POINTS

# Playtime with Coco

*Formal Setting*

## Step 1: *Preparatory*

LECTURER

CHILDREN  
(Possible Response)

### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

### 1.2 Engage the participants by asking the following initial questions:

a. Children, do you know who we are?

Yes, we are firefighters.

✓ Yes! You are a firefighter!

b. Why do you think we are here?

Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.

✓ You will show us the hose and fire truck.

✓ You will teach us about fire.

c. Have you seen a fire somewhere? What does it look like?

Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!

✓ Yes, teacher. The house near us got burned.

✓ No, teacher. I haven't seen fire before.

✓ Yes, we are!

d. Are you all ready?

LECTURER	CHILDREN (Possible Response)
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### 1.3 Choose an Activity

#### a. Introduce the P.A.S.S. Song:

- (Facilitator's Note: Refer to AudioClip01 for the tune and the action.)

- Demonstrate the action of pulling the pin, aiming the base of the fire, squeezing the lever, and sweeping from side to side.

*Can we all stand up? We will teach you a chant/song that we will be singing as we go on with our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

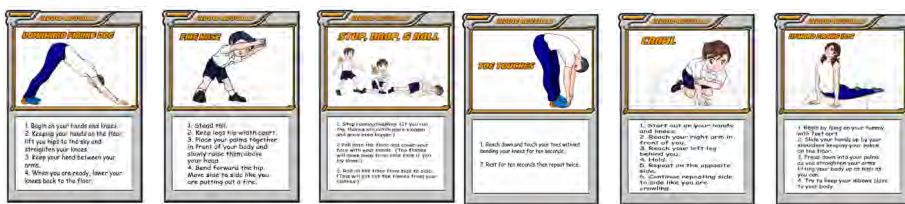
✓ *Good morning, Sir/Ma'am.*

✓ (Children to sing and follow the actions)

#### b. Perform the Kiddie Reveille

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.



*Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

✓ (Children to move and follow the actions)

- Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!*

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
<p><b>Facilitator's Note:</b></p> <ul style="list-style-type: none"> <li>i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</li> <li>ii. You'll need pictures of hay, meat, pot, stove, and fire extinguisher.</li> <li>iii. you may choose your strategy from the given options below:</li> </ul>	

Options are...

#### Option 1: "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you! Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

Yes, this is a picture of:

1. **Hay** – dried grass for animal food: horse, goat, sheep, and other farm animals.
2. **Meat** – this is a fresh food that some of us like to cook and eat.
3. **Pot** – we use this for cooking.
4. **Stove** – this is where we cook our food; this could get hot.
5. **Fire extinguisher** – this is used to fight a small fire.

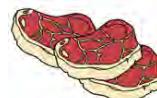
#### CHILDREN (Possible Response)

✓ Because it is small.

✓ Because it is yellow.

✓ Because it can be used on your head.

✓ Yes!



✓ I don't know. (Lecturer: That is fine! Can someone help your classmate?)

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

**Cont.**

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

✓ Yes, Ma'am/Sir.

*Do you want more?*

## Option 2: “Picture Reveal”

- Lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.

*We have pictures on the table, and I will ask one of you to pick one (1) picture and reveal it to use; all you have to do is flip the other side to see the picture. Who wants to try?*

✓ Teacher, me!

✓ (Child to choose and flip the photo)

*Okay, the little boy/girl behind. Please come here and choose a picture to reveal.*

✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)

*What did you get?*

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

*Yes, this is a picture of:*

1. **Hay** – dried grass for animal food: horse, goat, sheep, and other farm animals.
2. **Meat** – this is a fresh food that some of us like to cook and eat.
3. **Pot** – we use this for cooking.
4. **Stove** – this is where we cook our food; this could get hot.
5. **Fire extinguisher** – this is used to fight small fire.

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

*Do you want more?*

✓ Yes, Ma'am/Sir.

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

Cont.

### Option 3: “Find Me!”

- paste pictures around the venue/ back of the chairs, and let the children search for them and have them pasted on the board.

We noticed that we were missing pictures here with us. Could you help us find them?

Please (go around the venue/ check the back of your chairs) and see if you'll find a picture. If so, please bring it forward to show the whole class.

Are you ready to find the missing pictures?

**Facilitator's Note:**

- i. Play the P-A-S-S song as background music
- ii. Refer to AudioClip01 for tune

All right! As we look around, let us sing the P-A-S-S song.

What did you get?

Yes, this is a picture of:

1. **Hay** – dried grass for animal food: horse, goat, sheep, and other farm animals.
2. **Meat** – this is a fresh food that some of us like to cook and eat.
3. **Pot** – we use this for cooking.
4. **Stove** – this is where we cook our food; this could get hot.
5. **Fire extinguisher** – this is used to fight a small fire.

✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

Talk about the pictures presented:

- Have you seen \_\_\_ (item on the picture)?
- What is this for?
- Who uses it?
- Where do we use it?
- How do we use it?

You have done well! We will see more of that as we continue our activities today.

Do you want more?

✓ Yes, Ma'am/Sir.



## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 1: Playtime with Coco**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

Look what we have here! What is this?

✓ A big book, Ma'am/Sir!

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ There are dogs!

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs?

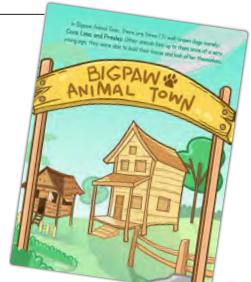
✓ 3 Dogs!

✓ Yes, Sir/Ma'am!

### 3.2 Read the Storybook

**Facilitator's Note:**

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!



## Series 1: Playtime with Coco

In Bigpaw Animal Town, there were three (3) well-known dogs namely; Coco, Limo, and Presley. Other animals look up to them, as from a very young age, they managed to build their houses and look after themselves.

Coco is the youngest among the three. He built his house out of hay and welcomed his friends any time of the day. He has lots of friends who like to eat meat, so Coco as friendly as he is, takes charge of what to eat.

On a special day, Coco asked his mother to cook for his friend's birthday. His mother immediately granted his wish, cooking their favorite dish. While cooking the food for them to munch, she asked Coco to keep it on watch, but Coco heard a loud banging sound of punch, Boom! Phew! Boom! Aha! They started the play, he exclaimed. He got curious and excited and ran outside, finding his way to join the play.

Do you like playing, too?

✓ Yes, Sir/Ma'am!





## LECTURER

## CHILDREN (Possible Response)

*Let's continue reading and find out what is going to happen.*

Having fun under the sun, he forgot about the pot boiling. Suddenly, their house caught fire!

Oh no! Our house! We need help! Someone, please call 911!

*Oh no! Their house was caught up on fire! Did you see how did it happen?*

- ✓ His mother asked him to look after the cooking, but he ran to play.
- ✓ No one checks the pot.
- ✓ The stove was left on.
- ✓ The pot is boiling. It boils and boils until the house gets on fire.
- ✓ Yes, Sir/Ma'am!

Yes, that's right! You are listening to our story. Do you want me to continue now?

So, someone riding a firetruck was in a hurry to rescue. He is wearing a helmet, coat, pants and boots. Who could it be looking after you?

Here comes... Firedog Presley! "I'm here for you and the other firedogs too," he assured.

Holding a fire extinguisher, he quickly put out the small fire, he goes,

PULL the pin!

AIM at the base of the fire!

SQUEEZE the lever!

SWEEP from side to side! until the fire was out.

*Did you see him use a red tube? What was it again? What do you call it? Can you recall that from the pictures that we revealed/ found a while ago?*

- ✓ Yes, Sir/Ma'am! It is a fire extinguisher!
- ✓ Pull the pin
- ✓ Aim the base of the fire
- ✓ Squeeze the lever
- ✓ Sweep from side to side.
- ✓ Yes, Sir/Ma'am!

That's correct! It is a fire extinguisher.

And how did you use it to fight the fire?

### Facilitator's Note:

- Reinforce this part of the story by singing the P.A.S.S. Song
- Refer to AudioClip01 for tune

*Wow! You could recall the story very well. Shall we continue?*

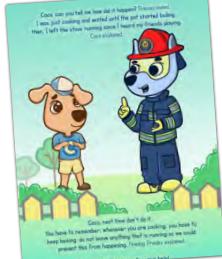
Coco, can you tell me how it happened? Presley asked.

Mother asked me to look after her cooking. I waited until the pot started boiling, and then I left the stove running when I heard my friends playing. Coco explained.

Next time, don't do that. You have to remember, whenever you are cooking, keep looking, and don't leave anything running to prevent this from happening, Firedog Presley advised.

Yes, brother. Thank you for being so helpful!

THE END.



# FIRE DOGS

Series 1: Playtime with Coco



In Bigpaw Animal Town, there are three (3) well-known dogs namely; Coco, Limo, and Presley. Other animals look up to them since at a very young age, they were able to build their house and look after themselves.





Coco is the youngest dog amongst the three, he made his house out of hay and he welcomes his friends any time of the day! He has lots of friends who like to eat meat, so Coco as friendly as he is, takes charge of what to eat.

One special day, Coco asked his mother to cook for his friend's birthday.

His mother immediately granted his wish and cooked their favorite dish.



While cooking the food for them to munch, she asked Coco to keep it on watch, but Coco heard loud banging sound of punch, **Boom!**

**Phew! Boom! Aha! They started the play,** he exclaims! He got curious and excited; runs outside, finding his way to join the play.





Having fun under the sun - he is enjoying so he forgot the pot that is  
boiling, so their house was caught up on fire!

Oh no! Our house! We need help! Someone, please call 911!

So, someone riding a firetruck was in a hurry to be at rescue. He is wearing a helmet, coat, pants and boots. Who do you think is there looking after you?

Here comes.... Firedog Presley! He'll sure be a help to you.  
Coco, I am here for you and the other firedogs, too.  
Firedog Presley said.





Holding a **fire extinguisher**, putting out the small fire, he goes...

PULL the pin!  
AIM the base of the fire!  
SQUEEZE the lever!  
SWEEP from side to side!

Coco, can you tell me how did it happen? Presley asked.

I was just cooking and waited until the pot started boiling, then, I left the stove running since I heard my friends playing.

Coco explained.



Coco, next time don't do it.

You have to remember; whenever you are cooking, you have to keep looking, do not leave anything that is running so we could prevent this from happening. Firedog Presley explained.

Yes, brother. Thank you for your help!

LECTURER	CHILDREN (Possible Response)
<b>3.3 Emphasis on the Important Parts of the Story (Story recap):</b>	
<i>Who are the characters in the story?</i>	<ul style="list-style-type: none"> <li>✓ Coco</li> <li>✓ His friends – other animals</li> <li>✓ Firedog Presley</li> </ul>
<i>Yes, all of your answers are correct!</i>	<ul style="list-style-type: none"> <li>✓ Yes, it was small.</li> </ul>
<i>What kind of house he has? Do you remember?</i>	<ul style="list-style-type: none"> <li>✓ Yes, like a nipa hut. Just like the one we have in the province</li> </ul>
<i>Wow. That was very detailed. Yes, that's true, the house was small, and it was made of hay – remember, it is a dried grass that animals on the farm like to eat. So, this could easily get burned.</i>	
<i>How did the house get burned?</i>	<ul style="list-style-type: none"> <li>✓ He left the stove running.</li> <li>✓ He didn't turn off the stove before going to play.</li> <li>✓ He is cooking, then he forgets about it.</li> </ul>
<i>Yes, I agree with all of you! He left the stove running, which meant no one was left at home to do the cooking, so when the pot started boiling, it was so hot that the stove's flame got bigger and bigger until it covered up his kitchen and started the fire.</i>	<ul style="list-style-type: none"> <li>✓ I will feel sad.</li> <li>✓ I will cry.</li> </ul>
<i>What would you feel if you were Coco?</i>	
<i>For sure, if your house is burning/got burned, you will not feel happy; you might get sad about it and feel like crying.</i>	<ul style="list-style-type: none"> <li>✓ I know! It was Firedog Presley!</li> </ul>
<i>Who came to help fight the fire?</i>	<ul style="list-style-type: none"> <li>✓ He used a fire extinguisher!</li> </ul>
<i>Yes, Firedog Presley came to the rescue.</i>	<ul style="list-style-type: none"> <li>✓ He goes like this: (showing the actions for P.A.S.S.)</li> </ul>
<i>How did he fight the fire? (Emphasis P.A.S.S.)</i>	
<i>That's right! By using a fire extinguisher, we could fight small fires. Just remember to Pull/ Aim/ Squeeze and Sweep.</i>	<ul style="list-style-type: none"> <li>✓ I will call for help!</li> <li>✓ I will cry!</li> <li>✓ I will call 911.</li> </ul>
<i>What would you do if you were Coco?</i>	<ul style="list-style-type: none"> <li>✓ You! The firefighters!</li> <li>✓ Call 911.</li> </ul>
<i>Yes, remember, if you see fire, call out for help immediately, and do not stay inside the burning place; go out, stay out! If you have neighbors, ask them to call 911 so the help would be right there in an instant. If there is fire, who do we call?</i>	

## Step 4: Generalization

**4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.**

LECTURER	CHILDREN (Possible Response)
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Once again, you have to remember:

- a. When cooking, you need to keep looking.
- b. Do not leave the stove running.
- c. Use gloves when touching the hot/boiling pot.
- d. Keep things such as paper, tissue, and cloth away from the stove
- e. Do not stay in a place that is burning.
- f. Call out for help.
- g. In case of a small fire, use a fire extinguisher:

How do we use it again?

**Facilitator's Note:**

- i. Support this part of generalization by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

✓ Children to sing and demonstrate P.A.S.S.

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**



## Step 5: *Closing Evaluation*

### 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"	
<b>Facilitator's Note:</b>	
i. Demonstrate to the children the actions that will represent each answer.	
ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)	
Allow the children to answer in chorus.	
a. When cooking, you need to keep looking. (Thumbs up or Thumbs down?)	✓ Thumbs up! Please do it!
b. Touch the hot stove without using gloves? (Thumbs up or Thumbs down?)	✗ Thumbs down! Please don't do it!
c. Keep things such as paper, tissue, and cloth near the stove (Thumbs up or Thumbs down?)	✗ Thumbs down! Please don't do it!
d. Play near the stove. (Thumbs up or Thumbs down?)	✗ Thumbs down! Please don't do it!
e. Go/stay inside the burning place? (Thumbs up or Thumbs down?)	✗ Thumbs down! Please don't do it!
f. Call out for help. (Thumbs up or Thumbs down?)	✓ Thumbs up! Please do it!
g. In case of a small fire, use a fire extinguisher. (Thumbs up or Thumbs down?)	✓ Thumbs up! Please do it!
<b>Facilitator's Note:</b>	
i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.	
ii. You may combine these to save some time.	

*You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?*

*Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.*



## LEARNING CORNER

**Option 1:**

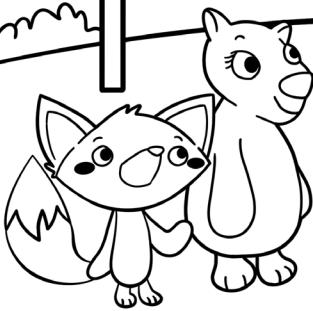
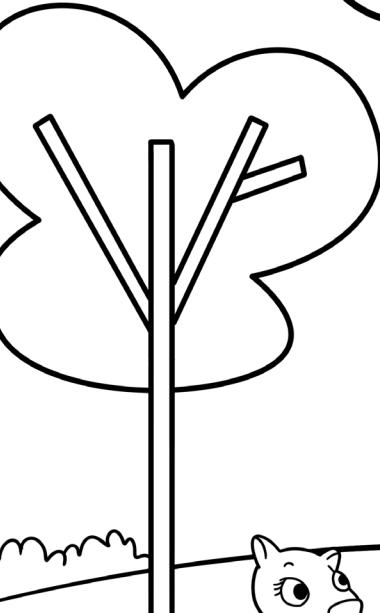
# Coloring Pages

These coloring pages are excerpts from the story of Fire Dogs: Series 1 (Playtime with Coco)

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ Printed coloring pages</li><li>✓ Different coloring materials: crayons, watercolor/ paints, colorful markers</li><li>✓ Stapler or fastener</li></ul>	<ol style="list-style-type: none"><li>1. Prepare the coloring pages; print and bind them like a mini book.</li><li>2. Distribute the coloring pages among the children</li><li>3. Encourage the children to color all the pages</li><li>4. Allow them to bring these coloring pages at home.</li></ol>



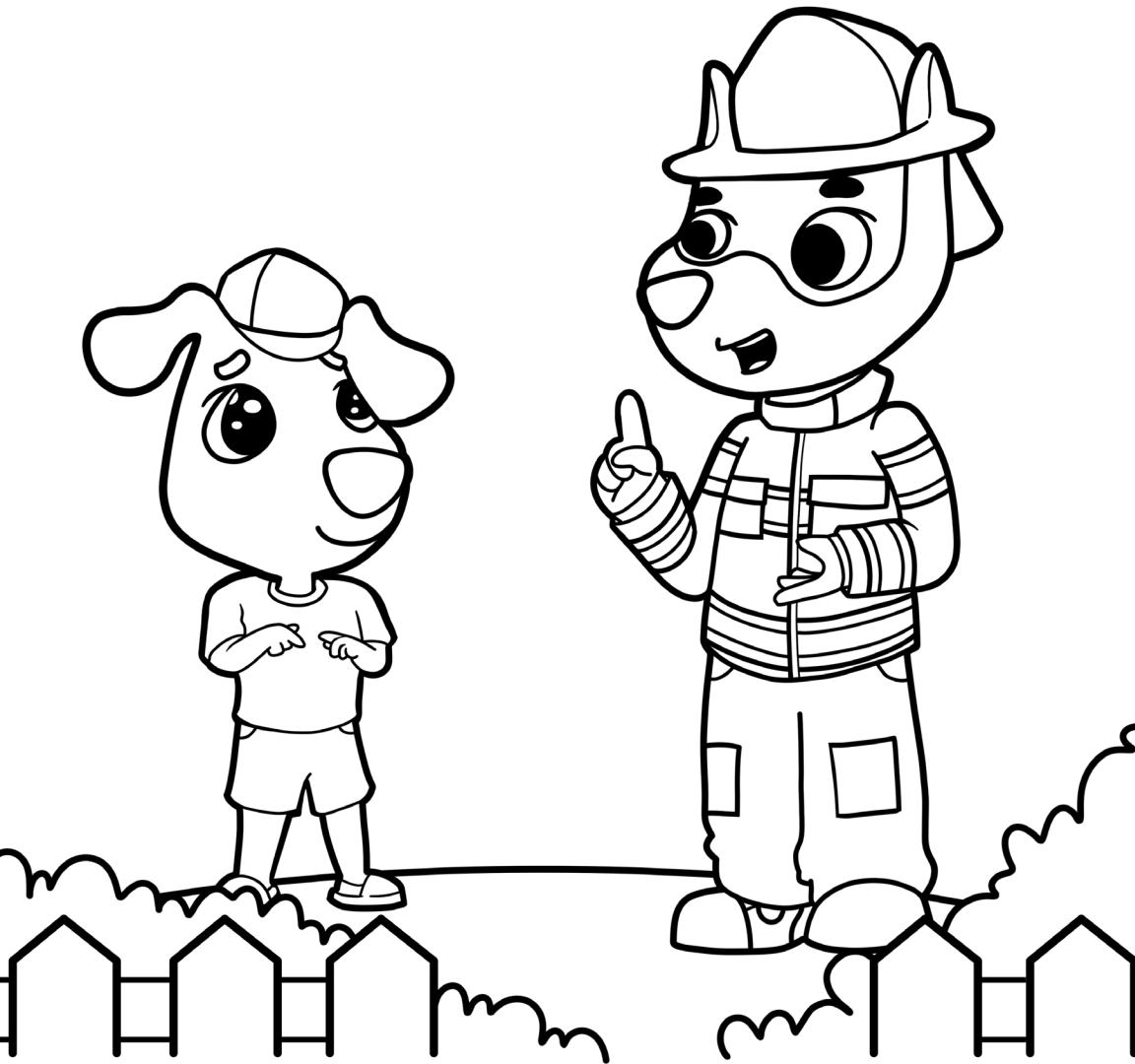
# BIGPAW ANIMAL TOWN







Coco, can you tell me how did it happen? Presley asked.  
I was just cooking and waited until the pot started boiling, then, I left the stove running since I heard my friends playing. Coco explained.



Coco, next time don't do it.  
You have to remember; whenever you are cooking, you have to keep looking, do not leave anything that is running so we could prevent this from happening. Firedog Presley explained.  
Yes, brother. Thank you for your help!

**LEARNING CORNER**

**Option 2:**

# Dress Me Up!

To showcase different B.F.P. uniforms – when and where each type of uniform is worn.

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ A4 laminated colored pictures of Presley the Fire Dog</li><li>✓ Velcro</li><li>✓ Laminated pictures of different B.F.P. uniform</li><li>✓ Ring bind – putting together all the laminated A4 pictures</li></ul>	<ol style="list-style-type: none"><li>1. Present each Dress Me Up! template to the children</li><li>2. Please encourage them to explore different types of B.F.P. Uniform by doing a mix and match of outfits</li><li>3. Allow them to have fun and be creative!</li></ol>



# FireDog PRESLEY



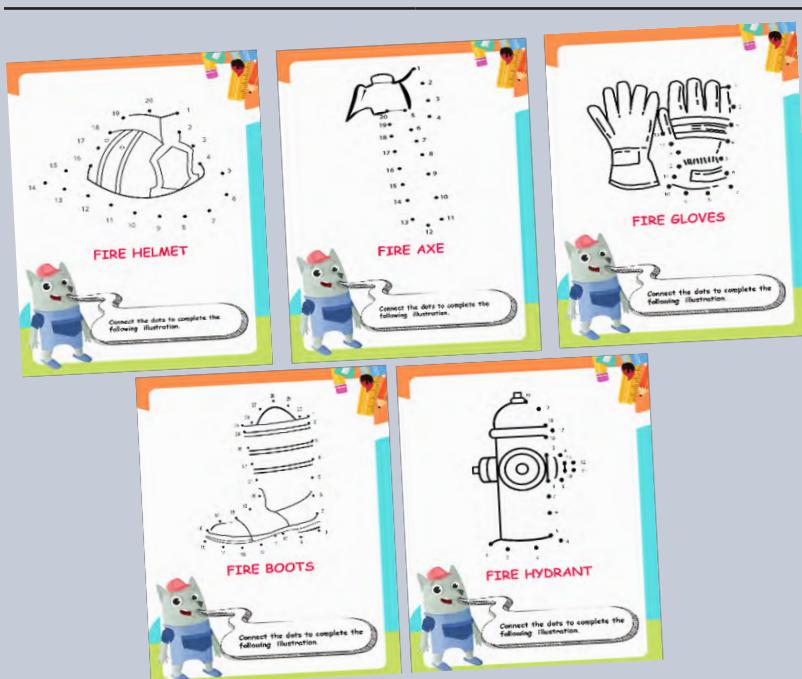
## LEARNING CORNER

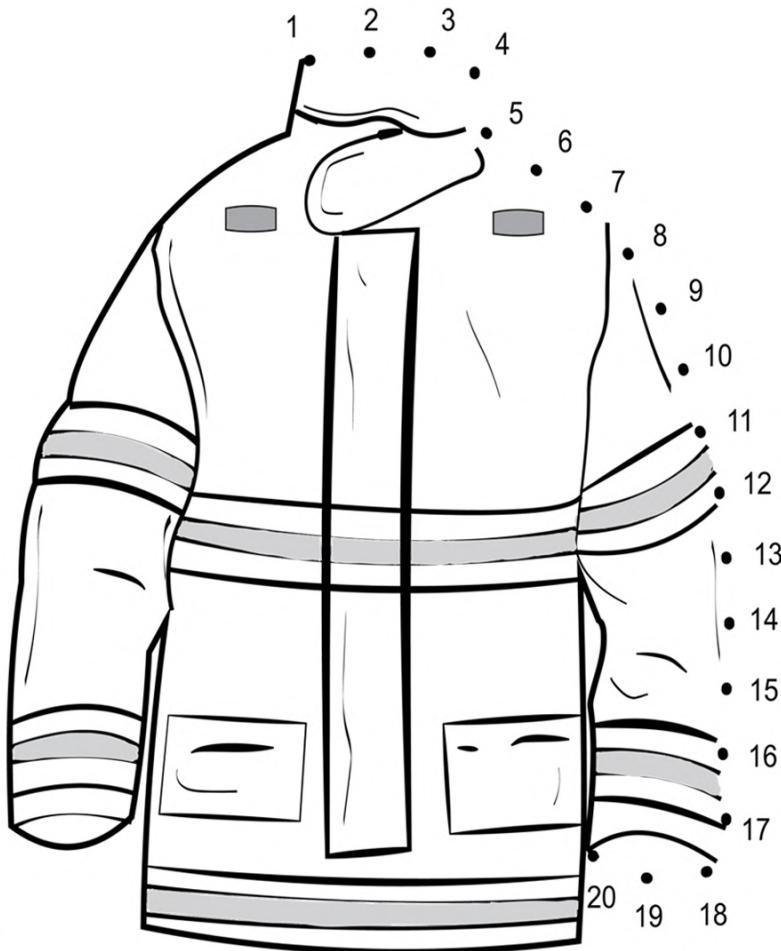
## Option 3:

*Connect the Dots*

Connect the dots worksheets, also called dot to dot, are a great activity to teach children the counting and the alphabet or as a fun way to reinforce these skills. Because the connect the dots worksheets are puzzles that reveal fun pictures, the children will love doing them.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Printed Connect the Dots Worksheets</li> <li>✓ Tracing pen – pencil, crayons, or markers</li> </ul>	<ol style="list-style-type: none"> <li>1. Distribute the Connect the Dots worksheets to the children</li> <li>2. Allow them to trace the dots following the numbers in sequence</li> <li>3. Please encourage them to name the picture that was shown on the paper.</li> </ol>

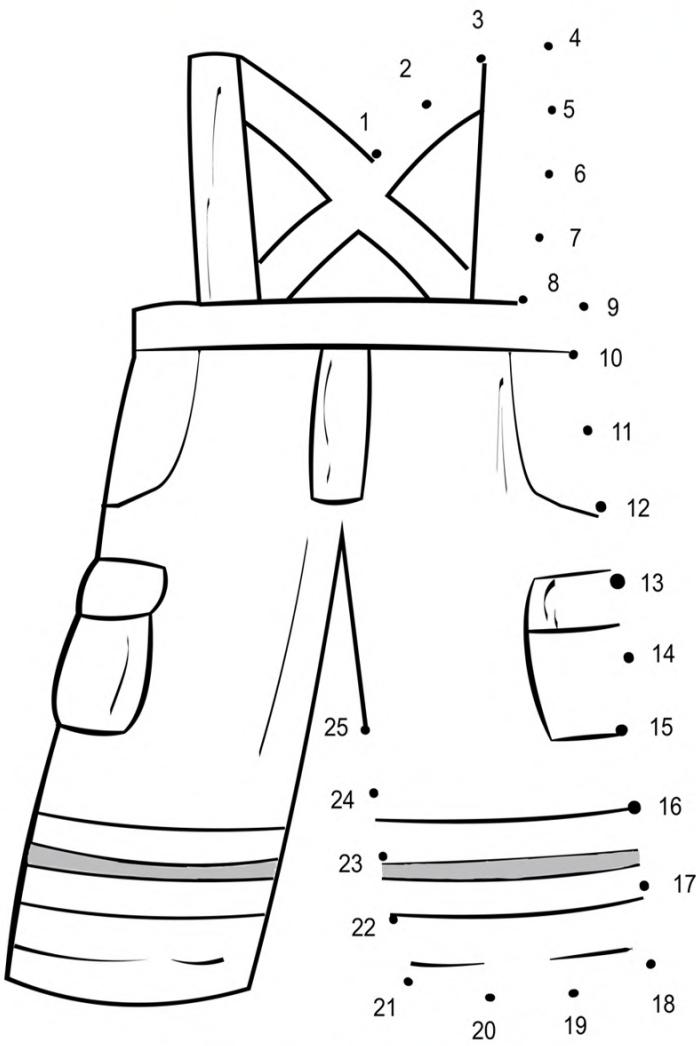




## BUNKER

Connect the dots to complete the following illustration.

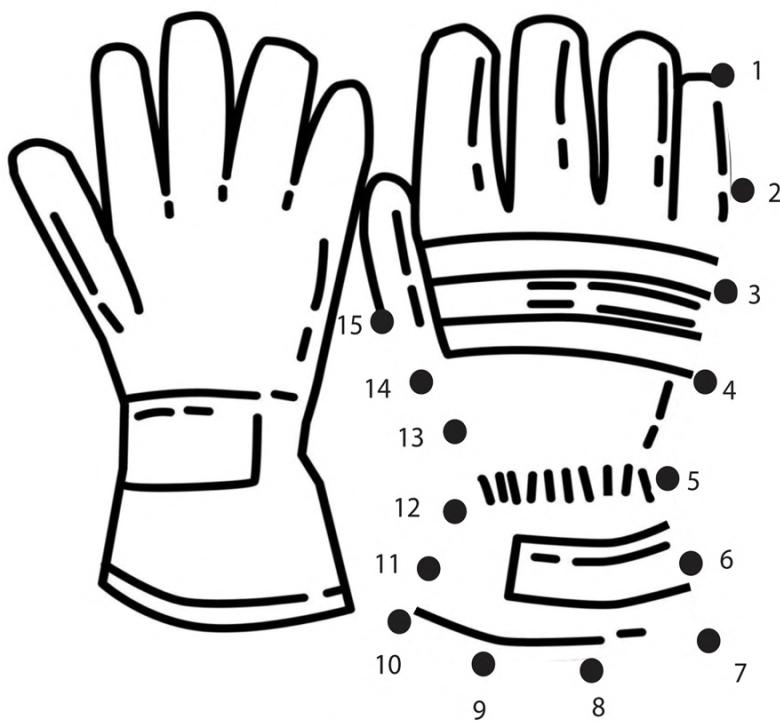




## TROUSERS

Connect the dots to complete the following illustration.

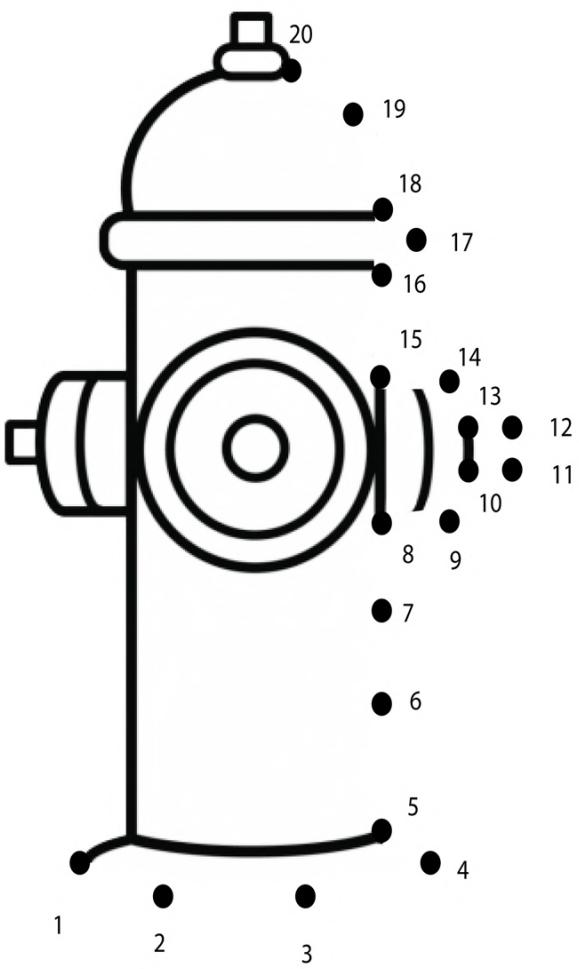




## FIRE GLOVES



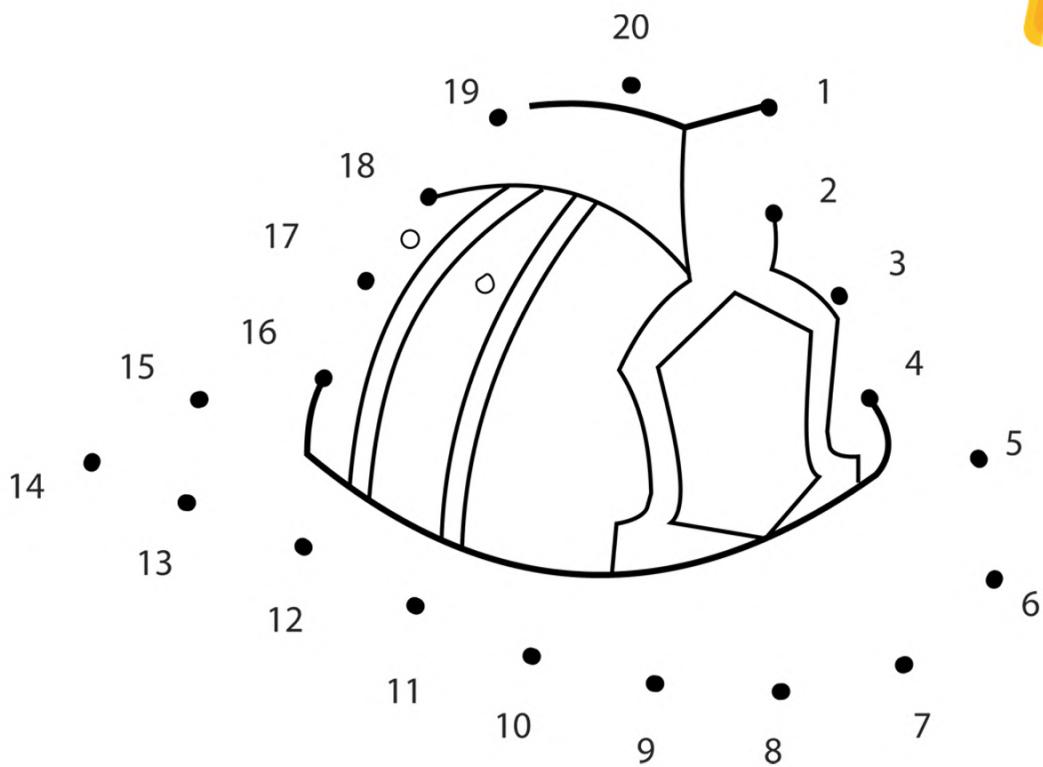
Connect the dots to complete the following illustration.



## FIRE HYDRANT

Connect the dots to complete the following illustration.

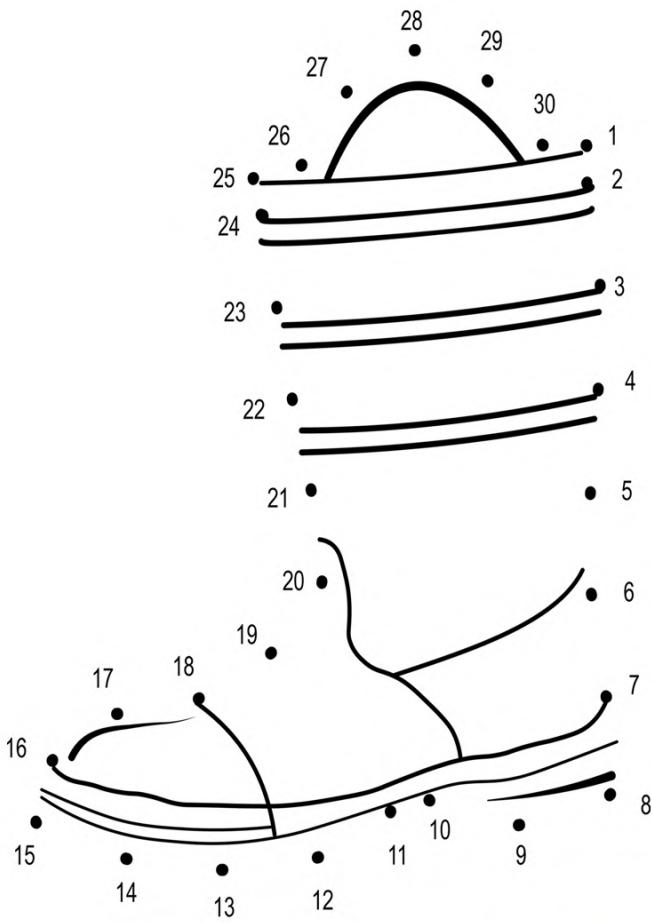




## FIRE HELMET



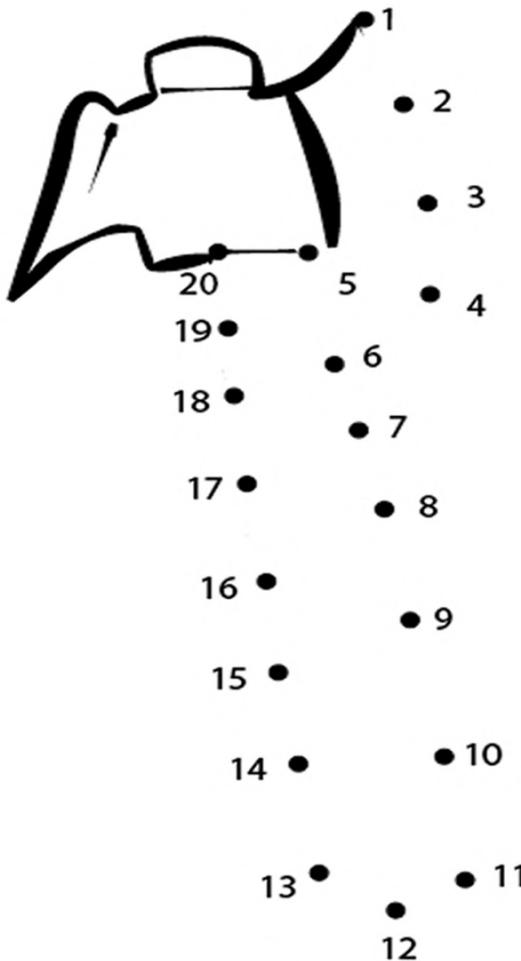
Connect the dots to complete the following illustration.



## FIRE BOOTS

Connect the dots to complete the following illustration.

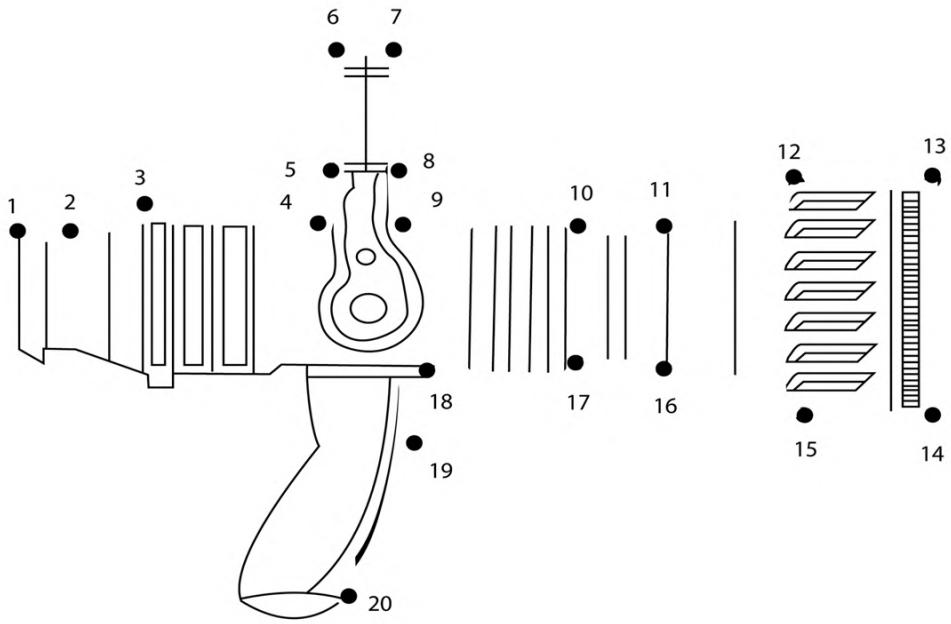




## FIRE AXE

Connect the dots to complete the following illustration.





## FIRE NOZZLE

Connect the dots to complete the following illustration.



## LEARNING CORNER

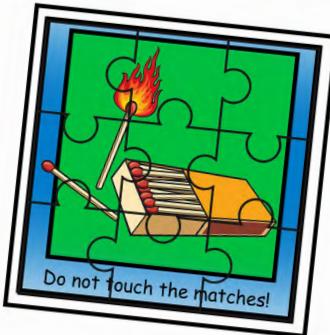
## Option 4:

# Puzzle Beater

**Puzzle Beater** is a relay game to recall some Fire Safety Tips and Fire Hazards that can be found at home.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Two (2) sets of laminated puzzle pieces</li> <li>✓ Scotch tape</li> </ul>	<ol style="list-style-type: none"> <li>1. Make two (2) groups: Group A and Group B.</li> <li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li> <li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li> <li>4. Next player to do the same (with a different puzzle template), and so on</li> <li>5. The first group to arrange all the puzzles wins the game.</li> </ol>

## PUZZLE BEATER

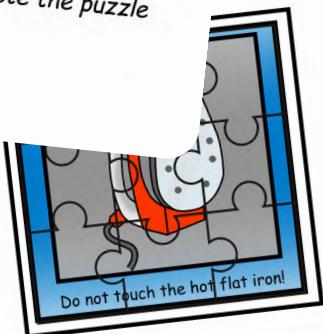


### Puzzles on Fire Safety Tips

Identifying hazards that can be found at home.

First to complete the puzzle wins.

R



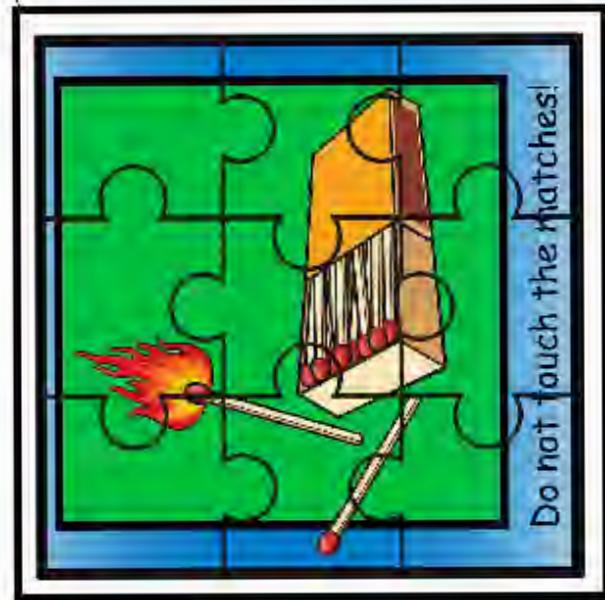
# PUZZLE BEATER

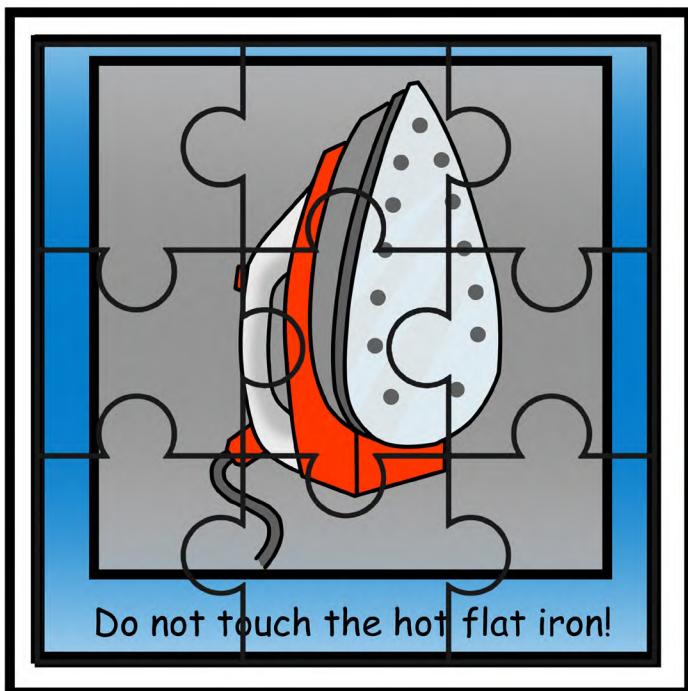


## Puzzles on Fire Safety Tips

Identifying hazards that can be found at home.

First to complete the puzzle wins.





LEARNING CORNER

Option 5:

# Arts and Crafts

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>





HEADBAND

CUT-OUT THE EDGES OF THE HELMET AND  
HEADBAND TO MAKE YOUR OWN FIRE HELMET.

## LEARNING CORNER

## Option 6:

*Worksheets*

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application. They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

**What you need:**

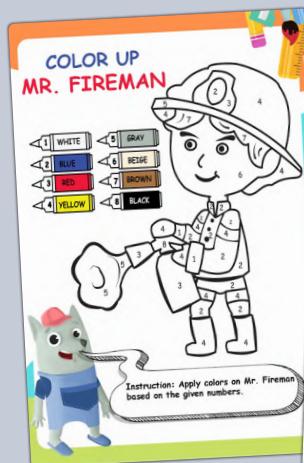
- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

**What to do?**

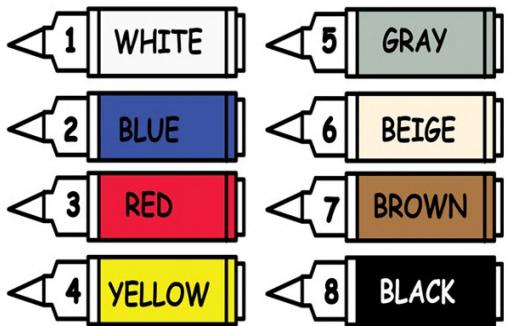
1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.

**Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING



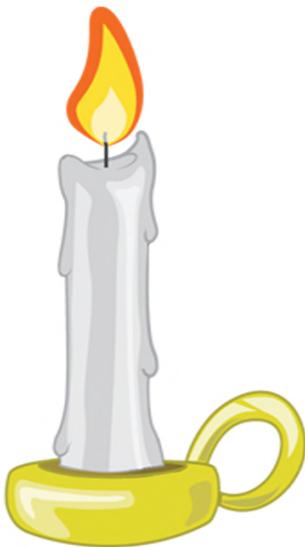
# COLOR UP MR. FIREMAN



Instruction: Apply colors on Mr. Fireman based on the given numbers.



Circle the objects that is **HOT** to touch and  
box the objects whis is **COLD**.



Circle the objects that is **HOT** to touch and  
box the objects whis is **COLD**.





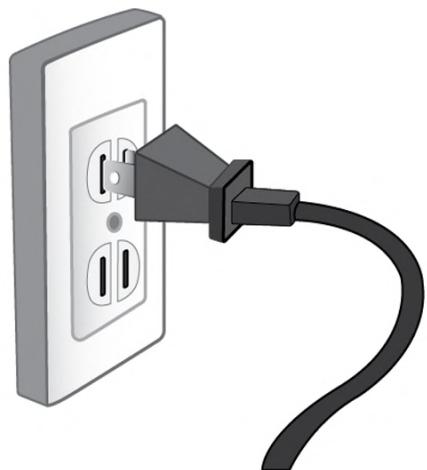
### SAFE OR NOT SAFE

Circle the objects that is safe to touch and  
box the objects whis is not.



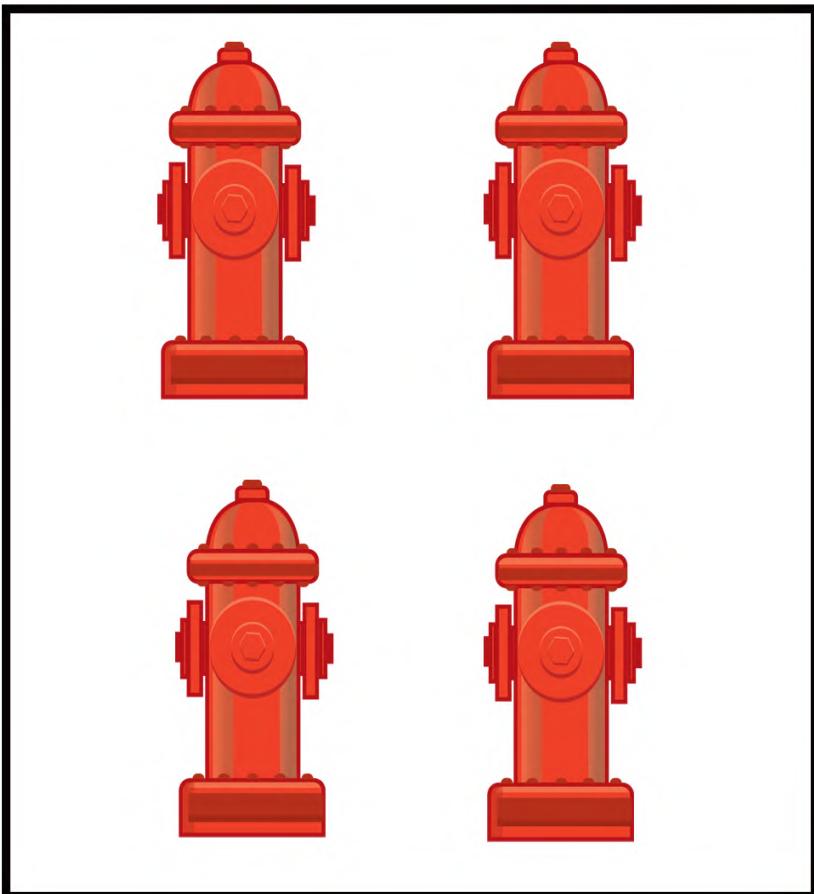
### SAFE OR NOT SAFE

Directions: Circle the objects that is safe to touch and box the objects whis is not.



### SAFE OR NOT SAFE

Directions: Circle the objects that is safe to touch and box the objects whis is not.



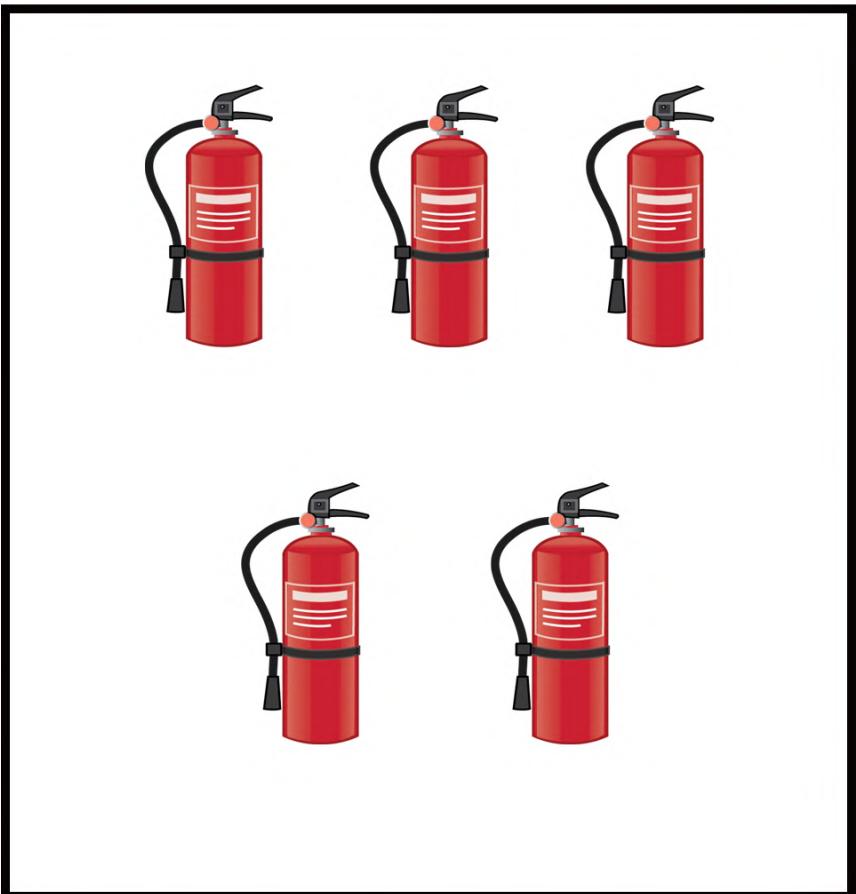
2

3

4



Count the firefighter objects in each box. Circle  
the number of objects you counted.



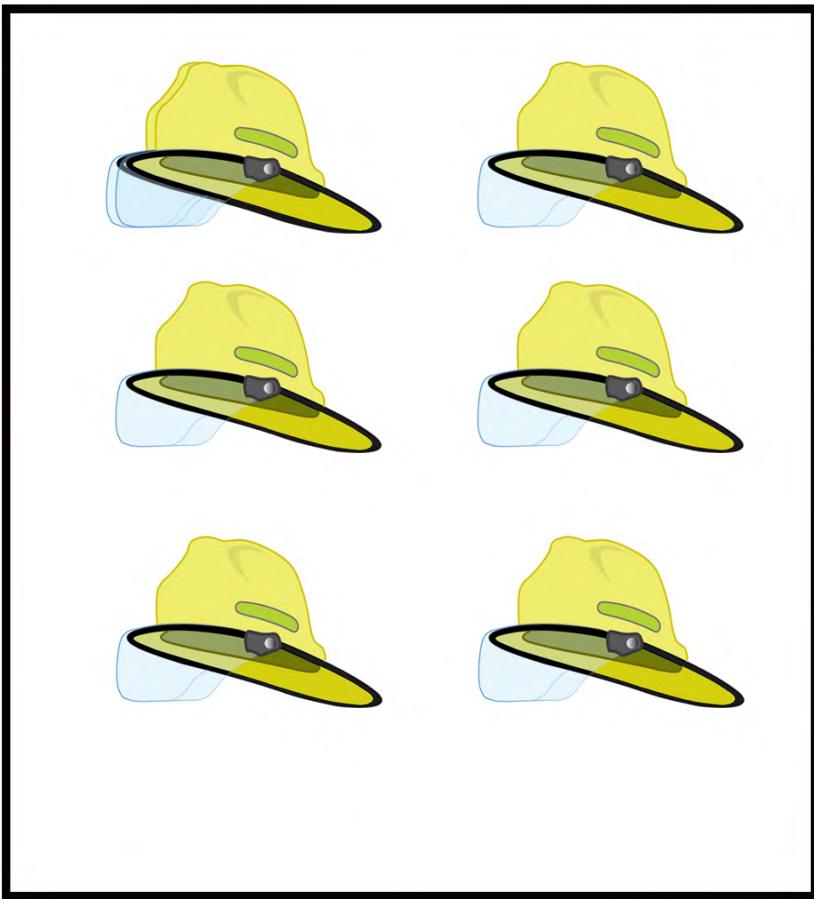
4

5

6

Count the firefighter objects in each box. Circle  
the number of objects you counted.





6      7      8



Count the firefighter objects in each box. Circle  
the number of objects you counted.

**LEARNING CORNER**

**Option 7:**

# **Station Visit**

**Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.**

## **Lecturer**

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.



# Series 1

Fire Safety for Pre-Schoolers

# Playtime with Coco

BIGPAW  
FIRE STATION



ILLUSTRATION BY: FO1 Jaybelle C Sergio

# LESSON PLAN OUTLINE *Informal Setting*

# In this Informal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story and the type of house they have by participating actively during storytelling;
2. Identify a few fire safety tips – dos and don'ts inside the house;
3. Demonstrate the P-A-S-S; a way to use a fire extinguisher using improvised materials suited for the audience;

---

### Subject Aids Needed:

A. Primary Tools

Big book: Fire Dogs  
Improvised Fire Extinguisher  
Learning Corner materials

### Total Time of Delivery:

*20 minutes*

---

## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are preschoolers, children aged 2 to 5 who are innately curious, joyful, and enthusiastic learners, making every interaction interesting. They are keen on independence and sometimes get easily distracted, so encourage them and allow them to explore their world and connect with others to have quality time with them.

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
 ANNEX A	<b>1. PREPARATORY</b>  1.1 Greeting the visitors. 1.2 Introduce Kiddie Reveille.	Start the day with a smile on your face.  For Kiddie Reveille: You do not have to perform all the cards; feel free to choose your cards.
 ANNEX B	<b>2. MOTIVATION</b>  2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.  1. "Mystery Firetruck" walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.  2.2 Talk about the pictures presented: <ul style="list-style-type: none"><li>• Have you seen ___ (item on the picture)?</li><li>• What is this for?</li><li>• Who uses it?</li><li>• Where do we use it?</li><li>• How do we use it?</li></ul>	For Mystery Firetruck: Go around the venue and make sure that children can get a chance to pick. *You can sing the P-A-S-S song while walking around.  (These pictures will be mentioned/illustrated in the story that you will be reading, so emphasize it when you encounter it in the story.)
 STORY GUIDE	<b>3. LESSON PROPER</b>  3.1 Start by showing the Big Book, Fire Dogs, and ask: <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> 1.2 Read the storybook.  1.3 Emphasis on the following: <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• How did the house get burned?</li><li>• What would you feel if you were Coco?</li><li>• Who came to help fight the fire?</li><li>• How did he fight the fire? P-A-S-S</li><li>• What would you do if you were Coco?</li></ul>	<ul style="list-style-type: none"><li>• Acknowledge each child's response.</li><li>• Look out for the pauses to emphasize the pictures shown during the preparatory activity.</li><li>• Read aloud and enjoy! handling these answers.</li></ul>

# Cont.

Audio/Visual Aids	Outline	Notes
<b>4. GENERALIZATION/ CLOSING EVALUATION</b>		
	<p>4.1 Summarize the lesson and generalize what the participants have to remember and identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!" *(Thumbs up: Do it! Thumbs down: Don't do it!)</p> <p>a. When cooking, you need to keep looking. (Thumbs up or Thumbs down?)</p> <p>b. Touch the hot stove without using gloves? (Thumbs up or Thumbs down?)</p> <p>c. Keep things such as paper, tissue, and cloth near the stove (Thumbs up or Thumbs down?)</p> <p>d. Play near the stove. (Thumbs up or Thumbs down?)</p> <p>e. Go/stay inside the burning place? (Thumbs up or Thumbs down?)</p> <p>f. In case of a small fire, use a fire extinguisher. (Thumbs up or Thumbs down?)</p>	<p><i>Recall some important parts of the story. You may allow them to answer in chorus or choose a child to answer each question.</i></p> <p><i>*A special sticker will be provided for all of them for participating</i></p>

## 5. SUPPLEMENTARY ACTIVITIES/ SOUVENIRS



5.1 Group the children and prepare for learning corner assignments:

- Coloring Corner
- Arts and Crafts
- Worksheets

Group the children and assign each group to a learning corner and have it all done simultaneously.

\*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.

Nothing Follows



LECTURER'S GUIDE AND TALKING POINTS

# Playtime with Coco

*Informal Setting*

## Step 1: *Preparatory*

LECTURER

CHILDREN  
(Possible Response)

### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

### 1.2 Engage the participants by asking the following initial questions:

a. Children, do you know who we are?  
Yes, we are firefighters.

✓ Yes! You are a firefighter!

b. Why do you think we are here?  
Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.  
✓ You will show us the hose and fire truck.  
✓ You will teach us about fire.

c. Have you seen a fire somewhere? What does it look like?

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!  
✓ Yes, teacher. The house near us got burned.  
✓ No, teacher. I haven't seen fire before.

d. Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, we are!

d. Are you all ready?

**LECTURER****CHILDREN  
(Possible Response)****1.3 Introduce the Kiddie Reveille****a. Introduce the Kiddie Reveille**

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.

✓ Good morning, Sir/Ma'am.

**b. Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.**

✓ (Children to move and follow the actions)

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

**c. Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!**



## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
<b>Facilitator's Note:</b>	
<ul style="list-style-type: none"> <li>i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</li> <li>ii. You'll need pictures of hay, meat, pot, stove, and fire extinguisher.</li> <li>iii. you may choose the "Mystery Helmet" strategy.</li> </ul>	

#### "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you!*

*Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

*Yes, this is a picture of:*

1. **Hay** – dried grass for animal food: horse, goat, sheep, and other farm animals.
2. **Meat** – this is a fresh food that some of us like to cook and eat.
3. **Pot** – we use this for cooking.
4. **Stove** – this is where we cook our food; this could get hot.
5. **Fire extinguisher** – this is used to fight a small fire.

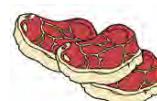
*Talk about the pictures presented:*

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

- ✓ *Because it is small.*
- ✓ *Because it is yellow.*
- ✓ *Because it can be used on your head.*

- ✓ *Yes!*



- ✓ *Yes, Ma'am/Sir.*

## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 1: Playtime with Coco**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
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Look what we have here! What is this?

✓ A big book, Ma'am/Sir!

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ There are dogs!

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs?

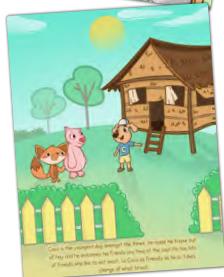
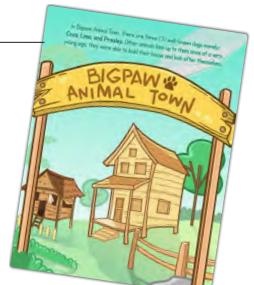
✓ 3 Dogs!

✓ Yes, Sir/Ma'am!

### 3.2 Read the Storybook

**Facilitator's Note:**

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!



## Series 1: Playtime with Coco

In Bigpaw Animal Town, there were three (3) well-known dogs namely; Coco, Limo, and Presley. Other animals look up to them, as from a very young age, they managed to build their houses and look after themselves.

Coco is the youngest among the three. He built his house out of hay and welcomed his friends any time of the day. He has lots of friends who like to eat meat, so Coco as friendly as he is, takes charge of what to eat.

On a special day, Coco asked his mother to cook for his friend's birthday. His mother immediately granted his wish, cooking their favorite dish. While cooking the food for them to munch, she asked Coco to keep it on watch, but Coco heard a loud banging sound of punch, Boom! Phew! Boom! Aha! They started the play, he exclaimed. He got curious and excited and ran outside, finding his way to join the play.

Do you like playing, too?

✓ Yes, Sir/Ma'am!



**LECTURER****CHILDREN  
(Possible Response)**

*Let's continue reading and find out what is going to happen.*

**Having fun under the sun, he forgot about the pot boiling. Suddenly, their house caught fire!**

**Oh no! Our house! We need help! Someone, please call 911!**

*Oh no! Their house was caught up on fire! Did you see how did it happen?*

- ✓ His mother asked him to look after the cooking, but he ran to play.
- ✓ No one checks the pot.
- ✓ The stove was left on.
- ✓ The pot is boiling. It boils and boils until the house gets on fire.
- ✓ Yes, Sir/Ma'am!

*Yes, that's right! You are listening to our story. Do you want me to continue now?*

**So, someone riding a firetruck was in a hurry to rescue. He is wearing a helmet, coat, pants and boots. Who could it be looking after you?**

**Here comes... Firedog Presley! "I'm here for you and the other Firedogs too," he assured.**

**Holding a fire extinguisher, he quickly put out the small fire, he goes, PULL the pin!**

**AIM at the base of the fire!**

**SQUEEZE the lever!**

**SWEEP from side to side! until the fire was out.**

*Did you see him use a red tube? What was it again? What do you call it? Can you recall that from the pictures that we revealed/ found a while ago?*

- ✓ Yes, Sir/Ma'am! It is a fire extinguisher!
- ✓ Pull the pin
- ✓ Aim the base of the fire
- ✓ Squeeze the lever
- ✓ Sweep from side to side.
- ✓ Yes, Sir/Ma'am!

*That's correct! It is a fire extinguisher.*

*And how did you use it to fight the fire?*

**Facilitator's Note:**

- i. Reinforce this part of the story by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

*Wow! You could recall the story very well. Shall we continue?*

**Coco, can you tell me how it happened? Presley asked.**

**Mother asked me to look after her cooking. I waited until the pot started boiling, and then I left the stove running when I heard my friends playing. Coco explained.**

**Next time, don't do that. You have to remember, whenever you are cooking, keep looking, and don't leave anything running to prevent this from happening, Firedog Presley advised.**

**Yes, brother. Thank you for being so helpful!**

**THE END.**



LECTURER	CHILDREN (Possible Response)
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### 3.3 Emphasis on the Important Parts of the Story (Story recap):

Who are the characters in the story?

- ✓ Coco
- ✓ His friends – other animals
- ✓ Firedog Presley

Yes, all of your answers are correct!

- ✓ Yes, it was small.
- ✓ Yes, like a nipa hut. Just like the one we have in the province

Wow. That was very detailed. Yes, that's true, the house was small, and it was made of hay – remember, it is a dried grass that animals on the farm like to eat. So, this could easily get burned.

How did the house get burned?

- ✓ He left the stove running.
- ✓ He didn't turn off the stove before going to play.
- ✓ He is cooking, then he forgets about it.
- ✓ I will feel sad.
- ✓ I will cry.

What would you feel if you were Coco?

For sure, if your house is burning/got burned, you will not feel happy; you might get sad about it and feel like crying.

- ✓ I know! It was Firedog Presley!

Who came to help fight the fire?

- ✓ He used a fire extinguisher!
- ✓ He goes like this: (showing the actions for P.A.S.S.)

That's right! By using a fire extinguisher, we could fight small fires. Just remember to Pull/ Aim/ Squeeze and Sweep.

- ✓ I will call for help!
- ✓ I will cry!
- ✓ I will call 911.

What would you do if you were Coco?

Yes, remember, if you see fire, call out for help immediately, and do not stay inside the burning place; go out, stay out! If you have neighbors, ask them to call 911 so the help would be right there in an instant. If there is fire, who do we call?

- ✓ You! The firefighters!
- ✓ Call 911.



## Step 5: *Closing Evaluation*

### 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
<p>5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"</p> <p><b>Facilitator's Note:</b></p> <ul style="list-style-type: none"> <li>i. Demonstrate to the children the actions that will represent each answer.</li> <li>ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)</li> </ul> <p>Allow the children to answer in chorus.</p> <p>a. When cooking, you need to keep looking. (Thumbs up or Thumbs down?)</p> <p>b. Touch the hot stove without using gloves? (Thumbs up or Thumbs down?)</p> <p>c. Keep things such as paper, tissue, and cloth near the stove (Thumbs up or Thumbs down?)</p> <p>d. Play near the stove. (Thumbs up or Thumbs down?)</p> <p>e. Go/stay inside the burning place? (Thumbs up or Thumbs down?)</p> <p>f. Call out for help. (Thumbs up or Thumbs down?)</p> <p>g. In case of a small fire, use a fire extinguisher. (Thumbs up or Thumbs down?)</p>	

**Facilitator's Note:**

- i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.
- ii. You may combine these to save some time.

You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?

*Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.*



**LEARNING CORNER****Option 1:**

# Coloring Pages

These coloring pages are excerpts from the story of  
**Fire Dogs: Series 1 (Playtime with Coco)**

**What you need:**

- ✓ Printed coloring pages
- ✓ Different coloring materials: crayons, watercolor/ paints, colorful markers
- ✓ Stapler or fastener

**What to do?**

1. Prepare the coloring pages; print and bind them like a mini book.
2. Distribute the coloring pages among the children
3. Encourage the children to color all the pages
4. Allow them to bring these coloring pages at home.



Learning Corner  
**Option 5:**

# Arts and Crafts

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>

**NOTE:** See template at *Module 1: My Neighbor Berong Formal Setting (Learning Corner)*



### Learning Corner

### Option 6:

# Worksheets

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application. They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

<b>What you need:</b>	<b>What to do?</b>
<ul style="list-style-type: none"> <li>✓ Printed A4 worksheets</li> <li>✓ Writing tools – pen, pencil, markers</li> <li>✓ Coloring materials – crayons, markers, colored pencils</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose amongst the worksheets that you think are suitable for the audience</li> <li>2. You may opt to print these in colored or black and white version</li> <li>3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.</li> </ol>

#### **Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING

**NOTE: See template at Module 1: My Neighbor Berong Formal Setting (Learning Corner)**

The image shows three worksheet templates designed for children. The first template, titled "COLOR UP MR. FIREMAN", features a cartoon fireman character for coloring. It includes a color key: 1. WHITE, 2. BLUE, 3. RED, 4. YELLOW, 5. GRAY, 6. BEIGE, 7. BROWN, and 8. BLACK. An instruction box says: "Instruction: Apply colors on Mr. Fireman based on the given numbers." The second template, titled "HOT OR COLD", contains illustrations of a campfire, a kettle, a can of soda, and a dog. A speech bubble from the dog says: "Circle the objects that is HOT to touch and box the objects who is COLD." The third template, titled "FIREFIGHTER'S COUNTING", shows four red fire hydrants in a grid. Below them are the numbers 2, 3, and 4. A dog is holding a rope with the text: "Count the firefighter objects in each box. Circle the number of objects you counted." All three templates have decorative borders and small illustrations of firemen at the top.

Learning Corner

Option 7:

# Station Visit

Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.

## Lecturer

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.



Aa Bb Cc Dd Series 2

Fire Safety for Pre-Schoolers

Hh Ii

# Housekeeping with Limo



ILLUSTRATION BY: FO1 Jaybelle C Sergio

**DETAILED LESSON PLAN OUTLINE**  
*Formal Setting*

# In this Formal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story;
2. Describe the characters and the different types of houses they have in the story by participating actively during storytelling;
3. Enumerate a few fire safety tips – dos and don'ts inside the house;
4. Demonstrate the P-A-S-S, a way to use a fire extinguisher through a lively song;

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### Subject Aids Needed:

#### A. Primary Tools

1. Big book: Fire Dogs
2. Learning Corner materials

#### B. Alternative Tools

1. Audio Speaker
2. Colored pictures – unlocking of difficulties
3. Easel board, tape

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### Total Time of Delivery:

*45 minutes*

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## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

have quality time with them. drive to learn. So be ready and do not forget to have fun together!

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. PREPARATORY</b>		
	<p>1.1 Greet the participants and start by introducing your name and your teammates.</p> <p>1.2 Engage the participants by asking the following initial questions.</p> <ul style="list-style-type: none"><li>- Do you know who we are and why we are here?</li><li>- What kind of work do we do?</li></ul> <p>1.3 Introduce the P-A-S-S. Chant/Song OR Kiddie Reveille:</p> <ul style="list-style-type: none"><li>✓ P- Pull</li><li>✓ A- Aim</li><li>✓ S- Squeeze</li><li>✓ S- Sweep</li></ul>	<ul style="list-style-type: none"><li>• Start the day with a smile on your face.</li><li>• Ask questions in a friendly manner and address their diverse answers.</li><li>• For P-A-S-S Song: <i>You can have it in Fast or Slow versions to make it more fun.</i></li><li>• For Kiddie Reveille: <i>You do not have to perform all the cards; feel free to choose your cards.</i></li></ul>
<b>2. MOTIVATION</b>		
 Kiddie Reveille	<p>2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</p> <p>Options are:</p> <ol style="list-style-type: none"><li>1. "Mystery Helmet": walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.</li><li>2. "Picture Reveal": lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.</li></ol> <p>2.2 Talk about the pictures presented:</p> <ul style="list-style-type: none"><li>✓ Have you seen ___ (item on the picture)?</li><li>✓ What is this for?</li><li>✓ Who uses it?</li><li>✓ Where do we use it?</li><li>✓ How do we use it?</li></ul>	<p>For Mystery Helmet: Go around the venue and make sure that children can get a chance to pick. *You can sing the P.A.S.S. song while walking around.</p> <p>For Picture Reveal: Call one child to flip one (1) of the pictures and encourage them to name it:</p> <ol style="list-style-type: none"><li>1. refrigerator</li><li>2. extension cord</li><li>3. wood</li><li>4. fire extinguisher</li></ol> <p>For Find Me: Let the children participate in searching for the pictures. Once found, ask them to paste them on the board.</p> <ul style="list-style-type: none"><li>• (These pictures will be mentioned/illustrated in the story you will be reading, so emphasize them when you encounter them.)</li></ul>

# Cont.

Audio/Visual Aids	Outline	Notes
<h3>3. LESSON PROPER</h3>		
	<p>3.1 Start by showing the Big Book, Fire Dogs, and ask:</p> <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> <p>1.2 Read the storybook.</p> <p>1.3 Emphasis on the following:</p> <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• How did the house get burned?</li><li>• What would you feel if you were Limo?</li><li>• Who came to help fight the fire?</li><li>• How did he fight the fire? P-A-S-S</li><li>• What would you do if you were Limo?</li></ul>	<p>Acknowledge each child's response.</p> <p>• Look for pauses to emphasize the pictures shown during the preparatory activity.</p> <p>Red aloud and enjoy!</p> <p>• Acknowledge each child's answer and be creative in handling these answers.</p>
<h3>4. GENERALIZATION</h3>		
	<p>4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.</p> <ul style="list-style-type: none"><li>• <b>Keep your things in place.</b></li><li>• <b>Do not scatter your things around the house.</b></li><li>• P-A-S-S<ul style="list-style-type: none"><li>Pull the pin</li><li>Aim the base of the fire</li><li>Squeeze the lever</li><li>Sweep from side to side</li></ul></li></ul>	<p>• Recall some important parts of the story. You may allow them to answer in chorus, or choose a child to answer in each question.</p> <p>*A special sticker will be provided for all of them for participating</p>
<h3>5. CLOSING EVALUATION</h3>		
	<p>5.1 Identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!"</p> <p>*(Thumbs up: Do it! Thumbs down: Don't do it!)</p> <ul style="list-style-type: none"><li>• Put your things in the right place.</li><li>• Plug in too many appliances into the extension cord.</li><li>• Call for help if you see a fire.</li></ul> <p>5.2 Group the children and prepare for learning corner assignments:</p> <p>*You may choose 2-3 learning corners to facilitate</p> <ul style="list-style-type: none"><li>• Coloring Corner</li><li>• Dress Me Up!</li><li>• Puzzle Beater</li><li>• Ladder Drill</li><li>• Arts and Crafts</li><li>• Worksheets</li></ul> <p>5.3 End the subject.</p>	<p>Allow the children to answer in chorus and encourage them to explain (if they can) their answers.</p> <p>Group the children and assign each group to a learning corner and have it all done simultaneously.</p> <p>*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.</p>



## LECTURER'S GUIDE AND TALKING POINTS

# Housekeeping with Limo

## *Formal Setting*

### Step 1: *Preparatory*

#### LECTURER

#### CHILDREN (Possible Response)

#### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

#### 1.2 Engage the participants by asking the following initial questions:

##### a. Children, do you know who we are?

Yes, we are firefighters.

✓ Good morning, Sir/Ma'am

##### b. Why do you think we are here?

Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ Yes! You are a firefighter!

✓ You want to see our school.

✓ You will show us the hose and fire truck.

✓ You will teach us about fire.

##### c. Have you seen a fire somewhere? What does it look like?

Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!

✓ Yes, teacher. The house near us got burned.

✓ No, teacher. I haven't seen fire before.

✓ Yes, we are!

##### d. Are you all ready?

LECTURER	CHILDREN (Possible Response)
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### 1.3 Choose an Activity

#### a. Introduce the P.A.S.S. Song:

- (Facilitator's Note: Refer to AudioClip01 for the tune and the action.)

- Demonstrate the action of pulling the pin, aiming the base of the fire, squeezing the lever, and sweeping from side to side.

*Can we all stand up? We will teach you a chant/song that we will be singing as we go on with our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

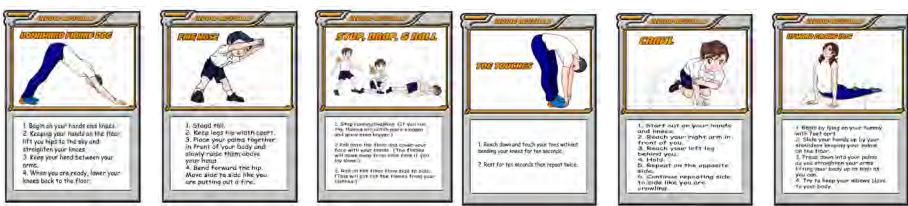
✓ *Good morning, Sir/Ma'am.*

✓ (Children to sing and follow the actions)

#### b. Perform the Kiddie Reveille

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.



*Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

✓ (Children to move and follow the actions)

- Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!**

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
<p><b>Facilitator's Note:</b></p> <ul style="list-style-type: none"> <li>i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</li> <li>ii. You'll need pictures of refrigerator, extension cord, wood, and fire extinguisher.</li> <li>iii. you may choose your strategy from the given options below:</li> </ul>	

Options are...

#### Option 1: "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you! Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

Yes, this is a picture of:

1. **Extension Cord** – used to plug in more electrical sockets
2. **Wood**– a hard material made from the trunk of the tree, it can be used to build a house
3. **Refrigerator** – an appliance used to store drinks or food to keep it cool.
4. **Fire extinguisher** – this is used to fight a small fire.

✓ *Because it is small.*

✓ *Because it is yellow.*

✓ *Because it can be used on your head.*



✓ *Yes!*



✓ *I don't know. (Lecturer: That is fine! Can someone help your classmate?)*

✓ *A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)*



LECTURER	CHILDREN (Possible Response)
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**Cont.**

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

✓ Yes, Ma'am/Sir.

*Do you want more?*

### Option 2: “Picture Reveal”

- Lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.

*We have pictures on the table, and I will ask one of you to pick one (1) picture and reveal it to use; all you have to do is flip the other side to see the picture. Who wants to try?*

✓ Teacher, me!

✓ (Child to choose and flip the photo)

*Okay, the little boy/girl behind. Please come here and choose a picture to reveal.*

✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)

*What did you get?*

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

*Yes, this is a picture of:*

1. **Extension Cord** – used to plug in more electrical sockets
2. **Wood**– a hard material made from the trunk of the tree, it can be used to build a house
3. **Refrigerator** – an appliance used to store drinks or food to keep it cool.
4. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

*Do you want more?*

✓ Yes, Ma'am/Sir.

LECTURER	CHILDREN (Possible Response)
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Cont.

### Option 3: “Find Me!”

- paste pictures around the venue/ back of the chairs, and let the children search for them and have them pasted on the board.

We noticed that we were missing pictures here with us. Could you help us find them?

Please (go around the venue/ check the back of your chairs) and see if you'll find a picture. If so, please bring it forward to show the whole class.

Are you ready to find the missing pictures?

**Facilitator's Note:**

- i. Play the P-A-S-S song as background music
- ii. Refer to AudioClip01 for tune

All right! As we look around, let us sing the P-A-S-S song.

What did you get?

Yes, this is a picture of:

1. **Extension Cord** – used to plug in more electrical sockets
2. **Wood** – a hard material made from the trunk of the tree, it can be used to build a house
3. **Refrigerator** – an appliance used to store drinks or food to keep it cool.
4. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- Have you seen \_\_\_ (item on the picture)?
- What is this for?
- Who uses it?
- Where do we use it?
- How do we use it?

You have done well! We will see more of that as we continue our activities today.

Do you want more?

- ✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)
- ✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

✓ Yes, Ma'am/Sir.



## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 2: Housekeeping with Limo**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
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Look what we have here! What is this?

✓ A big book, Ma'am/Sir!

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ A small dog!

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs?

✓ Yes, Sir/Ma'am!



### 3.2 Read the Storybook

#### Facilitator's Note:

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!



## Series 2: Housekeeping with Limo

Limo lives on top of a hill; he also likes to grill and drill. Limo takes pride in his house—a house made of thick wood, big screws, bright paints, and lights.

"Wow! This house is cool!" Coco exclaims as his brother welcomes him to live there together.

Coco enters the house, smiling and zooming, excited to see his room. "BUMP! Oops, sorry for that, I did not see the cord tangled on a board," said Coco.

That's fine. Please be careful as you spend your time, Limo replied.

They continued to go around the house and suddenly, here comes the running mouse! SQUEAK, SQUEAK! Aah! You have a mouse. Coco got frightened.

Limo, why do you keep these things around? Look, an old oven with lots of used paper when you open, old clothes on a rack that you cannot even close, and the fridge you found under the bridge. Oh! This looks like a mess! Are you sure we can stay here and get enough rest?

Oh, yes. I like it the way it is! Limo said.

Alright! I am just worried. Having your things all over the place doesn't save you from any trouble, Coco said.

Yes, I am fine! I'm used to it. I know how to take care of my things, Coco. Don't you worry! Limo explained.



LECTURER	CHILDREN (Possible Response)
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Did you see his house? What can you say?

- ✓ It is very messy/dirty.
- ✓ He has a lot of things, just like our house.

Yes, he has a lot of things inside his house. What might happen if everything is scattered in your house?

- ✓ Yes, Sir/Ma'am.
- ✓ You will have mice because it's dirty.

That's right! Thank you for your ideas. May I continue with the story?

- ✓ Yes, Sir/Ma'am.

Oh here! Do you want to play a video game? This is easy like telling a name. I'll plug it in, on the switch, so we can begin.

Wait up! Here? Are you sure? There are too many plugs into the electrical socket already. That is not safe!

Don't worry! I do this all the time. Here, look!" Limo slowly puts the plug of the TV into the socket, and BOOM! The socket starts to spark; lots and lots and lots of bright sparks fly all over the house. Oh no! My house! I need help! Someone, please call 911!

Limo's house caught on fire, too.

Did you see that coming? Can you tell me what happened?

- ✓ His house got burned.
- ✓ He was trying to plug the TV, and BOOM! His house was caught up on fire.
- ✓ He has so many things plugged into a socket.

Yes, your answers are all correct! He did everything that you have said. Let's find out more!

So, someone riding a firetruck was in a hurry to rescue. He is wearing a helmet, coat, pants and boots. Who could it be looking after you?

Here comes... Firedog Presley! "I'm here for you and the other firedogs too," he assured.

Holding a fire extinguisher, he quickly put out the small fire, he goes...

PULL the pin!

AIM at the base of the fire!

SQUEEZE the lever!

SWEEP from side to side! until the fire was out.

**LECTURER****CHILDREN**  
(Possible Response)

*Did you see him use a red tube? What was it again?  
What do you call it? Can you recall that from the  
pictures that we revealed/ found a while ago?*

*That's correct! It is a fire extinguisher.*

*And how did you use it to fight the fire?*

✓ Yes, Sir/Ma'am! It is a fire extinguisher!

- ✓ Pull the pin
- ✓ Aim the base of the fire
- ✓ Squeeze the lever
- ✓ Sweep from side to side.

**Facilitator's Note:**

- i. Reinforce this part of the story by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

*Wow! You could recall the story very well.*

✓ Yes, Sir/Ma'am!

*Shall we continue?*

Limo, can you tell me how it happened? Presley asked.

All I remember was that my house was full of everything that I found on the market, even the oldest clothes in my closet. I plugged the TV into the socket, which I always do with things from my pocket, and suddenly, bright sparks started to fly like a rocket.

Limo, next time, don't do that! You have to remember that it is not bad to keep everything that you have seen. Just make sure to keep your house clean, place them nicely in between, and imagine you are living with a queen. For sure, you will be safe and you'll understand what I mean, Firedog Presley replied.

Yes, brother. Thank you for being so helpful!

**THE END.**



LECTURER	CHILDREN (Possible Response)
<b>3.3 Emphasis on the Important Parts of the Story (Story recap):</b>	
<i>Who are the characters in the story?</i>	<ul style="list-style-type: none"> <li>✓ Coco and Limo</li> <li>✓ Firedog Presley</li> </ul>
<i>Yes, all of your answers are correct!</i>	
<i>What kind of house he has? Do you remember?</i>	<ul style="list-style-type: none"> <li>✓ Yes, it was made of wood.</li> <li>✓ Yes, his house was messy/dirty.</li> </ul>
<i>Wow. That was very detailed. Yes, that's true. Limo's house was made of wood with bright paints and lights, and yes, his house had a lot of things inside, which made it harder to go out in case of emergency.</i>	<ul style="list-style-type: none"> <li>✓ He has a lot of things all over the place.</li> <li>✓ He doesn't clean his house.</li> <li>✓ His house has a mouse.</li> </ul>
<i>How did the house get burned?</i>	<ul style="list-style-type: none"> <li>✓ He plugged the TV into the socket.</li> <li>✓ There are lots of things plugged into one socket/extension.</li> <li>✓ Sparks, a lot of sparks started flying around the house.</li> </ul>
<i>Yes, I agree with all of you! Those were what happened. And since his house was untidy, too many things were scattered all over the place, when the sparks from the socket started flying, it all went to his things – on the papers, on the clothes which are very easy and fast to get burned.</i>	
<i>What would you feel if you were Limo?</i>	<ul style="list-style-type: none"> <li>✓ I will feel sad.</li> <li>✓ I will cry.</li> </ul>
<i>For sure, if your house is burning/got burned, you will not feel happy; you might get sad about it and feel like crying.</i>	
<i>Who came to help fight the fire?</i>	<ul style="list-style-type: none"> <li>✓ I know! It was Firedog Presley!</li> </ul>
<i>Yes, Firedog Presley came to the rescue.</i>	
<i>How did he fight the fire? (Emphasis P.A.S.S.)</i>	<ul style="list-style-type: none"> <li>✓ He used a fire extinguisher!</li> <li>✓ He goes like this: (showing the actions for P.A.S.S.)</li> </ul>
<i>That's right! By using a fire extinguisher, we could fight small fires. Just remember to Pull/Aim/Squeeze and Sweep.</i>	
<i>What would you do if you were Limo?</i>	<ul style="list-style-type: none"> <li>✓ I will call for help!</li> <li>✓ I will cry!</li> <li>✓ I will call 911.</li> <li>✓ You! The firefighters!</li> <li>✓ Call 911.</li> </ul>
<i>Yes, remember, if you see fire, call out for help immediately, and do not stay inside the burning place; go out, stay out! If you have neighbors, ask them to call 911 so the help would be right there in an instant. If there is fire, who do we call?</i>	



# FIRE DOGS

Series 2:  
Housekeeping with Limo



Limo lives on top of a hill, he also likes to grill and drill. Limo takes pride in his house- a house made of thick wood, big screws, bright paints, and lights.

**Wow! This house is cool!**

Coco exclaims as his brother welcomes him to live there together.

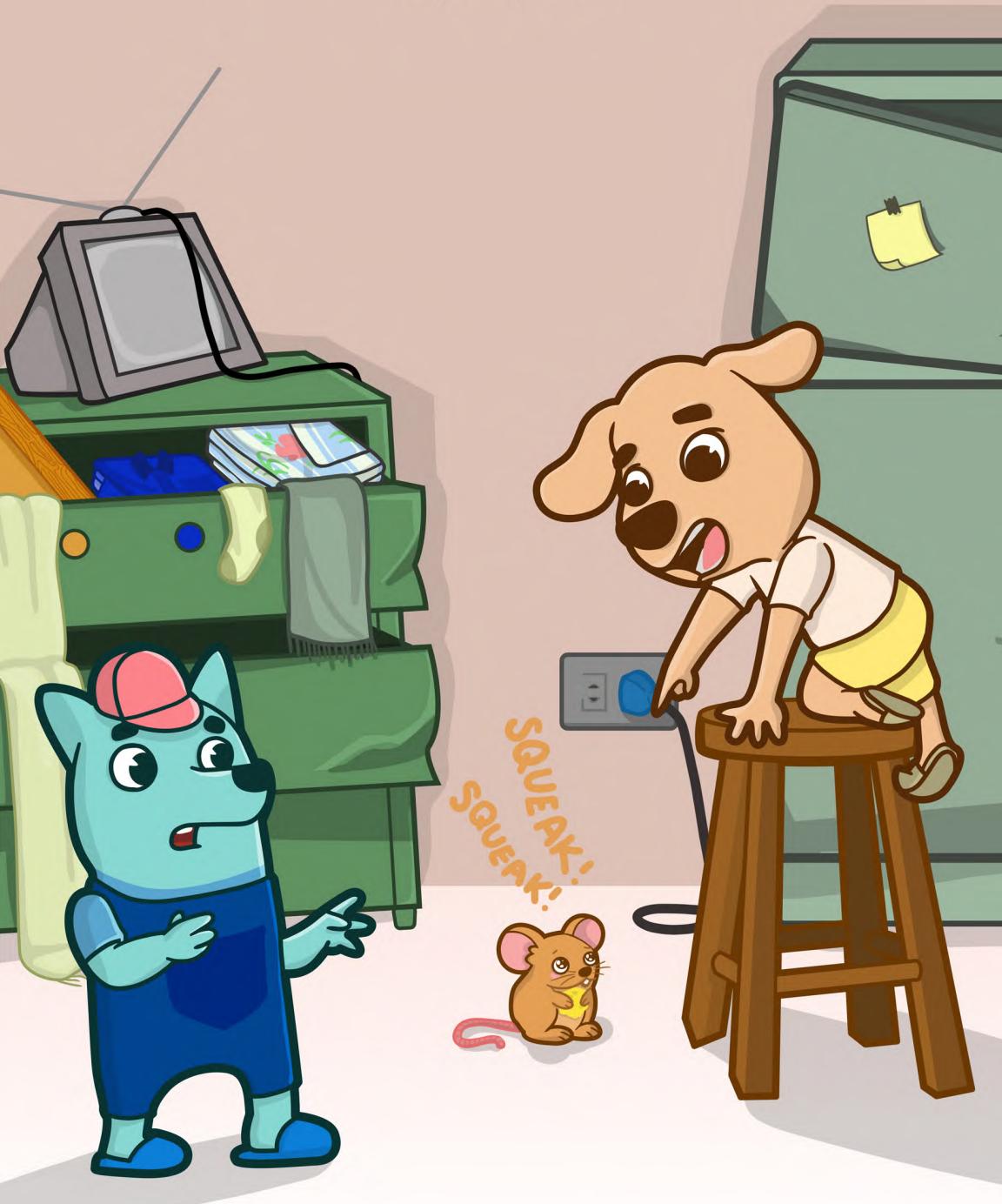




Coco enters the house, smiling and zooming can't wait to see his room.  
BUMP! Oops, sorry for that, I did not see the cord tangled on a board. Said Coco.

That's fine, please be careful as you spend your time.  
Limo answered.

They continue to go around and suddenly here comes the running mouse! SQUEAK! SQUEAK! Aaaaaah, you have a mouse!  
Coco got frightened.





Limo, why do you keep these things around, look, an old oven with lots of used paper when you open, old clothes in a rack that you cannot even close, and the fridge you found under the bridge. Oh! This looks like a mess! Are you sure we can stay here and get enough rest?

Oh, yes. I like the way it is! Limo said.

Alright! I am just worried having your things all over the place doesn't save you from any trouble, Coco said.

Yes, I am fine! I'm used to it. I know how to take care of my things, Coco. Don't you worry! Limo explained.

Oh here! Do you want to play a video game? This is easy like telling a name. I'll plug it in, on the switch and so we can begin. Wait up! Here? Are you sure? There are too many plugs into the electrical socket already. That is not safe!

Don't worry! I do this all the time. Here, look! Limo slowly puts the plug of the TV into the socket, and BOOM! The socket started to spark; lots and lots and lots of bright sparks flying all over the house.





**HELP!**

"Oh no! My house! I need help! Someone, please call 911!"

Limo's house caught on fire, too.



So, someone riding a firetruck was in a hurry to rescue. He is wearing a helmet, coat, pants and boots.

Who do you think is there looking after you?

Here comes.... Firedog Presley! He'll sure be a help to you.

Limo, I am here for you and the other firedogs, too.

Firedog Presley said.



Holding a fire extinguisher, fighting out the small fire, he goes...

PULL the pin!

AIM the base of the fire!

SQUEEZE the lever!

SWEEP from side to side! Until the fire was out.



Limo, can you tell me how did it happen? Presley asked.  
All I remember was, that my house was full of everything that I found in the market, even the oldest clothes in my closet. I plugged the TV into the socket which I always do with things from my pocket and suddenly, bright sparks started to fly like a rocket.

Limo, next time, don't do it!

You have to remember; that it is not bad to keep everything that you have seen, just make sure to keep your house clean, place them nicely in between, and imagine you are living with a queen. For sure, you will be safe and you'll understand what I mean. Firedog Presley replied.

Yes, brother. Thank you for your help!

## Step 4: Generalization

### 4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.

LECTURER	CHILDREN (Possible Response)
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4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.

Once again, you have to remember:

- a. Keep your things organized; place them in the right place – your clothes should be inside the cabinet, not on top of the broken oven or inside the refrigerator
- b. Please do not put your things scattered around your house because this will make it hard for you to escape/ go out in case of emergency.
- c. Avoid plugging too many appliances into the extension cord
- d. Do not stay in a place that is burning.
- e. Call out for help.
- f. In case of a small fire, use a fire extinguisher:

How do we use it again?

✓ Children to sing and demonstrate P.A.S.S.

#### Facilitator's Note:

- i. Support this part of generalization by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**



## Step 5: *Closing Evaluation*

### 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
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5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"



**Facilitator's Note:**

- i. Demonstrate to the children the actions that will represent each answer.
- ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)

Allow the children to answer in chorus.

- |   |                                    |
|---|------------------------------------|
| a. When cooking, you need to keep looking.<br>(Thumbs up or Thumbs down?)                     | ✓ Thumbs up! Please do it!         |
| b. Touch the hot stove without using gloves?<br>(Thumbs up or Thumbs down?)                   | ✗ Thumbs down! Please don't do it! |
| c. Keep things such as paper, tissue, and cloth near the stove<br>(Thumbs up or Thumbs down?) | ✗ Thumbs down! Please don't do it! |
| d. Play near the stove.<br>(Thumbs up or Thumbs down?)  | ✗ Thumbs down! Please don't do it! |
| e. Go/stay inside the burning place?<br>(Thumbs up or Thumbs down?)                           | ✗ Thumbs down! Please don't do it! |
| f. Call out for help.<br>(Thumbs up or Thumbs down?)  | ✓ Thumbs up! Please do it!         |
| g. In case of a small fire, use a fire extinguisher.<br>(Thumbs up or Thumbs down?)           | ✓ Thumbs up! Please do it!         |

**Facilitator's Note:**

- i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.
- ii. You may combine these to save some time.

You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?

*Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.*



**LEARNING CORNER****Option 1:**

# Coloring Pages

These coloring pages are excerpts from the story of  
Fire Dogs: Series 2 (Housekeeping with Limo)

**What you need:**

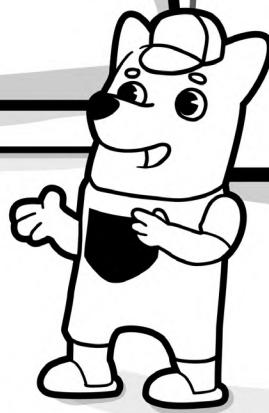
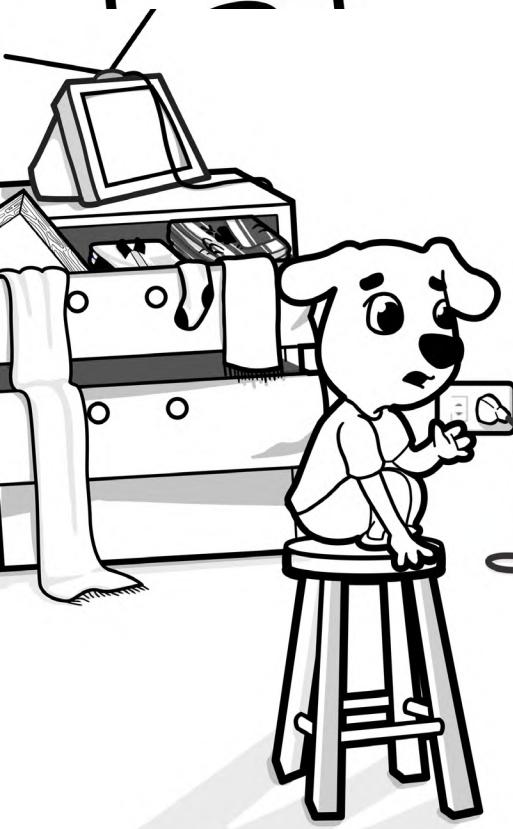
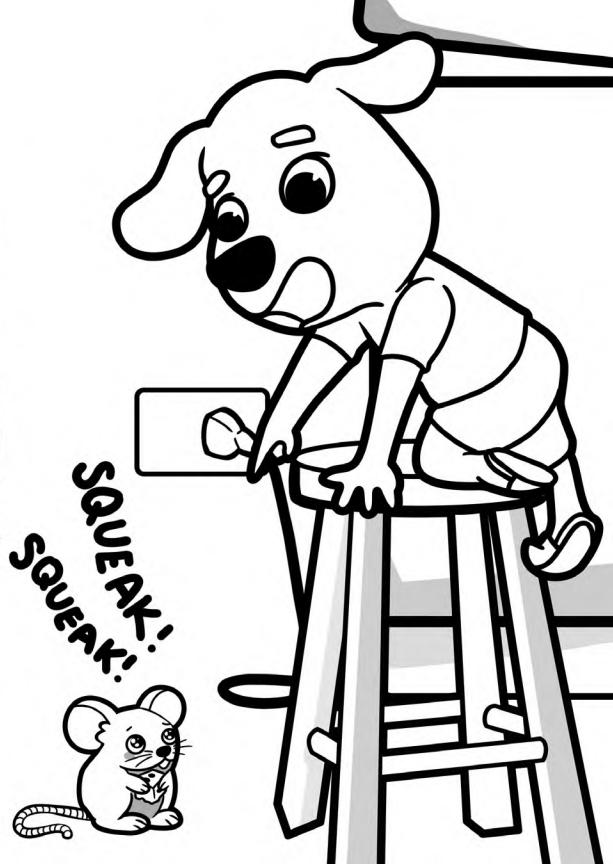
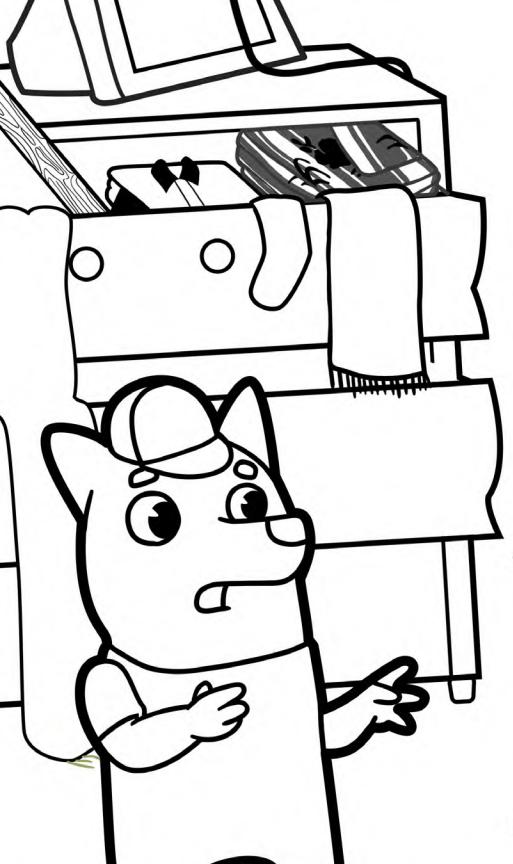
- ✓ Printed coloring pages
- ✓ Different coloring materials: crayons, watercolor/ paints, colorful markers
- ✓ Stapler or fastener

**What to do?**

1. Prepare the coloring pages; print and bind them like a mini book.
2. Distribute the coloring pages among the children
3. Encourage the children to color all the pages
4. Allow them to bring these coloring pages at home.









HELP!



LEARNING CORNER

Option 2:

# Dress Me Up!

To showcase different B.F.P. uniforms – when and where each type of uniform is worn.

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ A4 laminated colored pictures of Presley the Fire Dog</li><li>✓ Velcro</li><li>✓ Laminated pictures of different B.F.P. uniform</li><li>✓ Ring bind – putting together all the laminated A4 pictures</li></ul>	<ol style="list-style-type: none"><li>1. Present each Dress Me Up! template to the children</li><li>2. Please encourage them to explore different types of B.F.P. Uniform by doing a mix and match of outfits</li><li>3. Allow them to have fun and be creative!</li></ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



## LEARNING CORNER

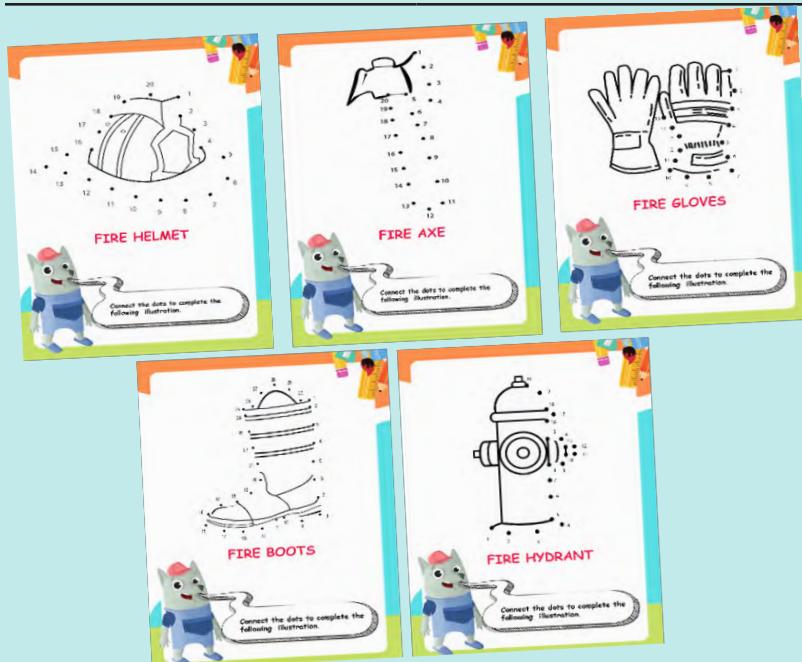
## Option 3:

*Connect the Dots*

Connect the dots worksheets, also called dot to dot, are a great activity to teach children the counting and the alphabet or as a fun way to reinforce these skills. Because the connect the dots worksheets are puzzles that reveal fun pictures, the children will love doing them.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Printed Connect the Dots Worksheets</li> <li>✓ Tracing pen – pencil, crayons, or markers</li> </ul>	<ol style="list-style-type: none"> <li>1. Distribute the Connect the Dots worksheets to the children</li> <li>2. Allow them to trace the dots following the numbers in sequence</li> <li>3. Please encourage them to name the picture that was shown on the paper.</li> </ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



LEARNING CORNER

Option 4:

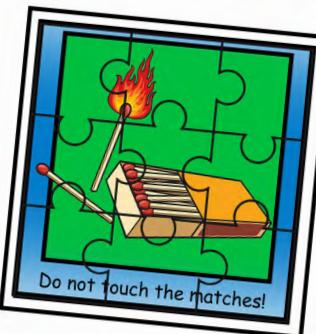
# Puzzle Beater

**Puzzle Beater** is a relay game to recall some Fire Safety Tips and Fire Hazards that can be found at home.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*

## PUZZLE BEATER

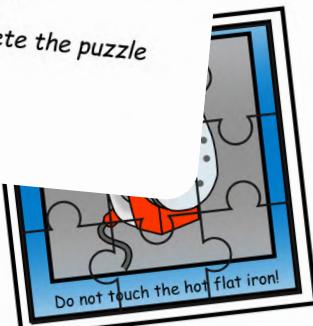


*Puzzles on Fire Safety Tips*

*Identifying hazards that can be found at home.*

*First to complete the puzzle wins.*

R



## LEARNING CORNER

## Option 5:

# Arts and Crafts

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



## LEARNING CORNER

## Option 6:

*Worksheets*

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application.**

**They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

**What you need:**

- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

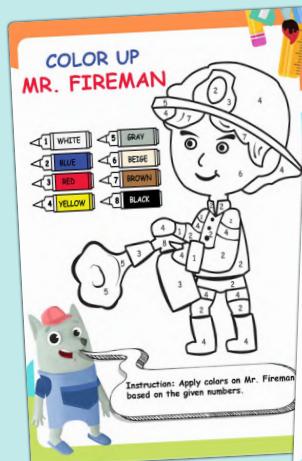
**What to do?**

1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.

**Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING

**NOTE: See template at Module 1: Playtime with Coco Formal Setting (Learning Corner)**



## LEARNING CORNER

**Option 7:**

# Station Visit

**Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.**

**Lecturer**

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.







## Series 2

Fire Safety for Pre-Schoolers

BIGPAW FIRE STATION

# Housekeeping with Limo



ILLUSTRATION BY: FO1 Jaybelle C Sergio

## LESSON PLAN OUTLINE *Informal Setting*

# In this Informal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story and the type of house they have by participating actively during storytelling;
2. Identify a few fire safety tips – dos and don'ts inside the house;
3. Demonstrate the P-A-S-S; a way to use a fire extinguisher using improvised materials suited for the audience;

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### Subject Aids Needed:

A. Primary Tools

Big book: Fire Dogs  
Improvised Fire Extinguisher  
Learning Corner materials

### Total Time of Delivery:

*20 minutes*

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## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are preschoolers, children aged 2 to 5 who are innately curious, joyful, and enthusiastic learners, making every interaction interesting. They are keen on independence and sometimes get easily distracted, so encourage them and allow them to explore their world and connect with others to have quality time with them.

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
	<b>1. PREPARATORY</b>  1.1 Greeting the visitors. 1.2 Introduce Kiddie Reveille.  <b>ANNEX A</b>	Start the day with a smile on your face.  For Kiddie Reveille: You do not have to perform all the cards; feel free to choose your cards.
	<b>2. MOTIVATION</b>  2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.  1. "Mystery Firetruck" walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.  2.2 Talk about the pictures presented: <ul style="list-style-type: none"><li>• <i>Have you seen ___ (item on the picture)?</i></li><li>• <i>What is this for?</i></li><li>• <i>Who uses it?</i></li><li>• <i>Where do we use it?</i></li><li>• <i>How do we use it?</i></li></ul> <b>ANNEX B</b>	For Mystery Firetruck: Go around the venue and make sure that children can get a chance to pick. *You can sing the P-A-S-S song while walking around.  (These pictures will be mentioned/illustrated in the story that you will be reading, so emphasize it when you encounter it in the story.)
	<b>3. LESSON PROPER</b>  3.1 Start by showing the Big Book, Fire Dogs, and ask: <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> 1.2 Read the storybook.  1.3 Emphasis on the following: <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• How did the house get burned?</li><li>• What would you feel if you were Limo?</li><li>• Who came to help fight the fire?</li><li>• How did he fight the fire? P-A-S-S</li><li>• What would you do if you were Limo?</li></ul> <b>STORY GUIDE</b>	<ul style="list-style-type: none"><li>• Acknowledge each child's response.</li><li>• Look out for the pauses to emphasize the pictures shown during the preparatory activity.</li><li>• Read aloud and enjoy! handling these answers.</li></ul>

# Cont.

Audio/Visual Aids	Outline	Notes
	<b>4. GENERALIZATION/ CLOSING EVALUATION</b>	



4.1 Summarize the lesson and generalize what the participants have to remember and identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!"  
\*(Thumbs up: Do it! Thumbs down: Don't do it!)

- a. Keep your things organized; place them in the right place – your clothes should be inside the cabinet, not on the broken oven or inside the refrigerator.  
(Thumbs up or Thumbs down?)
- b. Blocked your exit doors with all of your things.  
(Thumbs up or Thumbs down?)
- c. Plug too many appliances into the extension cord.  
(Thumbs up or Thumbs down?)
- d. Go/stay inside the burning place?  
(Thumbs up or Thumbs down?)
- e. Call out for help.  
(Thumbs up or Thumbs down?)
- f. In case of a small fire, use a fire extinguisher.  
(Thumbs up or Thumbs down?)

*Recall some important parts of the story. You may allow them to answer in chorus or choose a child to answer each question.*

*\*A special sticker will be provided for all of them for participating*

## 5. SUPPLEMENTARY ACTIVITIES AND SOUVENIRS

5.1 Group the children and prepare for learning corner assignments:

- Coloring Corner
- Arts and Crafts
- Worksheets

ACTIVITY GUIDE

Group the children and assign each group to a learning corner and have it all done simultaneously.

\*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.

Nothing Follows



## LECTURER'S GUIDE AND TALKING POINTS

# Housekeeping with Limo

*Informal Setting*

## Step 1: *Preparatory*

### LECTURER

### CHILDREN (Possible Response)

#### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

#### 1.2 Engage the participants by asking the following initial questions:

##### a. Children, do you know who we are?

Yes, we are firefighters.

✓ Yes! You are a firefighter!

##### b. Why do you think we are here?

Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.

✓ You will show us the hose and fire truck.

✓ You will teach us about fire.

##### c. Have you seen a fire somewhere? What does it look like?

Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!

✓ Yes, teacher. The house near us got burned.

✓ No, teacher. I haven't seen fire before.

##### d. Are you all ready?

✓ Yes, we are!

**LECTURER****CHILDREN  
(Possible Response)****1.3 Introduce the Kiddie Reveille****a. Introduce the Kiddie Reveille**

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.

✓ Good morning, Sir/Ma'am.

**b. Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.**

✓ (Children to move and follow the actions)

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

**c. Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!**



## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

**Facilitator's Note:**

- i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.
- ii. You'll need pictures of refrigerator, wood, extension cord, and fire extinguisher.
- iii. you may choose the "Mystery Helmet" strategy.

### "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you!*

*Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

Yes, this is a picture of:

1. **Extension Cord** – used to plug in more electrical sockets
2. **Wood**– a hard material made from the trunk of the tree, it can be used to build a house
3. **Refrigerator** – an appliance used to store drinks or food to keep it cool.
4. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- Have you seen \_\_\_ (item on the picture)?
- What is this for?
- Who uses it?
- Where do we use it?
- How do we use it?

✓ Yes, Ma'am/Sir.



*You have done well! We will see more of that as we continue our activities today.*

## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 2: Housekeeping with Limo**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

Look what we have here! What is this? ✓ *A big book, Ma'am/Sir!*

Yes, this is a big book. Let's look closely at the cover. What do you see? ✓ *A small dog!*

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs? ✓ *Yes, Sir/Ma'am!*



### 3.2 Read the Storybook

#### Facilitator's Note:

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!

## Series 2: Housekeeping with Limo

Limo lives on top of a hill; he also likes to grill and drill. Limo takes pride in his house—a house made of thick wood, big screws, bright paints, and lights.

Wow! This house is cool!" Coco exclaims as his brother welcomes him to live there together.

Coco enters the house, smiling and zooming, excited to see his room. "BUMP! Oops, sorry for that, I did not see the cord tangled on a board," said Coco.

That's fine. Please be careful as you spend your time, Limo replied.

They continued to go around the house and suddenly, here comes the running mouse! SQUEAK, SQUEAK! Aah! You have a mouse. Coco got frightened.

Limo, why do you keep these things around? Look, an old oven with lots of used paper when you open, old clothes on a rack that you cannot even close, and the fridge you found under the bridge. Oh! This looks like a mess! Are you sure we can stay here and get enough rest?

Oh, yes. I like it the way it is! Limo said.

Alright! I am just worried. Having your things all over the place doesn't save you from any trouble, Coco said.

Yes, I am fine! I'm used to it. I know how to take care of my things, Coco. Don't you worry! Limo explained.



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------



Did you see his house? What can you say?

- ✓ It is very messy/dirty.
- ✓ He has a lot of things, just like our house.

Yes, he has a lot of things inside his house. What might happen if everything is scattered in your house?

- ✓ Yes, Sir/Ma'am.
- ✓ You will have mice because it's dirty.

That's right! Thank you for your ideas. May I continue with the story?

- ✓ Yes, Sir/Ma'am.

Oh here! Do you want to play a video game? This is easy like telling a name. I'll plug it in, on the switch, so we can begin.

Wait up! Here? Are you sure? There are too many plugs into the electrical socket already. That is not safe!

Don't worry! I do this all the time. Here, look!" Limo slowly puts the plug of the TV into the socket, and BOOM! The socket starts to spark; lots and lots and lots of bright sparks fly all over the house. Oh no! My house! I need help! Someone, please call 911!

Limo's house caught on fire, too.

Did you see that coming? Can you tell me what happened?

- ✓ His house got burned.
- ✓ He was trying to plug the TV, and BOOM! His house was caught up on fire.
- ✓ He has so many things plugged into a socket.

Yes, your answers are all correct! He did everything that you have said. Let's find out more!



So, someone riding a firetruck was in a hurry to rescue. He is wearing a helmet, coat, pants and boots. Who could it be looking after you?

Here comes... Firedog Presley! "I'm here for you and the other firedogs too," he assured.

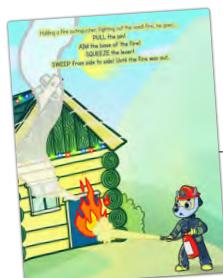
Holding a fire extinguisher, he quickly put out the small fire, he goes...

PULL the pin!

AIM at the base of the fire!

SQUEEZE the lever!

SWEEP from side to side! until the fire was out.



**LECTURER****CHILDREN**  
(Possible Response)

Did you see him use a red tube? What was it again?  
What do you call it? Can you recall that from the pictures that we revealed/ found a while ago?

That's correct! It is a fire extinguisher.

And how did you use it to fight the fire?

✓ Yes, Sir/Ma'am! It is a fire extinguisher!

- ✓ Pull the pin
- ✓ Aim the base of the fire
- ✓ Squeeze the lever
- ✓ Sweep from side to side.

**Facilitator's Note:**

- i. Reinforce this part of the story by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

Wow! You could recall the story very well.

✓ Yes, Sir/Ma'am!

Shall we continue?

Limo, can you tell me how it happened? Presley asked.

All I remember was that my house was full of everything that I found on the market, even the oldest clothes in my closet. I plugged the TV into the socket, which I always do with things from my pocket, and suddenly, bright sparks started to fly like a rocket.

Limo, next time, don't do that! You have to remember that it is not bad to keep everything that you have seen. Just make sure to keep your house clean, place them nicely in between, and imagine you are living with a queen. For sure, you will be safe and you'll understand what I mean, Firedog Presley replied.

Yes, brother. Thank you for being so helpful!

THE END.



LECTURER	CHILDREN (Possible Response)
<b>3.3 Emphasis on the Important Parts of the Story (Story recap):</b>	
<i>Who are the characters in the story?</i>	<ul style="list-style-type: none"> <li>✓ Coco and Limo</li> <li>✓ Firedog Presley</li> </ul>
<i>Yes, all of your answers are correct!</i>	
<i>What kind of house he has? Do you remember?</i>	<ul style="list-style-type: none"> <li>✓ Yes, it was made of wood.</li> <li>✓ Yes, his house was messy/dirty.</li> </ul>
<i>Wow. That was very detailed. Yes, that's true. Limo's house was made of wood with bright paints and lights, and yes, his house had a lot of things inside, which made it harder to go out in case of emergency.</i>	<ul style="list-style-type: none"> <li>✓ He has a lot of things all over the place.</li> <li>✓ He doesn't clean his house.</li> <li>✓ His house has a mouse.</li> </ul>
<i>How did the house get burned?</i>	<ul style="list-style-type: none"> <li>✓ He plugged the TV into the socket.</li> <li>✓ There are lots of things plugged into one socket/extension.</li> <li>✓ Sparks, a lot of sparks started flying around the house.</li> </ul>
<i>Yes, I agree with all of you! Those were what happened. And since his house was untidy, too many things were scattered all over the place, when the sparks from the socket started flying, it all went to his things – on the papers, on the clothes which are very easy and fast to get burned.</i>	
<i>What would you feel if you were Limo?</i>	<ul style="list-style-type: none"> <li>✓ I will feel sad.</li> <li>✓ I will cry.</li> </ul>
<i>For sure, if your house is burning/got burned, you will not feel happy; you might get sad about it and feel like crying.</i>	
<i>Who came to help fight the fire?</i>	<ul style="list-style-type: none"> <li>✓ I know! It was Firedog Presley!</li> </ul>
<i>Yes, Firedog Presley came to the rescue.</i>	
<i>How did he fight the fire? (Emphasis P.A.S.S.)</i>	<ul style="list-style-type: none"> <li>✓ He used a fire extinguisher!</li> <li>✓ He goes like this: (showing the actions for P.A.S.S.)</li> </ul>
<i>That's right! By using a fire extinguisher, we could fight small fires. Just remember to Pull/Aim/Squeeze and Sweep.</i>	
<i>What would you do if you were Limo?</i>	<ul style="list-style-type: none"> <li>✓ I will call for help!</li> <li>✓ I will cry!</li> <li>✓ I will call 911.</li> <li>✓ You! The firefighters!</li> <li>✓ Call 911.</li> </ul>
<i>Yes, remember, if you see fire, call out for help immediately, and do not stay inside the burning place; go out, stay out! If you have neighbors, ask them to call 911 so the help would be right there in an instant. If there is fire, who do we call?</i>	

# Step 5: Closing Evaluation

## 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"



**Facilitator's Note:**

- i. Demonstrate to the children the actions that will represent each answer.
- ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)

Allow the children to answer in chorus.

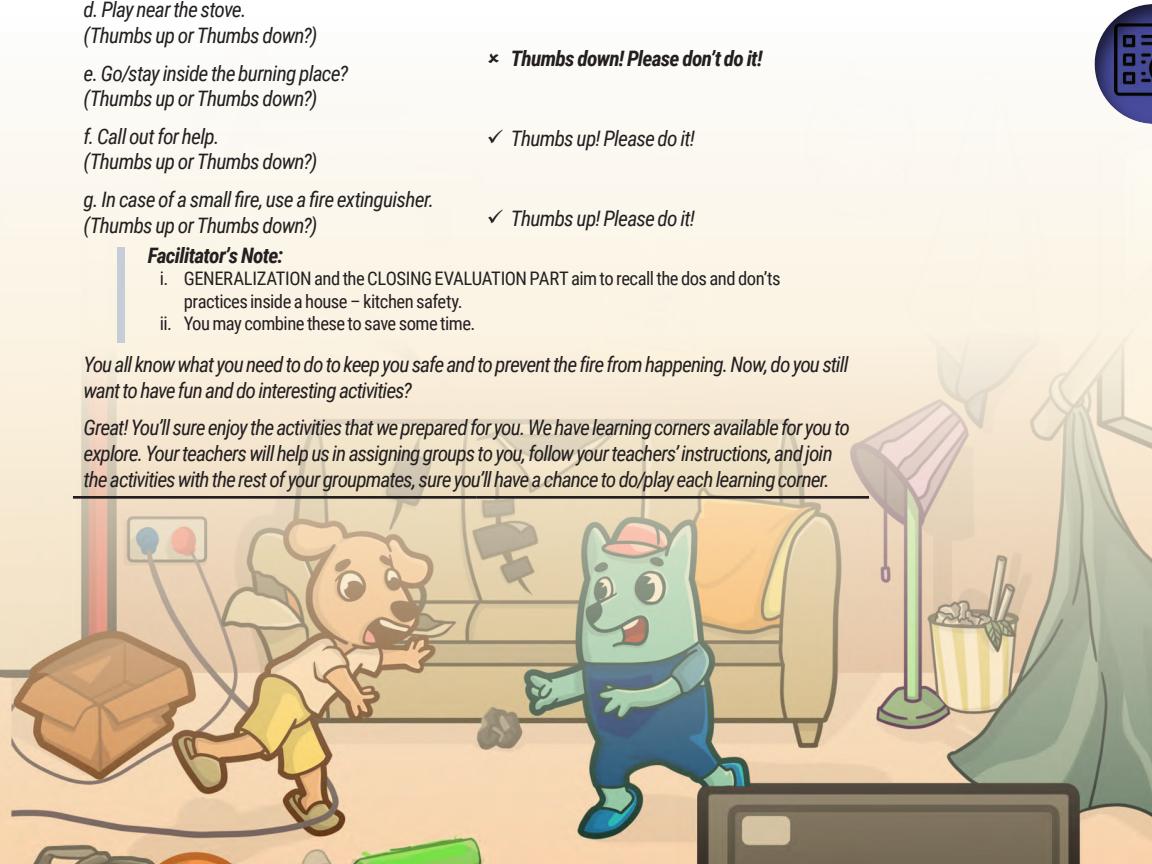
- a. When cooking, you need to keep looking.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- b. Touch the hot stove without using gloves?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- c. Keep things such as paper, tissue, and cloth near the stove  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- d. Play near the stove.  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- e. Go/stay inside the burning place?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- f. Call out for help.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- g. In case of a small fire, use a fire extinguisher.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!

**Facilitator's Note:**

- i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.
- ii. You may combine these to save some time.

You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?

Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.



LEARNING CORNER

Option 1:

# Coloring Pages

These coloring pages are excerpts from the story of  
Fire Dogs: Series 1 (Playtime with Coco)

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ Printed coloring pages</li><li>✓ Different coloring materials: crayons, watercolor/ paints, colorful markers</li><li>✓ Stapler or fastener</li></ul>	<ol style="list-style-type: none"><li>1. Prepare the coloring pages; print and bind them like a mini book.</li><li>2. Distribute the coloring pages among the children</li><li>3. Encourage the children to color all the pages</li><li>4. Allow them to bring these coloring pages at home.</li></ol>

NOTE: See template at *Module 1: My Neighbor Berong Formal Setting (Learning Corner)*



## LEARNING CORNER

**Option 5:*****Arts and Crafts***

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Two (2) sets of laminated puzzle pieces</li> <li>✓ Scotch tape</li> </ul>	<ol style="list-style-type: none"> <li>1. Make two (2) groups: Group A and Group B.</li> <li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li> <li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li> <li>4. Next player to do the same (with a different puzzle template), and so on</li> <li>5. The first group to arrange all the puzzles wins the game.</li> </ol>

**NOTE:** See template at *Module 1: My Neighbor Berong Formal Setting (Learning Corner)*



**LEARNING CORNER****Option 6:****Worksheets**

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application.**

**They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Printed A4 worksheets</li> <li>✓ Writing tools – pen, pencil, markers</li> <li>✓ Coloring materials – crayons, markers, colored pencils</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose amongst the worksheets that you think are suitable for the audience</li> <li>2. You may opt to print these in colored or black and white version</li> <li>3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.</li> </ol>

**Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING

**NOTE: See template at Module 1: My Neighbor Berong Formal Setting (Learning Corner)**



## LEARNING CORNER

**Option 7:**

# Station Visit

**Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.**

**Lecturer**

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.





Aa Bb Cc Dd Ee Ff Gg  
Hh Ii

## Series 3

Fire Safety for Pre-Schoolers

# A Day with Presley



ILLUSTRATION BY: FO1 Jaybelle C Sergio

**DETAILED LESSON PLAN OUTLINE**  
*Formal Setting*

# In this Formal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story;
2. Describe the characters and the different types of houses they have in the story by participating actively during storytelling;
3. Enumerate a few fire safety tips – dos and don'ts inside the house;
4. Demonstrate the P-A-S-S, a way to use a fire extinguisher through a lively song;

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### Subject Aids Needed:

#### A. Primary Tools

1. Big book: Fire Dogs
2. Learning Corner materials

#### B. Alternative Tools

1. Audio Speaker
2. Colored pictures – unlocking of difficulties
3. Easel board, tape

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### Total Time of Delivery:

*45 minutes*

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## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

have quality time with them. drive to learn. So be ready and do not forget to have fun together!

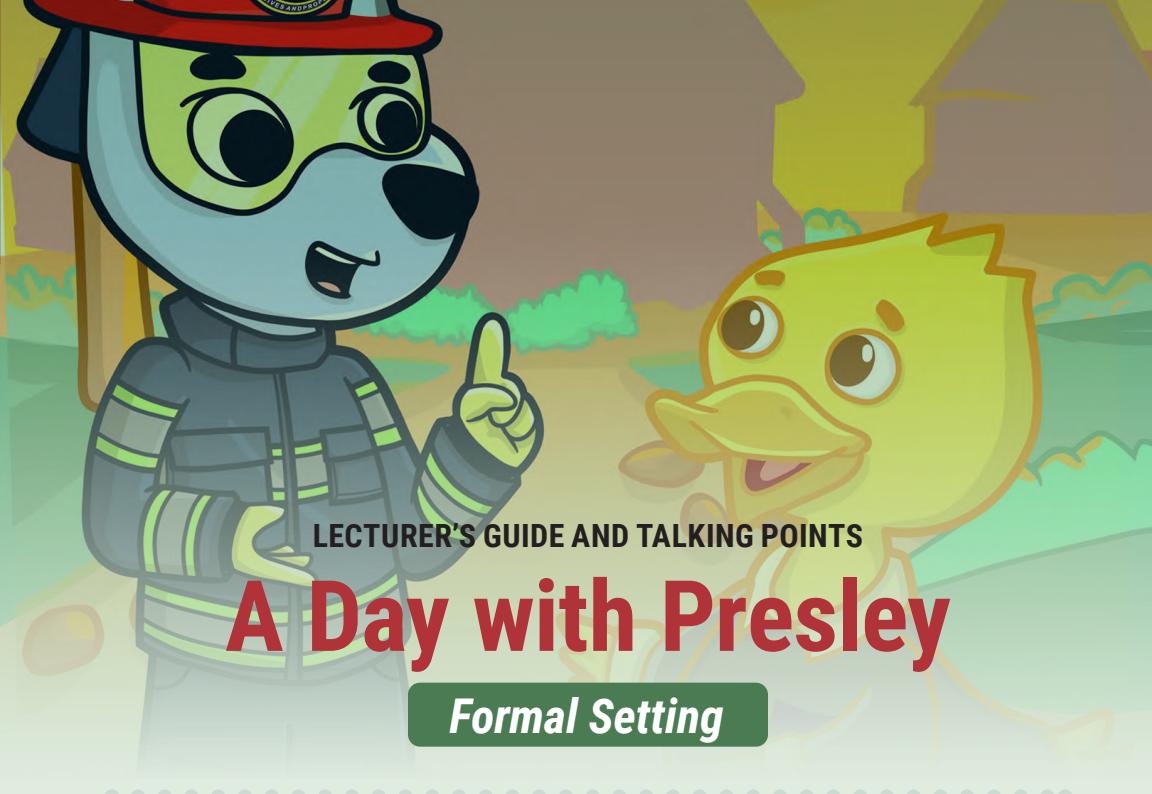
# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. PREPARATORY</b>		
	<p>1.1 Greet the participants and start by introducing your name and your teammates.</p> <p>1.2 Engage the participants by asking the following initial questions.</p> <ul style="list-style-type: none"><li>- Do you know who we are and why we are here?</li><li>- What kind of work do we do?</li></ul> <p>1.3 Introduce the P-A-S-S. Chant/Song OR Kiddie Reveille:</p> <ul style="list-style-type: none"><li>✓ P- Pull</li><li>✓ A- Aim</li><li>✓ S- Squeeze</li><li>✓ S- Sweep</li></ul>	<ul style="list-style-type: none"><li>• Start the day with a smile on your face.</li><li>• Ask questions in a friendly manner and address their diverse answers.</li><li>• For P-A-S-S Song: <i>You can have it in Fast or Slow versions to make it more fun.</i></li><li>• For Kiddie Reveille: <i>You do not have to perform all the cards; feel free to choose your cards.</i></li></ul>
<b>2. MOTIVATION</b>		
 Kiddie Reveille	<p>2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</p> <p>Options are:</p> <ol style="list-style-type: none"><li>1. "Mystery Helmet": walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.</li><li>2. "Picture Reveal": lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.</li><li>3. "Find me!": Paste pictures around the venue/ back of the chairs, and let the children search for them pasted on the board.</li></ol> <p>2.2 Talk about the pictures presented:</p> <ul style="list-style-type: none"><li>✓ Have you seen ___ (item on the picture)?</li><li>✓ What is this for?</li><li>✓ Who uses it?</li><li>✓ Where do we use it?</li><li>✓ How do we use it?</li></ul>	<p>For Mystery Helmet: Go around the venue and make sure that children can get a chance to pick. *You can sing the P.A.S.S. song while walking around.</p> <p>For Picture Reveal: Call one child to flip one (1) of the pictures and encourage them to name it:</p> <ul style="list-style-type: none"><li>1. <b>PPE- helmet, coat, pants, boots, gloves</b></li><li>2. <b>stove</b></li><li>3. <b>fire extinguisher</b></li></ul> <p>For Find Me: Let the children participate in searching for the pictures. Once found, ask them to paste them on the board.</p> <ul style="list-style-type: none"><li>• (These pictures will be mentioned/illustrated in the story you will be reading, so emphasize them when you encounter them.)</li></ul>

# Cont.

Audio/Visual Aids	Outline	Notes
<b>3. LESSON PROPER</b>		
	<p>3.1 Start by showing the Big Book, Fire Dogs, and ask:</p> <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> <p>1.2 Read the storybook.</p> <p>1.3 Emphasis on the following:</p> <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• Did the house get burned?</li><li>• What makes it different from Coco and Limo's house?</li><li>• Who asked for help?</li><li>• How did he fight the fire? P-A-S-S</li></ul>	<p>Acknowledge each child's response.</p> <p>• Look for pauses to emphasize the pictures shown during the preparatory activity.</p> <p>Red aloud and enjoy!</p> <p>• Acknowledge each child's answer and be creative in handling these answers.</p>
<b>4. GENERALIZATION</b>		
	<p>4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.</p> <ul style="list-style-type: none"><li>• When cooking, you must keep looking.</li><li>• Use gloves when touching the hot pot</li><li>• P-A-S-S<ul style="list-style-type: none"><li>Pull the pin</li><li>Aim the base of the fire</li><li>Squeeze the lever</li><li>Sweep from side to side</li></ul></li></ul>	<p>• Recall some important parts of the story. You may allow them to answer in chorus, or choose a child to answer in each question.</p> <p>*A special sticker will be provided for all of them for participating</p>
<b>5. CLOSING EVALUATION</b>		
	<p>5.1 Identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!"</p> <p>*(Thumbs up: Do it! Thumbs down: Don't do it!)</p> <ul style="list-style-type: none"><li>• Play next to the stove.</li><li>• Play the headphone/ cellphone while cooking.</li><li>• Put things like tissue and cloth near the stove.</li><li>• Call for help if you see a fire.</li></ul> <p>5.2 Group the children and prepare for learning corner assignments:</p> <p>*You may choose 2-3 learning corners to facilitate</p> <ul style="list-style-type: none"><li>• Coloring Corner</li><li>• Dress Me Up!</li><li>• Puzzle Beater</li><li>• Ladder Drill</li><li>• Arts and Crafts</li><li>• Worksheets</li></ul> <p>5.3 End the subject.</p>	<p>Allow the children to answer in chorus and encourage them to explain (if they can) their answers.</p> <p>Group the children and assign each group to a learning corner and have it all done simultaneously.</p> <p>*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.</p>



## LECTURER'S GUIDE AND TALKING POINTS

# A Day with Presley

## Formal Setting

### Step 1: Preparatory

#### LECTURER

#### CHILDREN (Possible Response)

#### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

#### 1.2 Engage the participants by asking the following initial questions:

##### a. Children, do you know who we are?

Yes, we are firefighters.

✓ Yes! You are a firefighter!

##### b. Why do you think we are here?

Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.

✓ You will show us the hose and fire truck.

✓ You will teach us about fire.

##### c. Have you seen a fire somewhere? What does it look like?

Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!

✓ Yes, teacher. The house near us got burned.

✓ No, teacher. I haven't seen fire before.

##### d. Are you all ready?

✓ Yes, we are!

LECTURER	CHILDREN (Possible Response)
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### 1.3 Choose an Activity

#### a. Introduce the P.A.S.S. Song:

- (Facilitator's Note: Refer to AudioClip01 for the tune and the action.)

- Demonstrate the action of pulling the pin, aiming the base of the fire, squeezing the lever, and sweeping from side to side.

*Can we all stand up? We will teach you a chant/song that we will be singing as we go on with our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

✓ *Good morning, Sir/Ma'am.*

✓ (Children to sing and follow the actions)

#### b. Perform the Kiddie Reveille

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.



*Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.*

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

✓ (Children to move and follow the actions)

- Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!*

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
<p><b>Facilitator's Note:</b></p> <ul style="list-style-type: none"> <li>i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.</li> <li>ii. You'll need pictures of PPE, stove, and fire extinguisher.</li> <li>iii. you may choose your strategy from the given options below:</li> </ul>	

Options are...

#### Option 1: "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you! Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

Yes, this is a picture of:

1. **P.P.E.** – Personal Protective Equipment; these are what we wear during operations – responding to fire for us to be safe having wounds and burns, and preventing falling debris.
2. **Stove** – this is where we cook our food; this could get hot.
3. **Fire extinguisher** – this is used to fight a small fire.

#### CHILDREN (Possible Response)

- ✓ Because it is small.
- ✓ Because it is yellow.
- ✓ Because it can be used on your head.

- ✓ Yes!



- ✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)
- ✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

LECTURER	CHILDREN (Possible Response)
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**Cont.**

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

✓ Yes, Ma'am/Sir.

*Do you want more?*

## Option 2: “Picture Reveal”

- Lay the pictures on the table, the front facing down, and let each child pick a picture to reveal.

*We have pictures on the table, and I will ask one of you to pick one (1) picture and reveal it to use; all you have to do is flip the other side to see the picture. Who wants to try?*

✓ Teacher, me!

✓ (Child to choose and flip the photo)

*Okay, the little boy/girl behind. Please come here and choose a picture to reveal.*

✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)

*What did you get?*

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

*Yes, this is a picture of:*

1. **P.P.E.** – Personal Protective Equipment; these are what we wear during operations
  - responding to fire for us to be safe
  - having wounds and burns, and preventing falling debris.
2. **Stove** – this is where we cook our food; this could get hot.
3. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- *Have you seen \_\_\_ (item on the picture)?*
- *What is this for?*
- *Who uses it?*
- *Where do we use it?*
- *How do we use it?*

*You have done well! We will see more of that as we continue our activities today.*

*Do you want more?*

✓ Yes, Ma'am/Sir.

LECTURER	CHILDREN (Possible Response)
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Cont.

### Option 3: “Find Me!”

- paste pictures around the venue/ back of the chairs, and let the children search for them and have them pasted on the board.

We noticed that we were missing pictures here with us. Could you help us find them?

Please (go around the venue/ check the back of your chairs) and see if you'll find a picture. If so, please bring it forward to show the whole class.

Are you ready to find the missing pictures?

✓ Yes!

✓ (Child to start looking)

#### Facilitator's Note:

- i. Play the P-A-S-S song as background music
- ii. Refer to AudioClip01 for tune

All right! As we look around, let us sing the P-A-S-S song.

What did you get?

✓ I don't know. (Lecturer: That is fine! Can someone help your classmate)

Yes, this is a picture of:

✓ A picture. (Lecturer: Yes, this is a picture. Can you name what this is?)

1. **P.P.E.** – Personal Protective Equipment; these are what we wear during operations
  - responding to fire for us to be safe
  - having wounds and burns, and preventing falling debris.
2. **Stove** – this is where we cook our food; this could get hot.
3. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- Have you seen \_\_\_ (item on the picture)?
- What is this for?
- Who uses it?
- Where do we use it?
- How do we use it?

You have done well! We will see more of that as we continue our activities today.

✓ Yes, Ma'am/Sir.

Do you want more?



## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 3: A Day with Presley**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
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Look what we have here! What is this?

✓ A big book, Ma'am/Sir!

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ A fireman dog!

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs?

✓ A firetruck!

✓ Yes, Sir/Ma'am!

### 3.2 Read the Storybook

**Facilitator's Note:**

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!



## Series 3: A Day with Presley

After what happened, Coco and Limo were very sad they didn't have a place to stay. However, their eldest brother Presley extended a helping hand.

Presley is the most famous dog of them all and he never made others feel so small.

"Oh, look! Is that Brother Presley's house?" Two dogs were seen sneaking out from under the bush.

Presley's house, the smallest in town, guess what? It was clean and shiny like a crown.

"Presley! Our brother!" Coco and Limo screamed.

Presley welcomed the two brothers into his house. They were surprised to see how tidy and clean it was – no cords, no boards, and everything was in place which made it look like a bigger space.



<b>LECTURER</b>	<b>CHILDREN</b> (Possible Response)
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*I feel like going to Presley's house, too. I could imagine getting so much rest just by staying in his tidy and clean house. Would you like to come with me?*

- ✓ Yes! Yes. I want to come with you.
  - ✓ Me too!

*Okay. Let's finish the story, shall we?*

- ✓ Yes, Sir/Ma'am!

Suddenly, a cry for help reached Presley. "Presley! Presley! Help! My stove is burning!" Mr. Duck was in a hurry.

Presley quickly grabbed his helmet, coat, pants, and boots. He took a red tube from next to the exit door and asked his brother Limo to call 911 and inform the Fire Brigade about it.

Presley entered the house and looked for the kitchen and the stove that was burning. He remembers to be careful in the hopes for this mission to be successful.

PULL the pin!

**AIM the base of the fire!**

**SQUEEZE** the lever!

**SWEEP from side to side!**

He continued using the fire extinguisher until the fire was completely out.

Mr. Duck was very grateful for Presley's help. "Thank you so much for your help, Sir Presley! We feel so safe having you around. You are the best firefighter, Sir Presley!" Mr. Duck expressed with gladness.

Coco and Limo were delighted to hear that their brother was a great help in Bigpaw Town.

**“Wow! Our brother is amazing! We should learn some Fire Safety Tips from him!” said Coco.**

"Yes, that is what we need to do, so we'll be prepared, ready, and safe in case of a fire," Limo answered.

**And the two rushed down to their brother,**

**“Presley, our brother! We are so proud of you! You always save the day! We want to be like you! Hooray!”**



LECTURER	CHILDREN (Possible Response)
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### 3.3 Emphasis on the Important Parts of the Story (Story recap):

*Who are the characters in the story?*

- ✓ (Children to show different facing expression: amaze)

*Yes, all of your answers are correct!*

*What kind of house he has? Do you remember?*

- ✓ *No, Sir/Ma'am.*

*Wow. That was very detailed. Yes, that's true. Presley's house was very clean and shiny, like a crown. That is why his brothers were amazed when they saw Presley's house. How do you get amazed? Can you show it through your face?*

*Did you see Presley's house getting burned?*

- ✓ *His house didn't get burned, not like what happened to Coco and Limo. His house was clean—there was no chance it would get burned.*
- ✓ *He is being careful with his things.*

*Why do you think so? What makes his house different from Coco and Limo's houses?*

*Yes, I agree with all of you! Presley's house was clean; he didn't have those things scattered everywhere, and yes, you got it! He doesn't overload any socket, and for sure, if he cooks, he will be patiently waiting until his food is ready and cooked without leaving it unattended.*

*So, it wasn't Presley's house that got burned, then whose house, was it? Who called up for help?*

- ✓ *It was Mr Duck!*

*Yes, Mr Duck rushed down to ask for help. But why? What happened?*

- ✓ *Mr Duck's stove was burning.*

*For sure, if you are being careful in whatever you do, whether it be in your house or somewhere else, you will not have any emergencies like what happened to Mr Duck.*

- ✓ *Maybe Mr Duck was like Coco; he left his stove running. That's why it gets burned.*

*Who came to help fight the fire?*

- ✓ *I know! It was Firedog Presley!*

*Yes, Firedog Presley came to the rescue.*

LECTURER	CHILDREN (Possible Response)
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*How did he fight the fire? (Emphasis P-A-S-S)*

✓ *He used a fire extinguisher!*

*Did you see him use a red tube? What was it again?  
What do you call it? Can you recall that from the  
pictures that we revealed/ found a while ago?*

✓ *He goes like this: (showing the actions for  
P.A.S.S.)*

*That's correct! It is a fire extinguisher.*

*And how did you use it to fight the fire?*

**Facilitator's Note:**

- i. Reinforce this part of the story by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

*That's right! By using a fire extinguisher, we could  
fight small fires. Just remember to*

*Pull / Aim / Squeeze / and Sweep.*

*What would you do if you were Mr Duck?*

- ✓ *I will call for help!*
- ✓ *I will cry!*
- ✓ *I will call 911.*

*Yes, remember, if you see fire, call out for help  
immediately, and do not stay inside the burning  
place; it will not be safe for you. If you have neighbors,  
ask them to call 911 so the help would be right there  
in an instant. If there is fire, who do we call?*

- ✓ *You! The firefighters!*
- ✓ *Call 911.*

# FIRE DOGS

Series 3: A Day With Presley



After what happened, Coco and Limo were very sad they didn't have a place to stay. However, their eldest brother Presley extended a helping hand.

Presley is the most famous dog of them all and he never made others feel so small.



"Oh, look! Is that Brother Presley's house?" Two dogs were seen sneaking out from under the bush.

Presley's house, the smallest in town, guess what? It was clean and shiny like a crown.

**Presley! Our brother!** Coco and Limo screamed.

Presley welcomed the two brothers into his house. They were surprised to see how tidy and clean his house could be; no cords, no boards,  
and everything was in place which made it look like a bigger space.



And suddenly,

**Presley! Presley! Help! My stove is burning!**

Mr. Duck was in a hurry.



Presley rushed down to get his helmet, coat, pants, and boots. He grabbed a red tube sitting next to the exit door and asked his brother Limo to call 911 and inform the Fire Brigade about what was happening.

Presley entered the house and looked for the kitchen and the stove that was burning. Not forgetting to be careful in the hopes for this mission to be successful.

PULL the pin!  
AIM the base of the fire!  
SQUEEZE the lever!  
SWEEP from side to side!

And he continued to use it until the fire was out.



Mr. Duck was very grateful for the help of Presley.  
Thank you so much for your help, Sir Presley! We feel so safe  
having you around, you are the best firefighter, Sir Presley!  
Mr. Duck expressed with gladness.

Coco and Limo were happy to hear that their brother was a great  
help in Bigpaw Animal Town.



Wow! Our brother is amazing! We should learn some Fire Safety Tips from him! Said Coco.

Yes, that is what we need to do, so we'll be prepared, ready, and safe in case of fire. Limo answered.

And the two rushed down to their brother, Presley, our brother! We are so proud of you! You always save the day! We want to be like you! Hooray!

# BIGPAW ANIMAL TOWN



## Step 4: Generalization

**4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.**

LECTURER	CHILDREN (Possible Response)
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*4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.*

*Once again, you have to remember:*

- a. You have to know the things that would make you safe – clean / organize the house, pay attention while cooking – no distractions
- b. Stay out of a burning place
- c. Call out for help – firefighters ready to rescue.
- d. In case of a small fire, use a fire extinguisher.

*How do we use it again?*

**Facilitator's Note:**

- i. Support this part of generalization by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

**P- Pull: Pull the safety pin**

**A- Aim: Aim the base of fire**

**S- Squeeze: Squeeze the lever**

**S- Sweep: Sweep side to side**

✓ Children to sing and demonstrate P.A.S.S.



# Step 5: Closing Evaluation

## 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"



**Facilitator's Note:**

- i. Demonstrate to the children the actions that will represent each answer.
- ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)

Allow the children to answer in chorus.

- a. When cooking, you need to keep looking.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- b. Touch the hot stove without using gloves?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- c. Keep things such as paper, tissue, and cloth near the stove  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- d. Play near the stove.  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- e. Go/stay inside the burning place?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- f. Call out for help.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- g. In case of a small fire, use a fire extinguisher.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!

**Facilitator's Note:**

- i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.
- ii. You may combine these to save some time.

You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?

Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.





**LEARNING CORNER****Option 1:**

# Coloring Pages

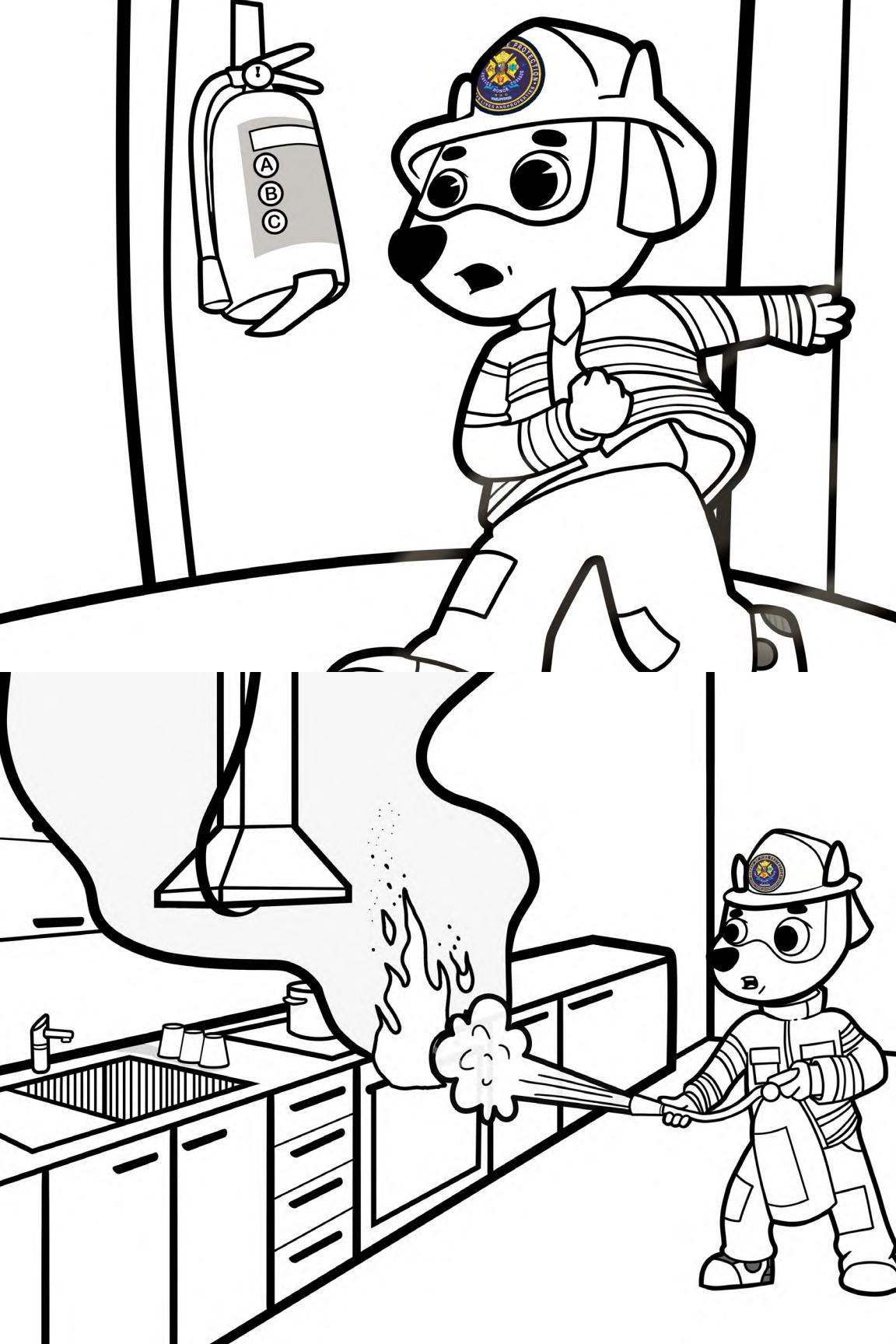
These coloring pages are excerpts from the story of  
**Fire Dogs: Series 3 (A Day with Presley)**

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ Printed coloring pages</li><li>✓ Different coloring materials: crayons, watercolor/ paints, colorful markers</li><li>✓ Stapler or fastener</li></ul>	<ol style="list-style-type: none"><li>1. Prepare the coloring pages; print and bind them like a mini book.</li><li>2. Distribute the coloring pages among the children</li><li>3. Encourage the children to color all the pages</li><li>4. Allow them to bring these coloring pages at home.</li></ol>

**NOTE:** For complete set of coloring books, please see **VOLUME 1 KIT**









## LEARNING CORNER

## Option 2:

*Dress Me Up!*

To showcase different B.F.P. uniforms – when and where each type of uniform is worn.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ A4 laminated colored pictures of Presley the Fire Dog</li> <li>✓ Velcro</li> <li>✓ Laminated pictures of different B.F.P. uniform</li> <li>✓ Ring bind – putting together all the laminated A4 pictures</li> </ul>	<ol style="list-style-type: none"> <li>1. Present each Dress Me Up! template to the children</li> <li>2. Please encourage them to explore different types of B.F.P. Uniform by doing a mix and match of outfits</li> <li>3. Allow them to have fun and be creative!</li> </ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



## LEARNING CORNER

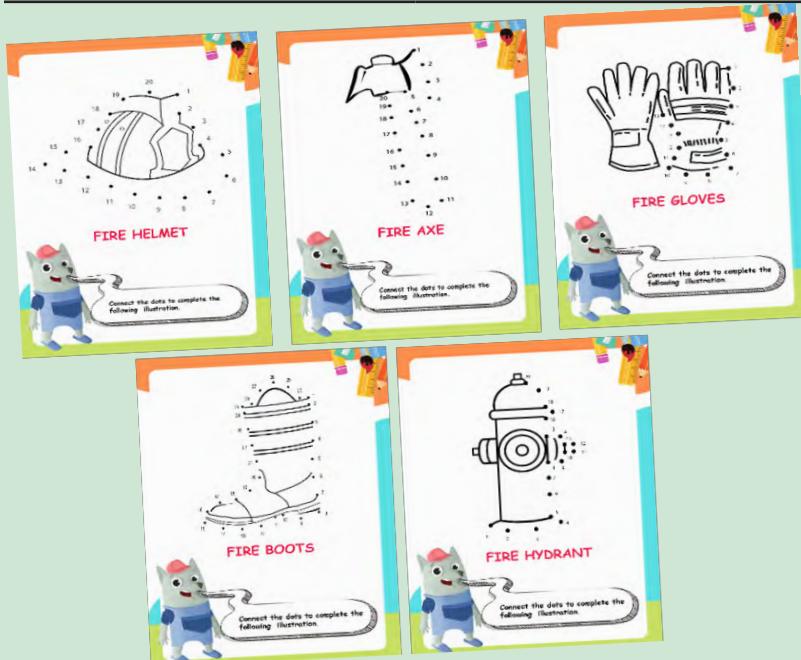
## Option 3:

*Connect the Dots*

Connect the dots worksheets, also called dot to dot, are a great activity to teach children the counting and the alphabet or as a fun way to reinforce these skills. Because the connect the dots worksheets are puzzles that reveal fun pictures, the children will love doing them.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Printed Connect the Dots Worksheets</li> <li>✓ Tracing pen – pencil, crayons, or markers</li> </ul>	<ol style="list-style-type: none"> <li>1. Distribute the Connect the Dots worksheets to the children</li> <li>2. Allow them to trace the dots following the numbers in sequence</li> <li>3. Please encourage them to name the picture that was shown on the paper.</li> </ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



## LEARNING CORNER

## Option 4:

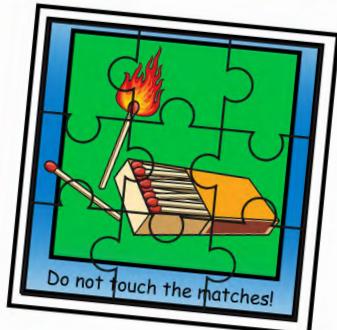
# Puzzle Beater

**Puzzle Beater** is a relay game to recall some Fire Safety Tips and Fire Hazards that can be found at home.

What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Two (2) sets of laminated puzzle pieces</li> <li>✓ Scotch tape</li> </ul>	<ol style="list-style-type: none"> <li>1. Make two (2) groups: Group A and Group B.</li> <li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li> <li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li> <li>4. Next player to do the same (with a different puzzle template), and so on</li> <li>5. The first group to arrange all the puzzles wins the game.</li> </ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*

## PUZZLE BEATER

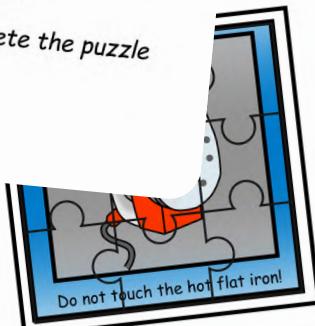


*Puzzles on Fire Safety Tips*

*Identifying hazards that can be found at home.*

*First to complete the puzzle wins.*

**R**



LEARNING CORNER

Option 5:

# Arts and Crafts

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>

NOTE: See template at Module 1: Playtime with Coco Formal Setting (Learning Corner)



## LEARNING CORNER

## Option 6:

*Worksheets*

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application. They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

**What you need:**

- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

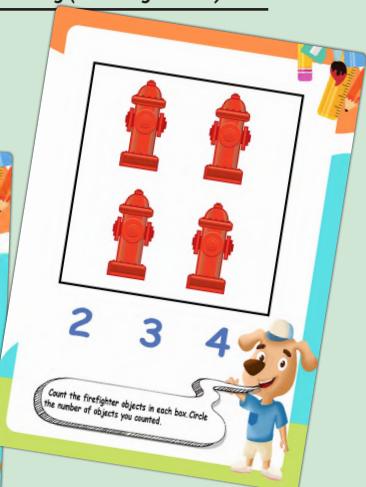
**What to do?**

1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.

**Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING

**NOTE: See template at Module 1: Playtime with Coco Formal Setting (Learning Corner)**



LEARNING CORNER

Option 7:

# Station Visit

Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.

## Lecturer

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.





Series 3

Fire Safety for Pre-Schoolers

BIGPAW

FIRE STATION

# A Day with Presley



ILLUSTRATION BY: F01 Jaybelle C Sergio

**LESSON PLAN OUTLINE**  
*Informal Setting*

# In this Informal Setting...

## Goal

For the preschool learners to understand the things they should and should not do for them to be safe from fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Name the characters of the story and the type of house they have by participating actively during storytelling;
2. Identify a few fire safety tips – dos and don'ts inside the house;
3. Demonstrate the P-A-S-S; a way to use a fire extinguisher using improvised materials suited for the audience;

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### Subject Aids Needed:

A. Primary Tools

Big book: Fire Dogs  
Improvised Fire Extinguisher  
Learning Corner materials

### Total Time of Delivery:

*20 minutes*

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## Subject Overview

**Purpose:** To familiarize the preschoolers with some of the lifesaving fire safety behaviors and things they should and should not do to be safe from fire at home or anywhere.

**General Guidance:** In this subject, the lecturer/facilitator must deliver the lesson in the most interactive way possible – fun, lively, and enthusiastic, maintaining connections to the audience and encouraging the sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are preschoolers, children aged 2 to 5 who are innately curious, joyful, and enthusiastic learners, making every interaction interesting. They are keen on independence and sometimes get easily distracted, so encourage them and allow them to explore their world and connect with others to have quality time with them.

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. PREPARATORY</b>		
	1.1 Greeting the visitors. 1.2 Introduce Kiddie Reveille.	Start the day with a smile on your face.  For Kiddie Reveille: You do not have to perform all the cards; feel free to choose your cards.
<b>ANNEX A</b>		
	2.1 Unlocking of difficulties: show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.  1. "Mystery Firetruck" walk around the venue and encourage the children to get one (1) picture from the truck and show it to the class.  2.2 Talk about the pictures presented: <ul style="list-style-type: none"><li>• Have you seen ___ (item on the picture)?</li><li>• What is this for?</li><li>• Who uses it?</li><li>• Where do we use it?</li><li>• How do we use it?</li></ul>	For Mystery Firetruck: Go around the venue and make sure that children can get a chance to pick. *You can sing the P-A-S-S song while walking around.  (These pictures will be mentioned/illustrated in the story that you will be reading, so emphasize it when you encounter it in the story.)
<b>ANNEX B</b>		
<b>3. LESSON PROPER</b>		
	3.1 Start by showing the Big Book, Fire Dogs, and ask: <ul style="list-style-type: none"><li>• What do you see on the cover of this book?</li><li>• Let's find out who these dogs are!</li></ul> 1.2 Read the storybook.  1.3 Emphasis on the following: <ul style="list-style-type: none"><li>• Who are the characters in the story?</li><li>• What kind of house he has?</li><li>• How did the house get burned?</li><li>• What would you feel if you were Limo?</li><li>• Who came to help fight the fire?</li><li>• How did he fight the fire? P-A-S-S</li><li>• What would you do if you were Limo?</li></ul>	<ul style="list-style-type: none"><li>• Acknowledge each child's response.</li><li>• Look out for the pauses to emphasize the pictures shown during the preparatory activity.</li><li>• Read aloud and enjoy! handling these answers.</li></ul>
<b>STORY GUIDE</b>		

# Cont.

Audio/Visual Aids	Outline	Notes
	<b>4. GENERALIZATION/ CLOSING EVALUATION</b>	
	<p>4.1 Summarize the lesson and generalize what the participants have to remember and identify lifesaving fire safety behaviors by showing different pictures and answering whether "Do it! Or don't do it!"</p> <p>*(Thumbs up: Do it! Thumbs down: Don't do it!)</p> <p>a. Play your handphone while cooking. (Thumbs up or Thumbs down?)</p> <p>b. Touch the hot stove without using gloves? (Thumbs up or Thumbs down?)</p> <p>c. Blocked the doors with your things. (Thumbs up or Thumbs down?)</p> <p>d. Go/stay inside the burning place? (Thumbs up or Thumbs down?)</p> <p>e. Call out for help. (Thumbs up or Thumbs down?)</p> <p>f. In case of a small fire, use a fire extinguisher. (Thumbs up or Thumbs down?)</p>	<p><i>Recall some important parts of the story. You may allow them to answer in chorus or choose a child to answer each question.</i></p> <p><i>*A special sticker will be provided for all of them for participating</i></p>

## 5. SUPPLEMENTARY ACTIVITIES AND SOUVENIRS

5.1 Group the children and prepare for learning corner assignments:

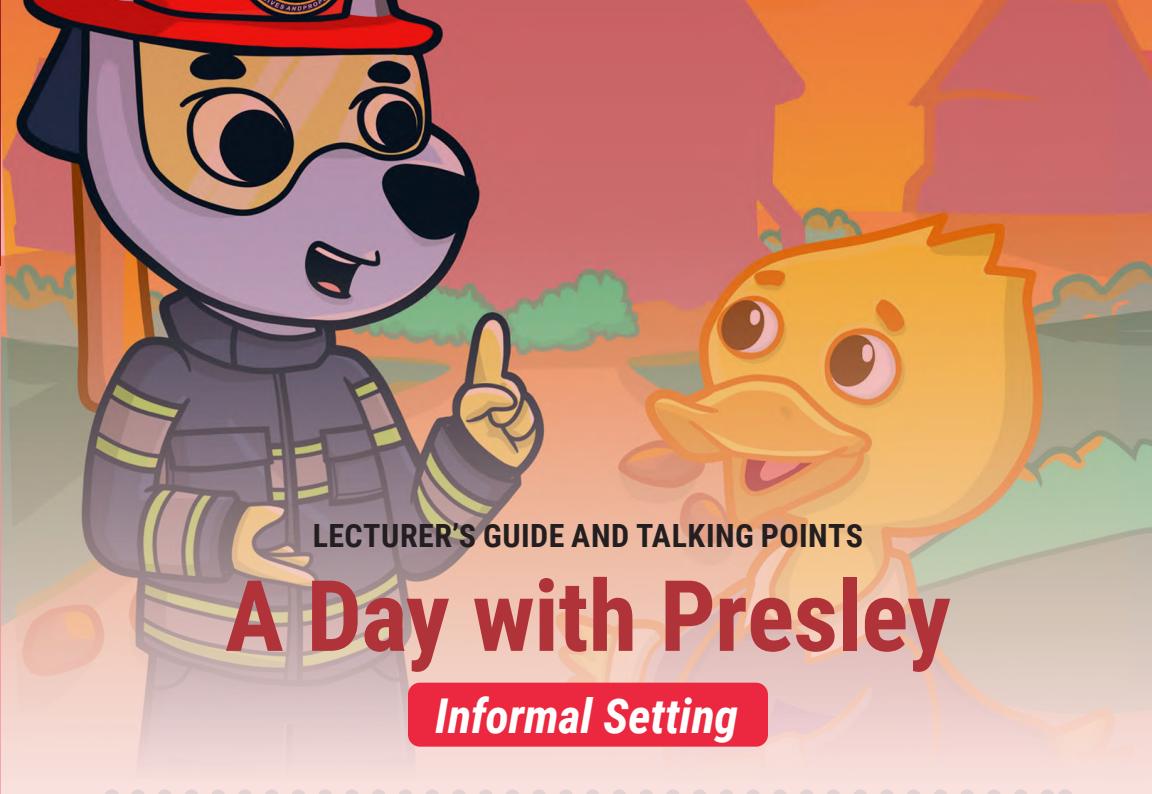
- Coloring Corner
- Arts and Crafts
- Worksheets

ACTIVITY GUIDE

Group the children and assign each group to a learning corner and have it all done simultaneously.

\*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner.

Nothing Follows



## LECTURER'S GUIDE AND TALKING POINTS

# A Day with Presley

***Informal Setting***

## Step 1: *Preparatory*

### LECTURER

### CHILDREN (Possible Response)

#### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

#### 1.2 Engage the participants by asking the following initial questions:

a. Children, do you know who we are?  
Yes, we are firefighters.

✓ Yes! You are a firefighter!

b. Why do you think we are here?  
Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.  
✓ You will show us the hose and fire truck.  
✓ You will teach us about fire.

c. Have you seen a fire somewhere? What does it look like?  
Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!  
✓ Yes, teacher. The house near us got burned.  
✓ No, teacher. I haven't seen fire before.

d. Are you all ready?

✓ Yes, we are!

**LECTURER****CHILDREN  
(Possible Response)****1.3 Introduce the Kiddie Reveille****a. Introduce the Kiddie Reveille**

- (Facilitator's Note: Refer to Kiddie Reveille - Cards.)

- Read aloud the instructions on how to do each pose.
- Demonstrate each exercise for the children to follow.
- You do not have to do all the cards; feel free to choose your cards.

✓ Good morning, Sir/Ma'am.

**b. Can we all stand up? We will be doing some exercises to be happy and active as we spend our time together.**

✓ (Children to move and follow the actions)

\*\*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

**c. Wow, that was nice! We had fun (singing the P.A.S.S. Song) / (doing the different exercises in Kiddie Reveille). You may return to your seats and rest since we will have much fun today!**



## Step 2: Motivation

### 2.1. Unlocking of Difficulties

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

**Facilitator's Note:**

- i. Show and briefly talk to the children about pictures that might be unfamiliar to them, which they will encounter as we go through the story.
- ii. You'll need pictures of PPE, stove, and fire extinguisher.
- iii. you may choose your strategy from the given options below:

#### "Mystery Helmet"

- In a clean helmet, place the printed pictures and encourage the children to get one (1) picture from the helmet and show it to the class.

*Do you like surprises? We have a surprise for you! Tada! Here is a mystery helmet and this is very special. (Show the helmet), why do you think it is special?*

*That is right! That makes it special. And this makes it even more special because it has something inside. Do you want to look?*

*I will be going around, and I will get one of you to insert their hand into the helmet and get one of the things inside.*

- (Go around the venue and approach those who are starting to get distracted/inattentive)

*Please get one.*

- (Once the child picks a picture, show it to the class)

*What did you get?*

Yes, this is a picture of:

1. **P.P.E.** – Personal Protective Equipment; these are what we wear during operations – responding to fire for us to be safe having wounds and burns, and preventing falling debris.
2. **Stove** – this is where we cook our food; this could get hot.
3. **Fire extinguisher** – this is used to fight a small fire.

Talk about the pictures presented:

- Have you seen \_\_\_ (item on the picture)?
- What is this for?
- Who uses it?
- Where do we use it?
- How do we use it?

*You have done well! We will see more of that as we continue our activities today.*

**CHILDREN  
(Possible Response)**

- ✓ Because it is small.
- ✓ Because it is yellow.
- ✓ Because it can be used on your head.
- ✓ Yes!



## Step 3: *Lesson Proper*

### 3.1. Story Telling Introduction

**Facilitator's Note:**

- i. Start by the Big Book: **Fire Dogs, Series 3: A Day with Presley**
- ii. Ask simple questions to trigger the children's focus and imagination.



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

Look what we have here! What is this?

✓ *A big book, Ma'am/Sir!*

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ *A fireman dog!*

Correct! To me, these look like dogs, too. Do you want to find out more about these dogs?

✓ *A firetruck!*

✓ *Yes, Sir/Ma'am!*

### 3.2 Read the Storybook

#### *Facilitator's Note:*

- i. The storybook has three (3) chapters that cover different fire safety behaviors that could affect the daily lives of the children and their families.
- ii. Each chapter covers possible/ common fire causes such as unattended cooking, poor housekeeping, octopus wiring, socket overloading, etc.
- iii. You may read one chapter at a time. If the time permits, you can read the other series available.
- iv. Read and pause to emphasize important lessons in the story
- v. Have fun!

## Series 3: A Day with Presley



After what happened, Coco and Limo were very sad they didn't have a place to stay. However, their eldest brother Presley extended a helping hand.

Presley is the most famous dog of them all and he never made others feel so small.

"Oh, look! Is that Brother Presley's house?" Two dogs were seen sneaking out from under the bush.

Presley's house, the smallest in town, guess what? It was clean and shiny like a crown.

"Presley! Our brother!" Coco and Limo screamed.

Presley welcomed the two brothers into his house. They were surprised to see how tidy and clean it was – no cords, no boards, and everything was in place which made it look like a bigger space.

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

I feel like going to Presley's house, too. I could imagine getting so much rest just by staying in his tidy and clean house. Would you like to come with me?

Okay. Let's finish the story, shall we?

- ✓ Yes! Yes. I want to come with you.
- ✓ Me too!

✓ Yes, Sir/Ma'am!

Suddenly, a cry for help reached Presley. "Presley! Presley! Help! My stove is burning!" Mr. Duck was in a hurry.

Presley quickly grabbed his helmet, coat, pants, and boots. He took a red tube from next to the exit door and asked his brother Limo to call 911 and inform the Fire Brigade about it.

Presley entered the house and looked for the kitchen and the stove that was burning. He remembers to be careful in the hopes for this mission to be successful.

PULL the pin!

AIM the base of the fire!

SQUEEZE the lever!

SWEEP from side to side!

He continued using the fire extinguisher until the fire was completely out.

Mr. Duck was very grateful for Presley's help. "Thank you so much for your help, Sir Presley! We feel so safe having you around. You are the best firefighter, Sir Presley!" Mr. Duck expressed with gladness.

Coco and Limo were delighted to hear that their brother was a great help in Bigpaw Town.

"Wow! Our brother is amazing! We should learn some Fire Safety Tips from him!" said Coco.

"Yes, that is what we need to do, so we'll be prepared, ready, and safe in case of a fire," Limo answered.

And the two rushed down to their brother,

"Presley, our brother! We are so proud of you! You always save the day! We want to be like you! Hooray!"



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

### 3.3 Emphasis on the Important Parts of the Story (Story recap):

*Who are the characters in the story?*

- ✓ (Children to show different facing expression: amaze)

*Yes, all of your answers are correct!*

*What kind of house he has? Do you remember?*

- ✓ *No, Sir/Ma'am.*

*Wow. That was very detailed. Yes, that's true. Presley's house was very clean and shiny, like a crown. That is why his brothers were amazed when they saw Presley's house. How do you get amazed? Can you show it through your face?*

*Did you see Presley's house getting burned?*

- ✓ *His house didn't get burned, not like what happened to Coco and Limo. His house was clean—there was no chance it would get burned.*
- ✓ *He is being careful with his things.*

*Why do you think so? What makes his house different from Coco and Limo's houses?*

*Yes, I agree with all of you! Presley's house was clean; he didn't have those things scattered everywhere, and yes, you got it! He doesn't overload any socket, and for sure, if he cooks, he will be patiently waiting until his food is ready and cooked without leaving it unattended.*

*So, it wasn't Presley's house that got burned, then whose house, was it? Who called up for help?*

- ✓ *It was Mr Duck!*

*Yes, Mr Duck rushed down to ask for help. But why? What happened?*

- ✓ *Mr Duck's stove was burning.*

*For sure, if you are being careful in whatever you do, whether it be in your house or somewhere else, you will not have any emergencies like what happened to Mr Duck.*

- ✓ *Maybe Mr Duck was like Coco; he left his stove running. That's why it gets burned.*

*Who came to help fight the fire?*

- ✓ *I know! It was Firedog Presley!*

*Yes, Firedog Presley came to the rescue.*



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

*How did he fight the fire? (Emphasis P-A-S-S)*

✓ *He used a fire extinguisher!*

*Did you see him use a red tube? What was it again?  
What do you call it? Can you recall that from the  
pictures that we revealed/ found a while ago?*

✓ *He goes like this: (showing the actions for  
P.A.S.S.)*

*That's correct! It is a fire extinguisher.*

*And how did you use it to fight the fire?*

**Facilitator's Note:**

- i. Reinforce this part of the story by singing the P.A.S.S. Song
- ii. Refer to AudioClip01 for tune

*That's right! By using a fire extinguisher, we could  
fight small fires. Just remember to*

*Pull / Aim / Squeeze / and Sweep.*

*What would you do if you were Mr Duck?*

- ✓ *I will call for help!*
- ✓ *I will cry!*
- ✓ *I will call 911.*

*Yes, remember, if you see fire, call out for help  
immediately, and do not stay inside the burning  
place; it will not be safe for you. If you have neighbors,  
ask them to call 911 so the help would be right there  
in an instant. If there is fire, who do we call?*

- ✓ *You! The firefighters!*
- ✓ *Call 911.*

# Step 5: Closing Evaluation

## 5.1 What should I do?

*Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.*

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

5.1 Identify lifesaving fire safety behaviors by showing different pictures/ citing examples from the story, then encourage them to answer whether "Do it! Or don't do it!"



**Facilitator's Note:**

- i. Demonstrate to the children the actions that will represent each answer.
- ii. (Thumbs up: Please do it! Thumbs down: Please don't do it!)

Allow the children to answer in chorus.

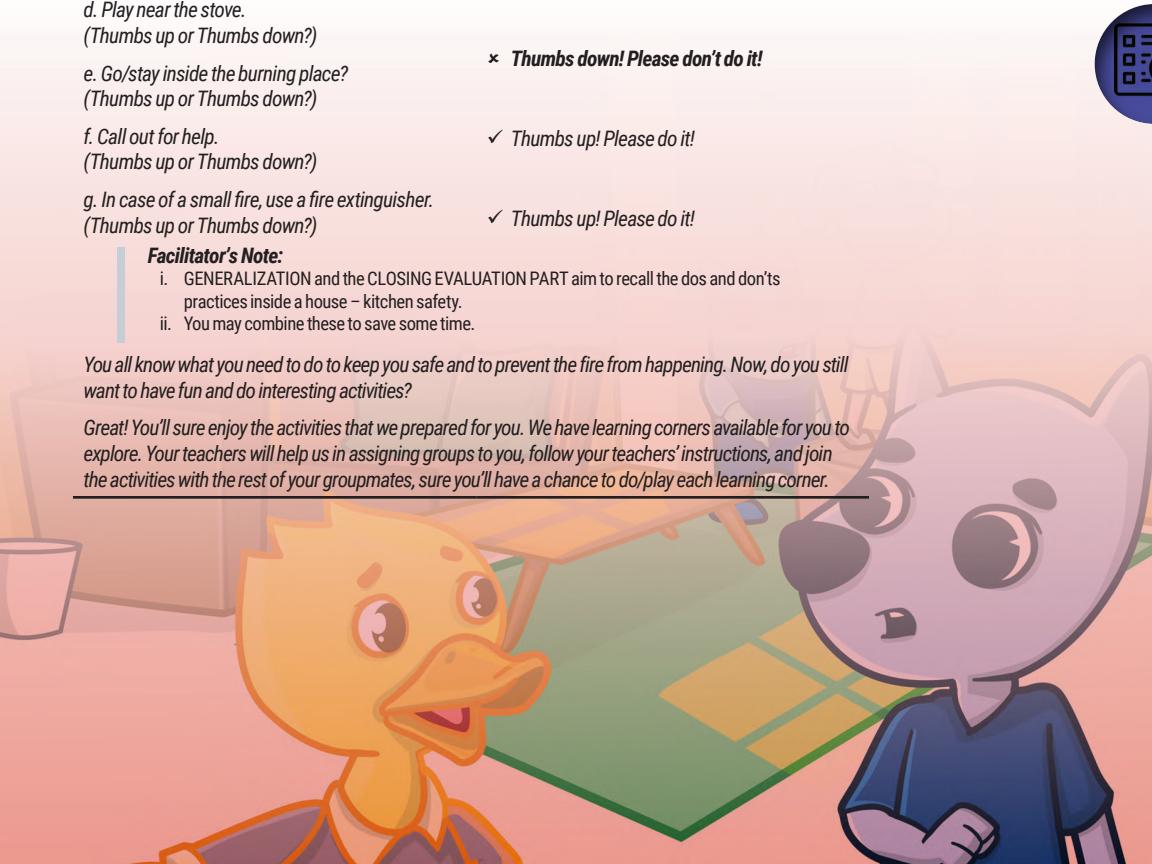
- a. When cooking, you need to keep looking.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- b. Touch the hot stove without using gloves?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- c. Keep things such as paper, tissue, and cloth near the stove  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- d. Play near the stove.  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- e. Go/stay inside the burning place?  
(Thumbs up or Thumbs down?) ✗ Thumbs down! Please don't do it!
- f. Call out for help.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!
- g. In case of a small fire, use a fire extinguisher.  
(Thumbs up or Thumbs down?) ✓ Thumbs up! Please do it!

**Facilitator's Note:**

- i. GENERALIZATION and the CLOSING EVALUATION PART aim to recall the dos and don'ts practices inside a house – kitchen safety.
- ii. You may combine these to save some time.

You all know what you need to do to keep you safe and to prevent the fire from happening. Now, do you still want to have fun and do interesting activities?

Great! You'll sure enjoy the activities that we prepared for you. We have learning corners available for you to explore. Your teachers will help us in assigning groups to you, follow your teachers' instructions, and join the activities with the rest of your groupmates, sure you'll have a chance to do/play each learning corner.



**LEARNING CORNER**

**Option 1:**

# **Coloring Pages**

**These coloring pages are excerpts from the story of  
Fire Dogs: Series 1 (Playtime with Coco)**

<b>What you need:</b>	<b>What to do?</b>
<ul style="list-style-type: none"><li>✓ Printed coloring pages</li><li>✓ Different coloring materials: crayons, watercolor/ paints, colorful markers</li><li>✓ Stapler or fastener</li></ul>	<ol style="list-style-type: none"><li>1. Prepare the coloring pages; print and bind them like a mini book.</li><li>2. Distribute the coloring pages among the children</li><li>3. Encourage the children to color all the pages</li><li>4. Allow them to bring these coloring pages at home.</li></ol>

**NOTE: See template at Module 1: Playtime with Coco Formal Setting (Learning Corner)**



**LEARNING CORNER****Option 5:**

# *Arts and Crafts*

This activity allows children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being.

What you need:	What to do?
✓ Two (2) sets of laminated puzzle pieces ✓ Scotch tape	<ol style="list-style-type: none"><li>1. Make two (2) groups: Group A and Group B.</li><li>2. Give each team the laminated puzzles (it should be the same kind of puzzles for both teams)</li><li>3. Each player (per team) should arrange one (1) puzzle and ring the bell once done.</li><li>4. Next player to do the same (with a different puzzle template), and so on</li><li>5. The first group to arrange all the puzzles wins the game.</li></ol>

**NOTE:** See template at *Module 1: Playtime with Coco Formal Setting (Learning Corner)*



**LEARNING CORNER****Option 6:****Worksheets**

**Worksheets offer a unique learning avenue to kids and help children recall what was taught by applying their knowledge.**

**It helps cement the concepts for future application.**

**They are not only fun to do, but they also facilitate ease of learning and knowledge retention in young minds.**

**What you need:**

- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

**What to do?**

1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read yet would still be able to accomplish the task.

**Activities:**

1. COLOR BY NUMBER
2. HOT AND COLD
3. SAFE OR NOT SAFE
4. FIREFIGHTER'S COUNTING

**NOTE: See template at Module 1: Playtime with Coco Formal Setting (Learning Corner)**

The image shows three sample worksheets designed for preschoolers, each with a different theme related to fire safety and basic concepts:

- COLOR UP MR. FIREMAN:** A worksheet where children apply colors to a cartoon fireman based on given numbers. It includes a color key: 1. WHITE, 2. BLUE, 3. RED, 4. YELLOW, 5. GRAY, 6. BEIGE, 7. BROWN, 8. BLACK. An instruction box says: "Instruction: Apply colors on Mr. Fireman based on the given numbers."
- HOT AND COLD:** A worksheet featuring a campfire, a kettle, and a can of soda. A dog is at the bottom. A speech bubble says: "Circle the objects that is HOT to touch and box the objects who is COLD." Another box says: "Count the firefighter objects in each box. Circle the number of objects you counted."
- FIREFIGHTER'S COUNTING:** A worksheet showing four red fire hydrants in a box. Below the box are the numbers 2, 3, and 4. A dog is at the bottom. A speech bubble says: "Count the firefighter objects in each box. Circle the number of objects you counted."

## LEARNING CORNER

## Option 7:

# Station Visit

Tours help individuals, especially children, become familiar with the fire station and the role of firefighters in the community. This familiarity can reduce fear and anxiety during emergencies and help children understand that firefighters are there to help.

**Lecturer**

**Lecturer:** Hello, good morning/good afternoon. We're excited to have you at our fire station today! We want you to have a fun and educational experience. You just have to remember some important instructions to make the most out of your visit:

**1. Listen to the Guides:**

*L: Pay close attention to your tour guides – they are here to teach you all about what firefighters do and how they help the community.*

**2. Stay with the Group:**

*L: Always stay with your group and follow the guide. This helps ensure everyone's safety and allows us to give you the best tour possible.*

**3. Ask Questions:**

*L: Feel free to ask any questions you have! Firefighters love to share their knowledge, and we want to make sure you understand everything.*

**4. Hands to Yourself:**

*L: While we have lots of interesting equipment, it's essential to keep your hands to yourself. Avoid touching the emergency equipment unless your guide says it's okay. This helps keep everything in top condition for when we need it in emergencies.*

**5. Explore and Have Fun:**

*L: Feel free to explore and enjoy the experience! Fire stations are filled with interesting things, so make the most of your time here.*

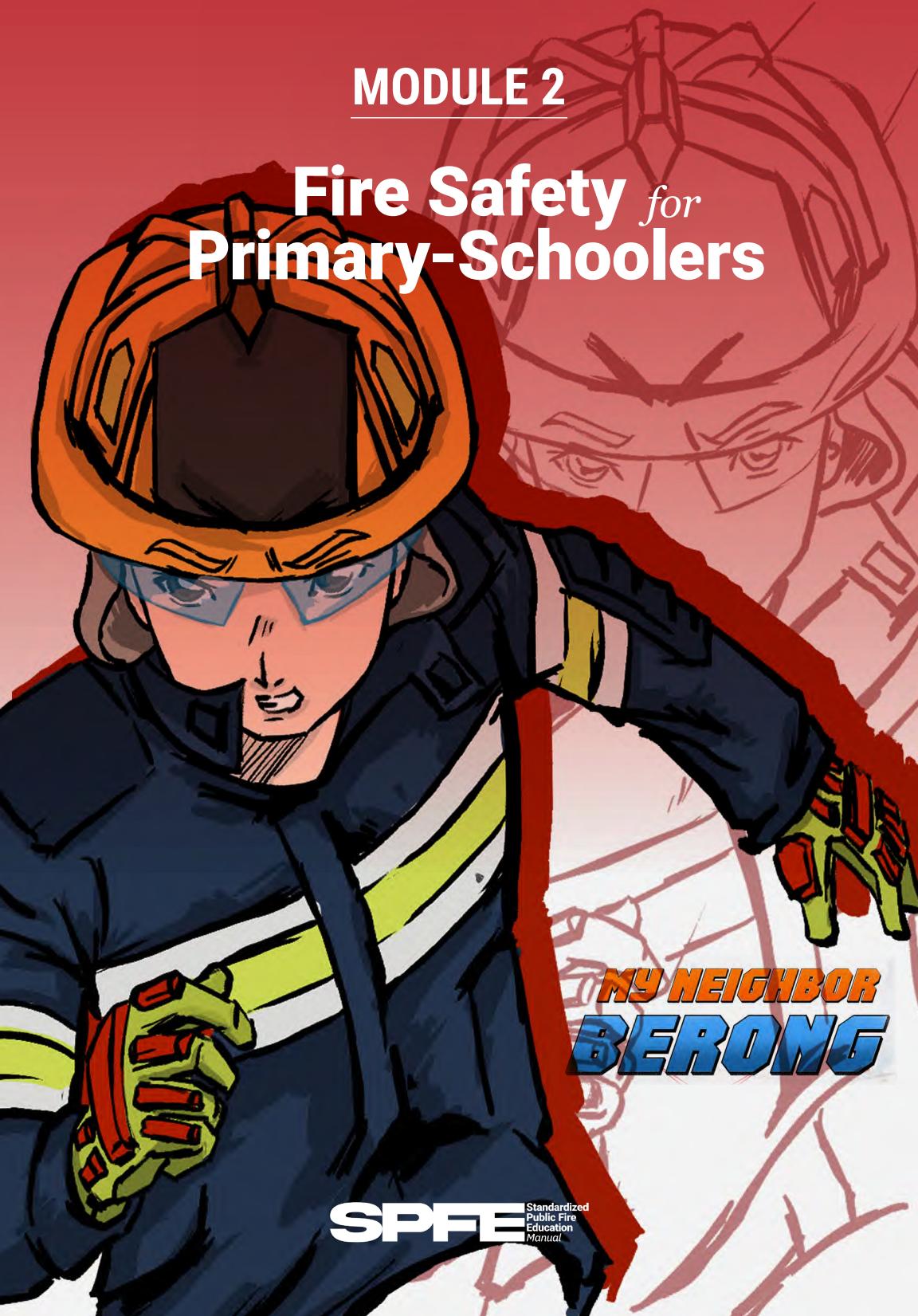
**Lecturer:** We hope you have a fantastic time at the fire station! Thank you for visiting, and we're here to ensure you have a safe and enjoyable tour.





## MODULE 2

# Fire Safety *for* Primary-Schoolers



**MY NEIGHBOR  
BERONG**

**SPFE** Standardized  
Public Fire  
Education  
Manual

**MODULE 2 OUTLINE**

# My Neighbor Berong

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## Scope/ Overview

This volume focuses on the lessons to help the Primary School Learners understand the role of a firefighter in the community. It also includes subjects that will help them learn how to be safe, how to behave, and what to do in case of fire through the interactive discussions and integrated hands-on activities.

## Delivery Methodology

It is essential that the approach in the introduction of fire safety education to primary learners be with a balance of seriousness and sensitivity. It must provide an emphasis on the importance of fire prevention, disaster preparedness, and vigilant response in emergency situations. Embodied with the tailored methods of teaching that are suitable to the age and understanding of the young learners, to ensure a grasp of the key fire safety principles through a clear and simplified use of terms in the delivery of fire safety information facilitated with age-appropriate games and hands-on activities that will reinforce these fire safety concepts.

## Learning Objectives

At the end of the discussion the children will be able to

1. Describe the characters in the story (Physical Appearance, Attributes – helpful, brave, strong, and the like)
2. Enumerate the setting in the story;
3. Identify the role of a firefighter: rescues pet, assists in flooded areas, responds to collapsed structures, and gives medical assistance;
4. Explain what does S-A-F-E mean.
5. Share their personal experiences with a real-life firefighter.

---

## Learning Materials Needed

- ✓ Lecturer's Guide and Talking Points
- ✓ Available Annex

### 1. Preparatory/Motivation

- ✓ Audio Clip
- ✓ Speaker

### 2. Lesson Proper

- ✓ Big Book – My Neighbor Berong

### 3. Learning Corners

- ✓ Printable worksheets
- ✓ Coloring pages  
(crayons, markers, colored pencils)
- ✓ Dress Me Up!  
(Velcro)
- ✓ Help Me, please!  
(board tunnel, tapes, plastic cones, pictures of cats and dogs)
- ✓ Arts and Crafts  
(crayons, glue, tape, child scissors)
- ✓ Simple Fire Experiments  
(baking soda, plastic cups, vinegar/ candle, lighter, glass)



**Series 1**

Fire Safety for Primary-Schoolers

# My Neighbor Berong



ILLUSTRATION BY: SFO1 Jose Potenciano B Garcia



**DETAILED LESSON PLAN OUTLINE**  
*Formal Setting*

# In this Formal Setting...

## Goal

or the Primary School Learners to understand the role of a firefighter in the community and to learn some ways to be safe in case of fire; learn the right way to behave in the event of a fire and know what to do if there is a fire through an interactive discussion and integrated hands-on activities.

## Objectives

At the end of the discussion the children will be able to:

1. Describe the characters in the story (Physical Appearance, Attributes – helpful, brave, strong and the likes)
2. Enumerate the setting in the story;
3. Identify the role of a firefighter: rescues pet, assists in flooded areas, responding to collapse structures ang gives medical assistance;
4. Explains what does S-A-F-E mean.
5. Share their personal experiences with a real-life firefighter.fire incidents.

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### Total Time of Delivery:

**45 minutes**

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### Subject Aids Needed:

1. Big book: My Neighbor Berong
2. Learning Corner materials
3. Alternative Tools
4. Printed, cut, and folded paper (Annex C)
5. Helmet

## Subject Overview

**Purpose:** To introduce to the Primary School Learners the role of the firefighters in the community and to have more knowledge on the ways to be safe in case of fire; learn the right way to behave in the event of a fire and know what to do if there is a fire

**General Guidance:** In this subject the lecturer/facilitator must deliver the lesson in an interactive way possible – fun, lively and enthusiastic; maintaining connections to the audience and encourage sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are primary school learners who like to explore the world with wonder, so embrace their hunger to make discoveries, to find answers that will help them make meaning of the world around them. They will definitely ask questions, not to annoy or disturb the class, but to pursue their inherent drive to learn. So be ready and do not forget to have fun together!

# Cheat Sheet

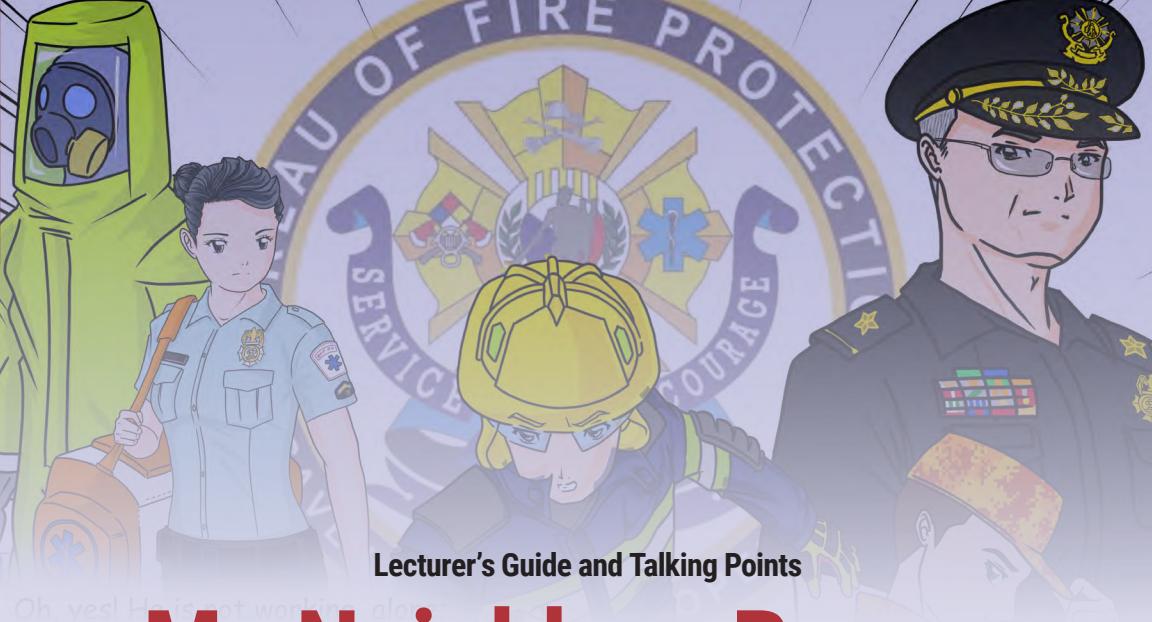
## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. INTRODUCTION</b>		
	<p>1.1 Greet the participants and start by introducing your name and your teammates.</p> <p>1.2 Engage the participants by asking the following initial questions.</p> <ul style="list-style-type: none"><li>✓ Do you know who we are and why are we here?</li><li>✓ What kind of work do we do?</li></ul>	<ul style="list-style-type: none"><li>• Start the day with a smile on your face.</li><li>• Ask questions in a friendly manner and addressing their diverse answers.</li></ul>
<b>2. MOTIVATION</b>		
	<p>2.1 Physical exercise to set the mood of the venue.</p> <p>Introduce the Kiddie Reveille to the children:</p> <ul style="list-style-type: none"><li>a. fire breathing</li><li>b. fire truck</li><li>c. hose carry</li></ul>	<p>• Kiddie Reveille <i>(You do not have to perform all the cards, feel free to choose your cards)</i></p>
<b>3. LESSON PROPER</b>		
	<p>3.1 Start by showing the Big Book: My Neighbor Berong and ask:</p> <ul style="list-style-type: none"><li>✓ What do you see on the cover of this book?</li><li>✓ Let's find out who is this boy!</li></ul> <p>3.2 Read the story book.</p> <p>3.3 Emphasis the following:</p> <ul style="list-style-type: none"><li>✓ Name and describe the characters in the story?</li><li>✓ What does he do for the community? *In what event do you remember seeing them around?</li><li>✓ In case of fire, can you tell something you need to do in order to be safe? S.A.F.E *Sound the alarm *Call 911 *Fight the small fire using fire extinguisher *Escape and be safe.</li><li>✓ How would you relate/apply S.A.F.E to your everyday life?</li></ul>	<ul style="list-style-type: none"><li>• Acknowledge each child response.</li><li>• Look out for the pauses to emphasize important information. <i>Read aloud and enjoy!</i></li><li>• Acknowledge them all and be creative on how you handle these answers</li></ul>

STORY GUIDE

# Cont.

Audio/Visual Aids	Outline	Notes
<b>4. SUMMARY OF THE LESSON</b>		
	<p>4.1 Summarize the lesson and provide generalization of the things the participants have to remember.</p> <ul style="list-style-type: none"><li>✓ BFP Personnels are brave and strong – ready to responds to man-made and natural disasters like fires, floods, accidents, collapse structure due to earthquake and many more.</li><li>✓ In case of fire, remember:</li></ul>	<ul style="list-style-type: none"><li>• Recall some important parts of the story. You may allow them to answer in chorus, or choose a child to answer in each question.</li></ul> <p><i>*A special sticker will be provided for all of them for participating</i></p>
<b>ANNEX C</b>		
	<p><b>S.A.F.E</b></p> <ul style="list-style-type: none"><li>*Sound the alarm</li><li>*Call 911</li><li>*Fight the small fire using fire extinguisher</li><li>*Escape and be safe.</li></ul>	
<b>5. CLOSING EVALUATION</b>		
	<p>5.1 What should I do?</p> <p>Children to identify whether the following phrases/ sentences are the things they should or should not do.</p> <p>*One (1) clap with a YES! if "I should" and form an (X) mark with your arms with a NO! if "I should not"</p> <ol style="list-style-type: none"><li>1. Go outside</li><li>2. Use the stairs</li><li>3. Stop, drop and roll</li><li>4. Fall and crawl</li><li>5. Go back inside</li><li>6. Breathe through the nose</li><li>7. Call 911</li><li>8. Take videos and pictures while trapped in a burning place.</li><li>9. Hide</li><li>10. Find the meeting spot/ safe spot</li><li>11. Sound the alarm (if available)</li><li>12. Jump through the window</li></ol>	<p><b>Draw Lots:</b></p> <p><i>Print, cut and fold these phrases/ sentences, put into the helmet and allow each child to pick one (1) paper and read aloud to the class and identify the answer.</i></p>
<b>ANNEX C</b>		
<b>ACTIVITY GUIDE</b>		
<p>5.2 Group the children and prepare for learning corner assignments:</p> <p>*You may choose 2-3 learning corner to facilitate</p> <ul style="list-style-type: none"><li>✓ Coloring Corner</li><li>✓ Dress Me Up!</li><li>✓ Help me, please!</li><li>✓ Fire Experiments</li><li>✓ Arts and Crafts</li><li>✓ Worksheets</li></ul>		
<p>5.3 End the subject.</p>		
<p><i>Group the children and assigned each group to a learning corner and have it all done simultaneously.</i></p> <p><i>*You may seek assistance from the school teachers for a smooth transitions and effective applications of each learning corners.</i></p>		



### Lecturer's Guide and Talking Points

# My Neighbor Berong

**Formal Setting**

## Step 1: Preparatory

### 1. Talking Point:

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

#### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

✓ Good morning, Sir/Ma'am

#### 1.2 Engage the participants by asking the following initial questions:

a. Children, do you know who we are?

Yes, we are firefighters.

✓ Yes! You are a firefighter!

b. Why do you think we are here?

Yes, you got it all right! We are here to share with you what you should and shouldn't do when there is fire/ you see a fire.

✓ You want to see our school.

✓ You will show us the hose and fire truck.

✓ You will teach us about fire.

c. Have you seen a fire somewhere? What does it look like?

Oh! You have seen many fire incidents already. It must be scary for you. But don't worry! We are here to share the important things you must remember when there is fire.

✓ Yes, teacher. I saw on the TV that the house had caught on fire, it was a big fire!

✓ Yes, teacher. The house near us got burned.

✓ No, teacher. I haven't seen fire before.

d. Are you all ready?

✓ Yes, we are!

## Step 2: Motivation

### 2.1. Introduce Kiddie Reveille

LECTURER	CHILDREN (Possible Response)
<b>Cont.</b>	
<i>Can we all stand up? We will be doing some exercises to be happy and active as we spend time together.</i>	✓ Children to move and follow the actions)
<i>Wow, that was nice! We had fun doing the different exercises in Kiddie Reveille. You may return to your seats and rest since we will have much fun today!</i>	✓ **If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

#### FACILITATOR'S NOTE:

##### Refer to Kiddie Reveille Cards below

1. Read aloud the instructions on how to do each pose
2. Demonstrate each exercise for the children to follow
3. You do not have to do all the cards; feel free to choose your cards.



# Step 3: *Lesson Proper*

## 3.1. Story Telling Introduction

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

### Introduction...Cover

Look what we have here! What is this?

✓ A big book, Ma'am/Sir!

Yes, this is a big book. Let's look closely at the cover. What do you see?

✓ A boy.  
✓ Fire trucks.  
✓ A boy wearing a helmet, like you wear when there is fire.

Yes, you are right! Do you want to find out more about this boy?

✓ Yes, Sir/Ma'am

### FACILITATOR'S NOTE:

1. Start by showing the Big Book: My Neighbor Berong.
2. Ask simple questions to trigger the children's focus and imagination.

## 3.2. Reading the Story Book



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

**Cont...Page 2**

*Just like what we have done a while ago. We had a few physical exercises to get our bodies moving because it is important for Berong and us, the firefighters to make sure we are physically strong so in case of emergency, we are ready to rescue/respond.*

✓ Yes, Sir/Ma'am

**FACILITATOR'S NOTE:**

1. The storybook is about a child who admires a firefighter named Berong. It showcases the great attributes of a firefighter: ready to help anytime, anywhere, and whatever the circumstances at hand.
2. S-A-F-E.
3. This Fire Safety Tips were highlighted to give knowledge to the children on what to do in case of fire
4. Read and pause to emphasize important lessons in the story
5. Have fun!



### Series 1: My Neighbor Berong

Hi, I am Tim. I live next to a fire station where I see my neighbors helping out as a team.

One of them is Berong. Berong exercises in the morning, which helps to keep his body strong and moving. Stretch, bend, jump, and run always do these with so much fun!

I want to be like him!

**LECTURER****CHILDREN**  
(Possible Response)**Cont...Page 3**

*What comes to your mind whenever you hear the ring of the alarm?*

\*Yes, this is a signal for us to know that there is an emergency, especially a fire, that we need to suppress or respond to, and yes, someone needs our help.

Shall we continue?

- ✓ There is an emergency.
- ✓ Someone needs help.

✓ Yes, Sir/Ma'am

He guides the elders in crossing the street, which I find very sweet.

I want to be like him!

When the alarm rings, he comes wearing a helmet, coat, pants, and boots, a mighty warrior who rides a truck and is ready to rock.

I want to be like him!



LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

**Cont...Page 4**

*Have you seen an animal trapped somewhere?*

*What would you feel if you got trapped, too?*

*\*Yes, I would also feel the same (scared, anxious, afraid,) and I would want someone/somebody to come and rescue me.*

*Let's continue reading and find out what is going to happen.*

*Let's continue reading and find out what is going to happen.*

✓ Yes, I saw it on the TV.

✓ My neighbor's dog got stuck in the drum.

✓ I will be scared.

✓ I will cry.



He is there to rescue our pets and knows what tools to get- a ladder, a hammer and a rope to tie together, for sure if you call him, he'll help like no other.

I want to be like him!

He is always ready to extinguish the fire with water and helps like a brother.

I want to be like him!

He is there to rescue our pets and knows what tools to get- a ladder, a hammer, and a rope to tie together; if you call him, he'll help like no other.

I want to be like him!

**LECTURER****CHILDREN**  
(Possible Response)**Cont...Page 5**

*What comes to your mind whenever you hear the ring of the alarm?*

\*Yes, this is a signal for us to know that there is an emergency, especially a fire, that we need to suppress or respond to, and yes, someone needs our help.

Shall we continue?

- ✓ There is an emergency.
- ✓ Someone needs help.

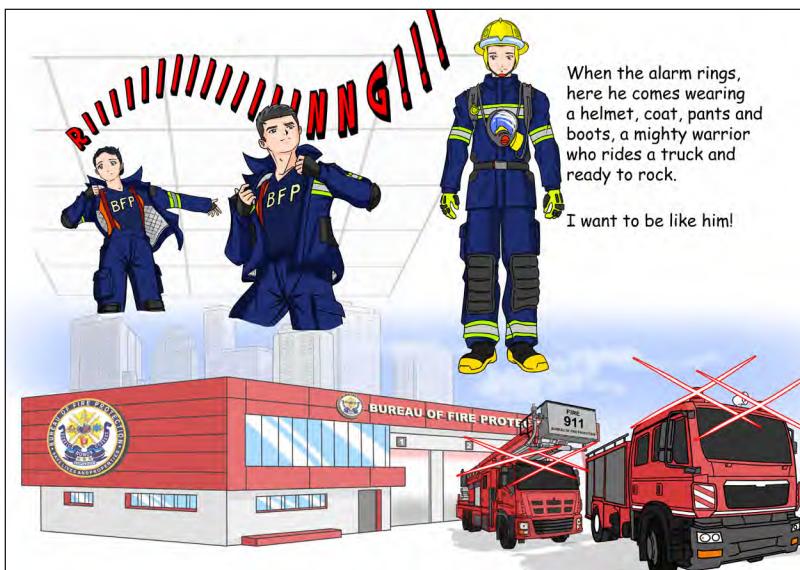
✓ Yes, Sir/Ma'am

He guides the elders in crossing the street, which I find very sweet.

I want to be like him!

When the alarm rings, he comes wearing a helmet, coat, pants, and boots, a mighty warrior who rides a truck and is ready to rock.

I want to be like him!



Oh, yes! He is not working alone; he has friends he gets along with. They are brave and strong and will let you feel that you belong. They are called firefighters, and they will make our future brighter!



Oh, yes! He is not working alone;  
He has friends he gets along with  
They are brave and strong, and  
will let you feel that you belong.

They are called firefighters, and  
they will make our future brighter

Once they see us playing matches, they say be careful! It is a match; do not play with it. A child must be away from anything that gets hot – a match, a stove, a candle, and a fire; these are the things that we should not desire.

They say remember S-A-F-E. These four letters will make our lives better.



Once they see us playing matches,  
they say be careful! It is a match;  
do not play with it like you have a  
patch.

**LECTURER****CHILDREN**  
(Possible Response)**SAFE**

Again, what are the four letters we need to remember when encountering a fire?

\*Correct, that is S.A.F.E.

Can you recall what does each letter mean?

Smeans,

A..

F..

E..

✓ S-A-F-E

✓ Yes, Ma'am/Sir!

✓ S – Sound the Alarm

✓ A – Alert the Authorities / Call 911.

✓ F – Fight the Fire

✓ E – Evacuate

Wow! That was impressive! You are listening to our story. Do you want me to continue now?

**SOUND THE ALARM** in case of fire. It is easy to find; you have to stretch your arm and press the button, and this won't cause you any harm.

**ALERT THE AUTHORITIES.** Alert the adults and ask them to call 911. Sure, our fighters will come standing as one!

**FIGHT THE FIRE.** this is what you can do with the assistance of the adults; a fire extinguisher is ready for you. Don't forget we are on our way! Our firetruck is here coming to the rescue; with the water, a hose, and moving in close, we will ensure any fire smell won't last on your nose.

**EVACUATE** the place by calming yourself, if you need to, crawl down on your knees, and look for any signs you can read. Listen to those who give a warning so you can escape without hurting.

And remember, once you are out, stay out.

They say remember

**S-A-F-E**

These four letters will make our lives better.



**SOUND THE ALARM**  
**ALERT THE AUTHORITIES**  
**FIGHT THE FIRE**  
**EVACUATE**



If you see someone who caught fire on their clothes, ask them to STOP! DROP! and ROLL! and it should be under control. Come on! Let's do it; helping out is our goal!

I have so much to learn from my neighbor Berong! I am sure he will not get it wrong!

Firefighters like them will keep us safe every day in every way! Hooray! I want to be like them!

**THE END.**

If you see someone who caught fire on their clothes, ask them to STOP! DROP! and ROLL!, and it should be under control. Come on! Let's do it, helping out is our goal!



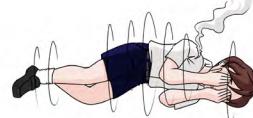
**STOP**



**DROP**



**ROLL**



### 3.3. Emphasis on the important parts of the story

#### LECTURER

#### CHILDREN (Possible Response)

a. Name and describe the characters in the story.

Yes, all of your answers are correct!

✓ Tim is a schoolboy like me.

✓ Berong is a firefighter.

✓ The other firefighters.

b. What does Berong do for the community?

\*In what event do you remember seeing them around?

✓ He is a firefighter.

✓ He saves our pets.

✓ He teaches the children in school not to play with fire.

✓ I saw someone like him fighting out the fire on the TV.

c. In case of fire, can you tell me something you must do to be safe?

LECTURER	CHILDREN (Possible Response)
----------	---------------------------------

## S.A.F.E.

### Sound the alarm

- ✓ Do you see fire alarms in your school?
  - ✓ What does it look like?
  - ✓ Yes, it is usually round in shape and red in color. Some are red rectangular boxes with a switch to press and pull down.
  - ✓ Regardless of the type of fire alarm you see, please do not just press the button if there is no fire emergency; it is only used when there is a fire emergency.
- ✓ S-A-F-E  
✓ Yes, Ma'am/Sir.  
✓ It is color red.  
✓ It is round. It has a small button in the middle.

### Call 911

- ✓ Most of you already have cell phones, so please do not hesitate to dial 911 if you see a fire incident whenever you are.

### Fight the small fire using a fire extinguisher

- ✓ It could be done with an adult supervision. Please do not play with a fire extinguisher; it is used to suppress small fires.
- ✓ It is best to call out for help so firefighters can help you.

### Escape and be safe

- ✓ Immediately escape/evacuate the burning place. Once you are out, do not go back.
- ✓ Look for a safe area where you can rest and wait for the authorities to come and assist you.

---

#### FACILITATOR'S NOTE:

1. Highlight these four letters, S-A-F-E, to the children and elaborate on each fire safety tip for the children to know how this can be done in real life.
  2. Remind them of the safety measures.
- 



# **MY NEIGHBOR BERONG**









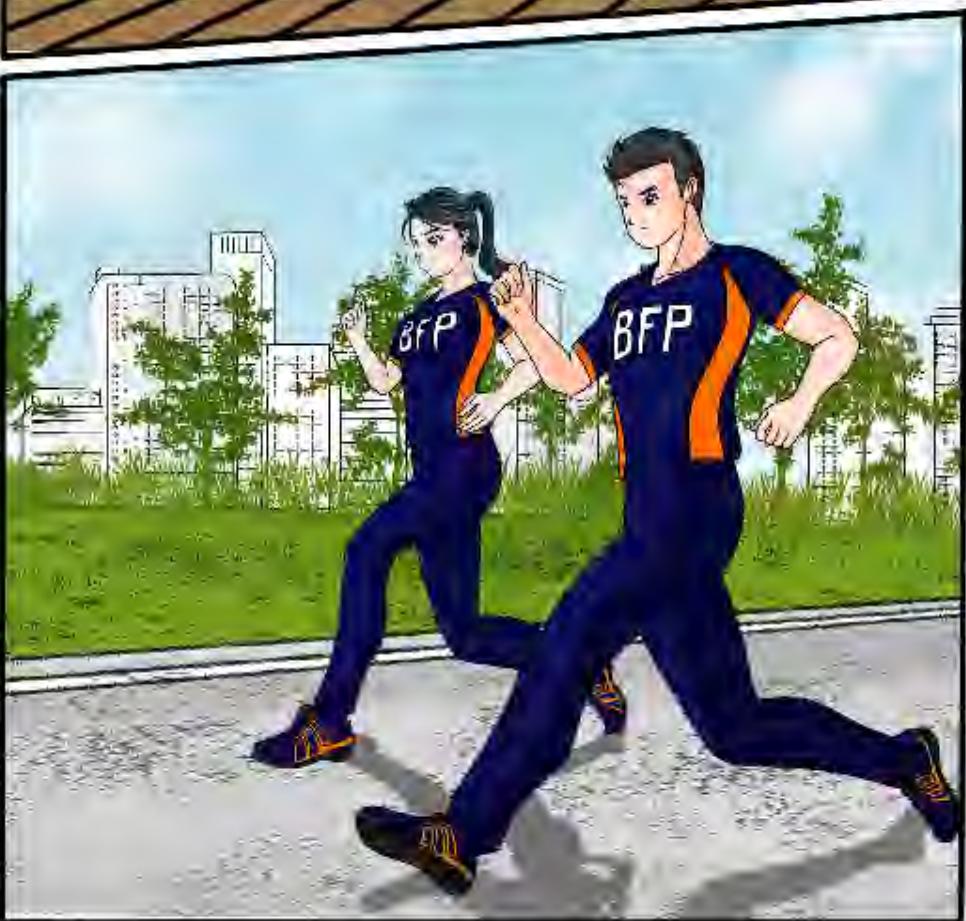
Hi I am Tim. I live next to a fire station where I see my neighbors helping out as a team.

One of them is Berong.



Berong exercises in the morning, which helps to keep his body strong and moving. Stretch, bend, jump and run always do these with so much fun!

I want to be like him!





He goes out under the sun  
wearing his tangerine that  
makes him look so clean.

I want to be like him!



He guides the elders  
in crossing the street,  
which I find very sweet.

I want to be like him!

RUNNING





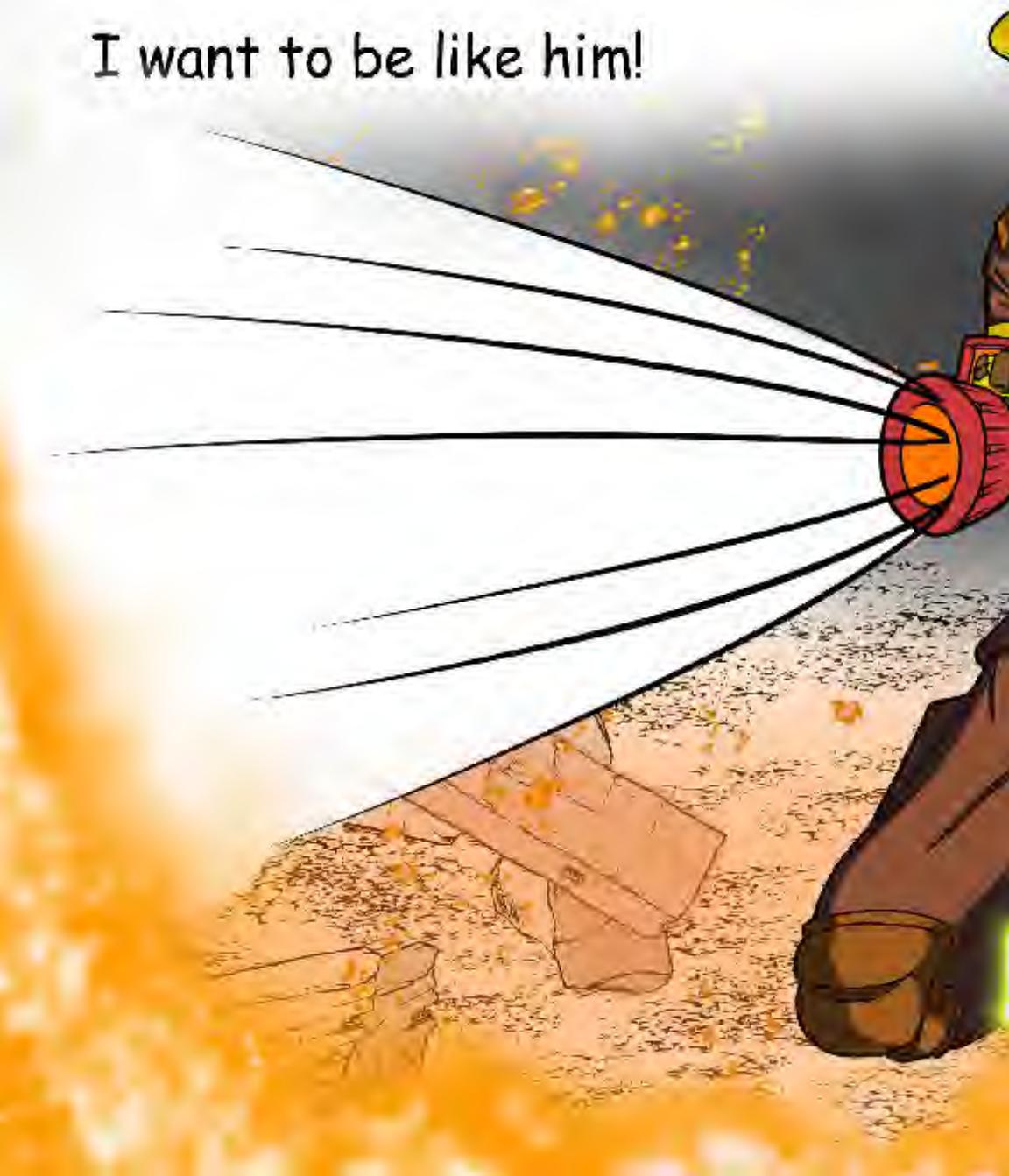
When the alarm rings,  
here he comes wearing  
a helmet, coat, pants and  
boots, a mighty warrior  
who rides a truck and  
ready to rock.

I want to be like him!



He is always ready to extinguish  
the fire with water, and helps  
like a brother.

I want to be like him!









He is there to rescue our pets  
and knows what tools to get-  
a ladder, a hammer and a rope  
to tie together, for sure if you  
call him, he'll help like no other.

I want to be like him!



Oh, yes! He is not working alone;  
He has friends he gets along with.  
They are brave and strong, and  
will let you feel that you belong.

They are called firefighters, and  
they will make our future brighter







Once they see us playing matches,  
they say be careful! It is a match;  
do not play with it like you have a  
patch.





A child must be away from anything that gets hot- a match, a stove, a candle and a fire; these are the things that we should not desire.

They say remember

**S-A-F-E**

These four letters will make  
our lives better.

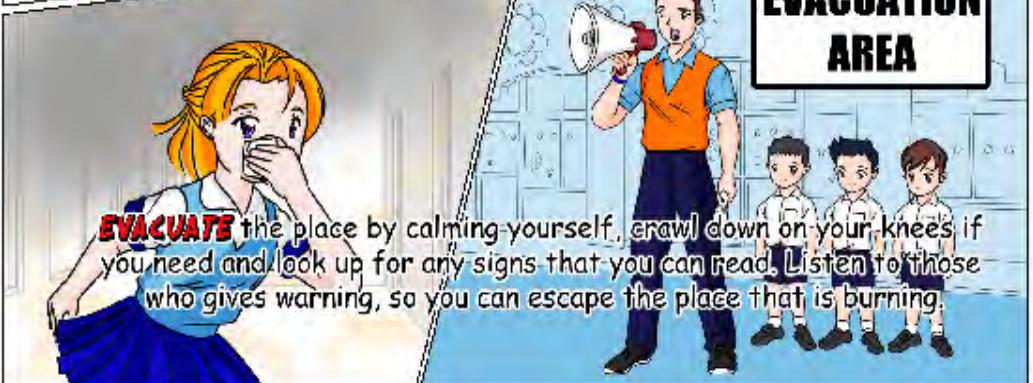
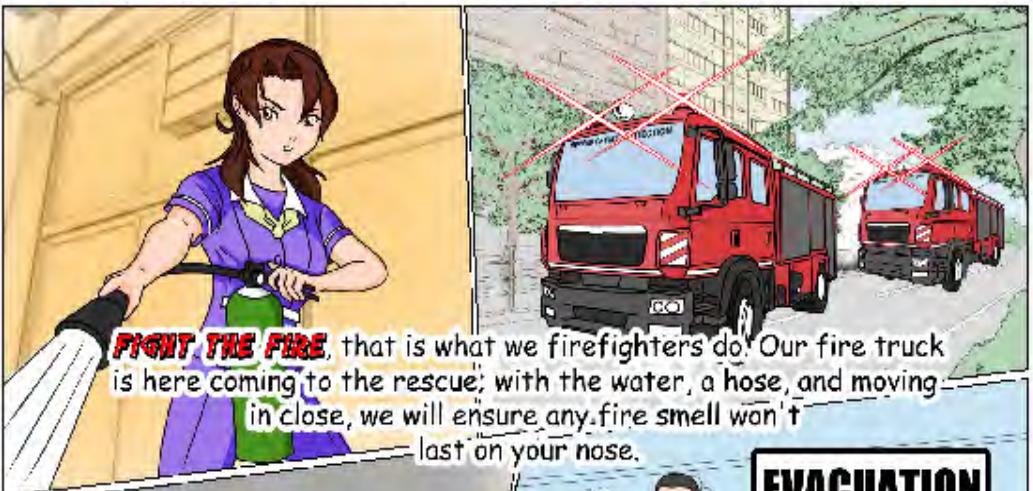
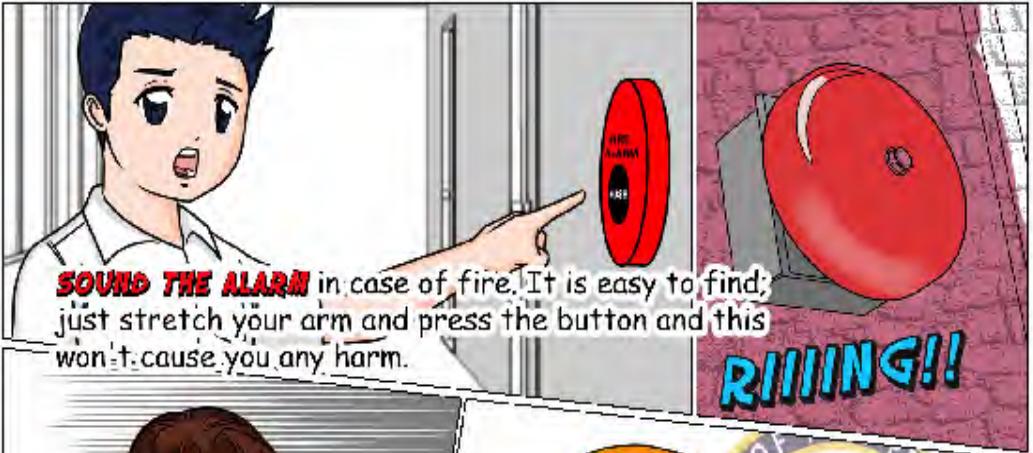


**SOUND THE  
ALARM**

**ALERT THE  
AUTHORITIES**

**FIGHT THE  
FIRE**

**EVACUATE**



And remember,  
**ONCE YOU ARE OUT,  
STAY OUT.**





If you see someone who caught fire on their clothes, ask them to STOP! DROP! and ROLL!, and it should be under control. Come on! Let's do it, helping out is our goal!



# **STOP**



# **DROP**



# **ROLL**





I have so much to learn from my neighbor Berong! I am sure he will not get it wrong.



Firefighters like them will keep us safe everyday in every way!

Hooray! I want to be like them!



The End.

## Step 4: General Evaluation

**4.1 Summarize the lesson and provide a generalization of the things the participants have to remember.**

### LECTURER

*B.F.P. personnel are brave and strong – ready to respond to man-made and natural disasters like fires, floods, accidents, collapsed structures due to earthquakes, and many more.*

*In case of fire, remember:*

**S.A.F.E.**

**S- Sound the alarm**

**A- Call 911**

**F- Fight the small fire using a fire extinguisher**

**E- Escape and be safe.**



## Step 5: *Closing Evaluation*

### 5.1 What should I do?

**Children to identify whether the following phrases/ sentences read aloud in the class are what they should or should not do.**

LECTURER	CHILDREN (Possible Response)
We have different sentences/phrases written on the paper. I will be going around and will ask one of you to get one (1) paper and read it to the class.	
All you need to do is give one (1) clap with a YES! If the sentence says what "I should" do in an emergency or form an (X) mark with your arms with a NO! If the sentence tells you the things "I should not" do.	
Are you ready?	✓ Yes, Ma'am/Sir.
a. Go outside	✓ YES!
b. Use the stairs	✗ NO!
c. Stop, drop, and roll	✓ YES!
d. Fall and crawl	✓ YES!
e. Go back inside	✗ NO!
f. Breathe through the nose	✓ YES!
g. Call 911	✓ YES!
h. Take videos and pictures while trapped in a burning place.	✗ NO!
i. Hide	✗ NO!
j. Find the meeting spot/ safe spot	✓ YES!
k. Sound the alarm (if available)	✓ YES!
l. Jump through the window	✗ NO!

#### FACILITATOR'S NOTE:

1. Print, cut, and fold the following sentences/phrases, and be encouraged to draw lots.
2. Encourage the children to get one (1) sentence and read it to the class

## 5.2 Group the children and prepare for learning corner assignments:

### LECTURER

\*You may choose 2-3 learning corners to facilitate

- 1. Coloring Corner**
- 2. Dress Me Up!**
- 3. Help me, please!**
- 4. Ladder Drill**
- 5. Arts and Crafts**
- 6. Worksheets**

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#### FACILITATOR'S NOTE:

7. Choose 2 to 3 learning corners to facilitate.
  8. Group the children and prepare for learning corner assignments:
- 

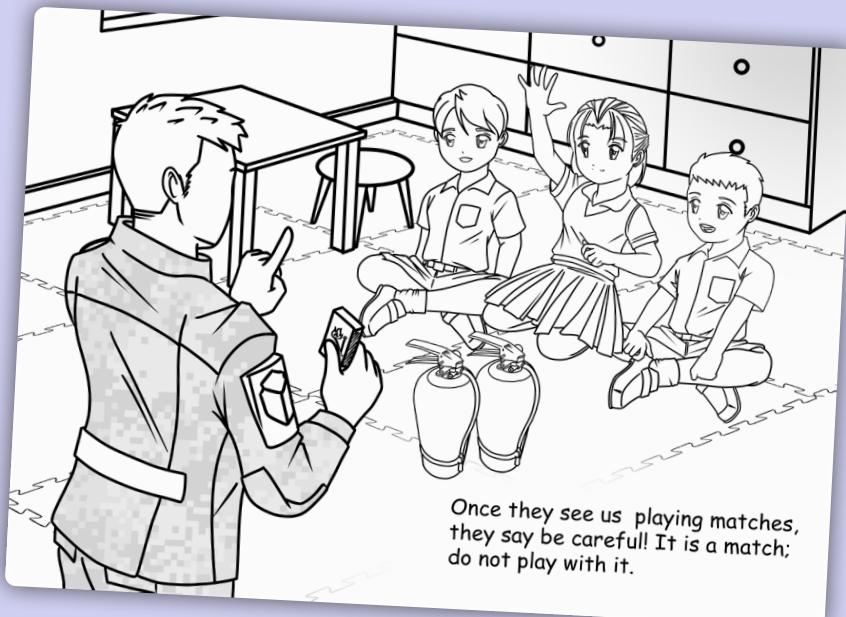


**LEARNING CORNER****Option 1:**

# Coloring Corner

**These coloring pages are excerpts from the story of My Neighbor Berong.**

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ Printed coloring pages</li><li>✓ Different coloring materials: crayons, watercolor/ paints, colorful markers</li><li>✓ Stapler or fastener</li></ul>	<ol style="list-style-type: none"><li>1. Prepare the coloring pages; print and bind them like a mini book.</li><li>2. Distribute the coloring pages among the children.</li><li>3. Encourage the children to color all the pages.</li><li>4. Allow them to bring these coloring pages at home.</li></ol>





Hi  
sta  
he

On



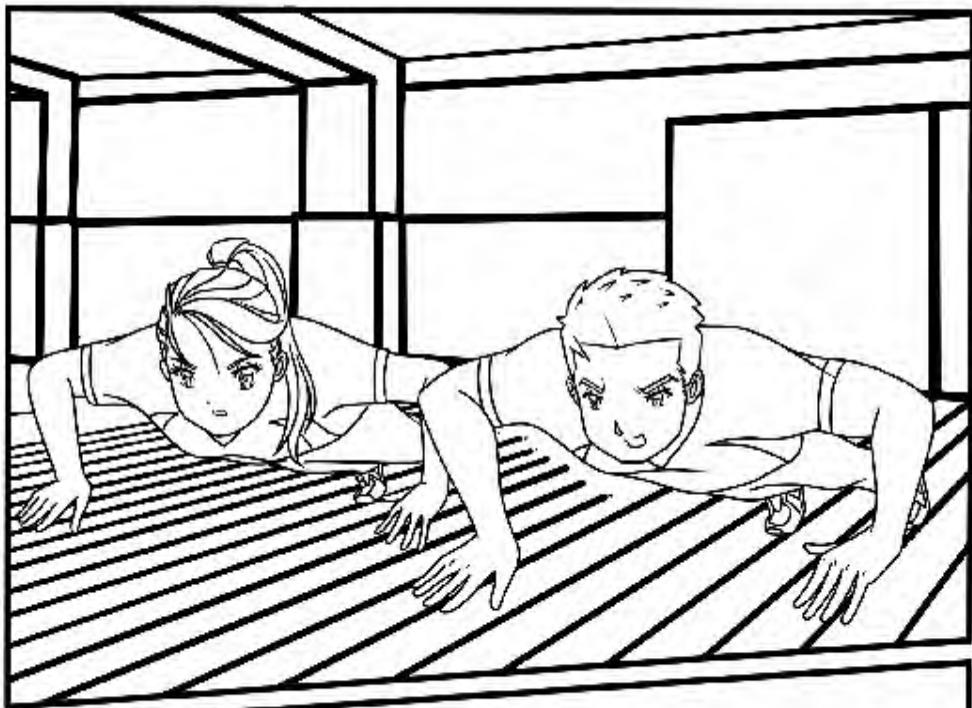
I am Tim. I live next to a fire station where I see my neighbors helping out as a team.

One of them is Berong.



Berong exercises in the morning, which helps to keep his body strong and moving. Stretch, bend, jump and run always do these with so much fun!

I want to be like him!





He goes out under the sun  
wearing his tangerine that  
makes him look so clean.

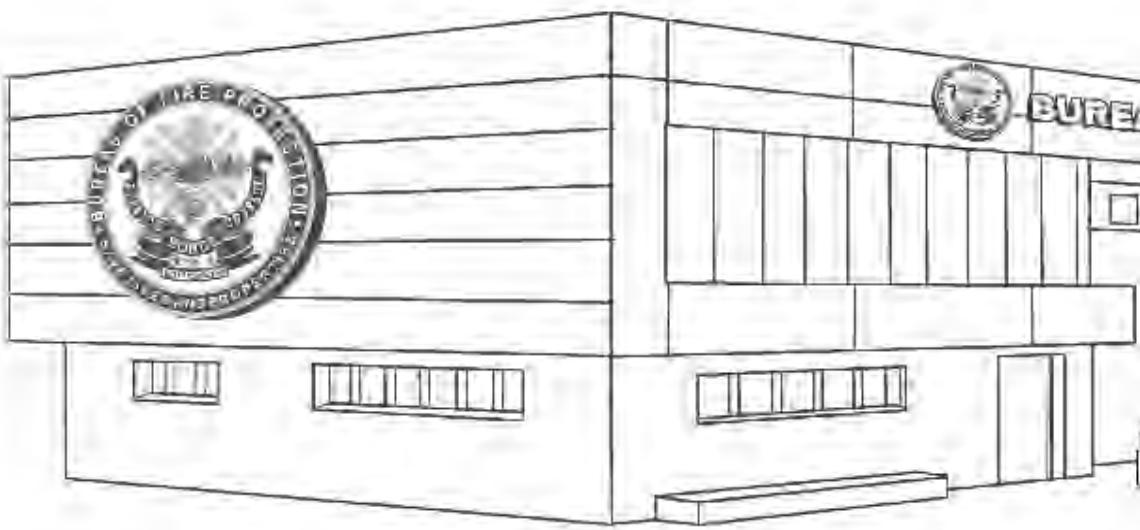
I want to be like him!

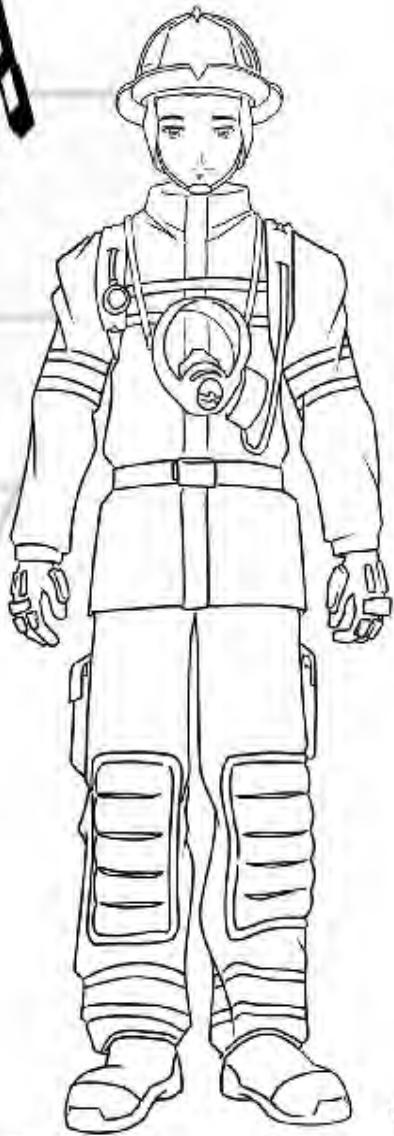
He guides the elders  
in crossing the street,  
which I find very sweet.

I want to be like him!



RUNNING





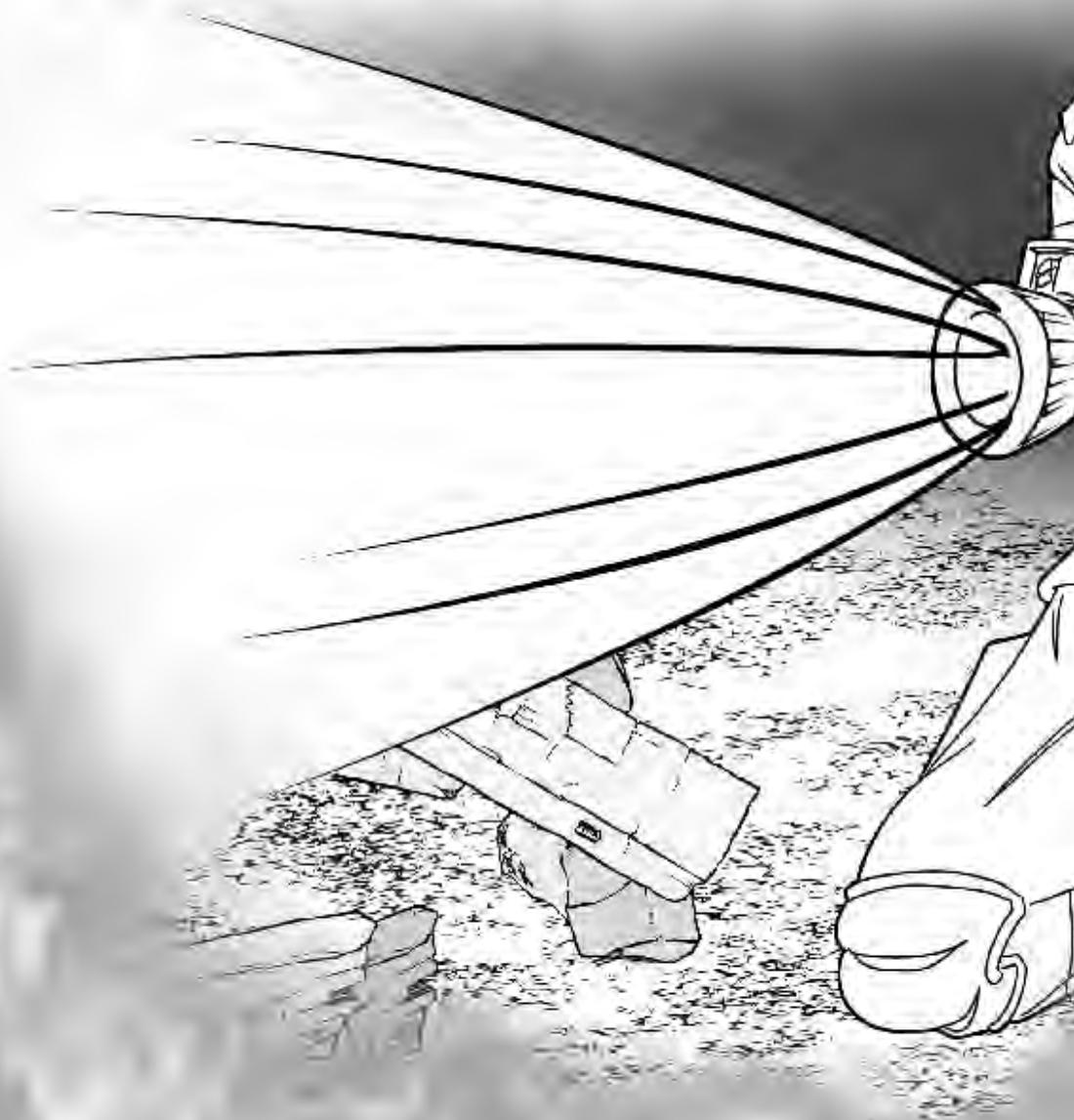
When the alarm rings,  
here he comes wearing  
a helmet, coat, pants and  
boots, a mighty warrior  
who rides a truck and  
ready to rock.

I want to be like him!



He is always ready to extinguish  
the fire with water, and helps  
like a brother.

I want to be like him!





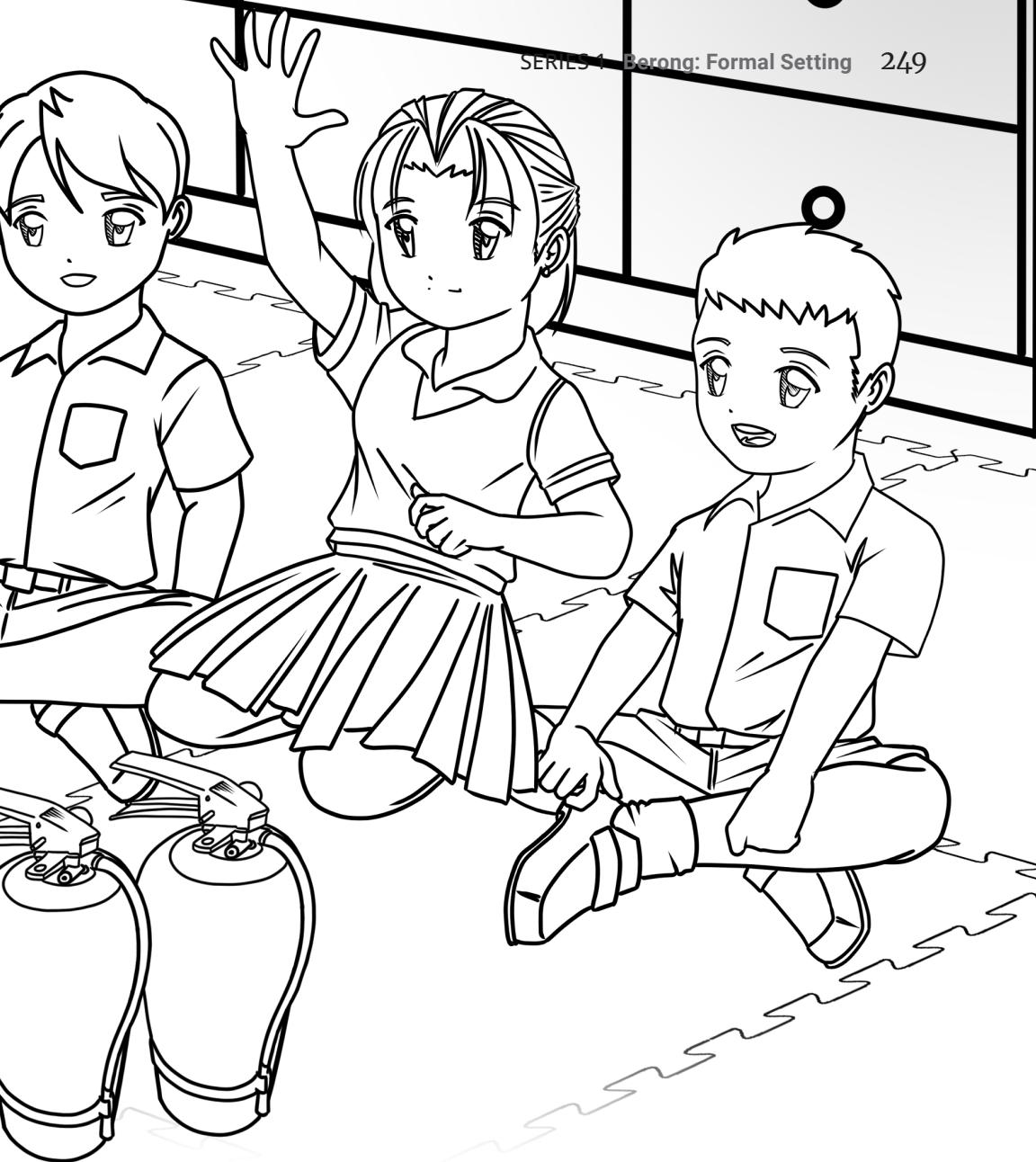


He is there to rescue our pets  
and he knows what tools to get-  
a ladder, a hammer and a rope  
to tie together, for sure if you  
call him, he'll be there to help  
like no other.



I want to be like him!





Once they see us playing matches  
they say be careful! It is a match;  
do not play with it.





A child must be away from anything that gets hot- a match, a stove, a candle and a fire; these are the things that we should not desire.

They say remember

**S-A-F-E**

These four letters will make  
our lives better.



**SOUND THE  
ALARM**

**ALERT THE  
AUTHORITIES**

**FIGHT THE  
FIRE**

**EVACUATE**



RIJING!!



EVACUATION  
AREA



And remember,  
**ONCE YOU ARE OUT,**  
**STAY OUT.**





If you see someone who caught fire on their clothes, ask them to STOP! DROP! and ROLL!, and it should be under control. Come on! Let's do it, helping out is our goal!



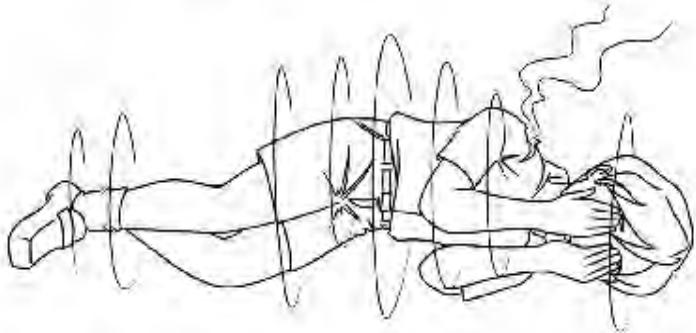
# **STOP**



# **DROP**



# **ROLL**





I have so much to learn from my neighbor Berong! I am sure he will not get it wrong.

Firefighters like them will keep us safe everyday in every way!

Hooray! I want to be like them!



The End.

LEARNING CORNER

Option 2:

# Dress me Up!

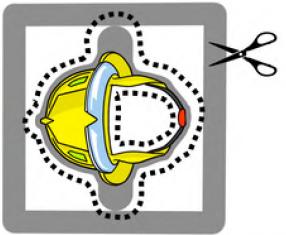
To showcase different B.F.P. uniforms – when and where each type of uniform is worn.

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ A4 laminated colored pictures of Dress Me Up! template (My Neighbor Berong)</li><li>✓ Velcro</li><li>✓ Laminated pictures of different B.F.P. uniform</li><li>✓ Ring bind – putting together all the laminated A4 pictures</li></ul>	<ol style="list-style-type: none"><li>1. Present each Dress Me Up! template to the children</li><li>2. Please encourage them to explore different types of B.F.P. Uniform by doing a mix and match of outfits</li><li>3. Allow them to have fun and be creative!</li></ol>



# MEIN BÜR BERONG

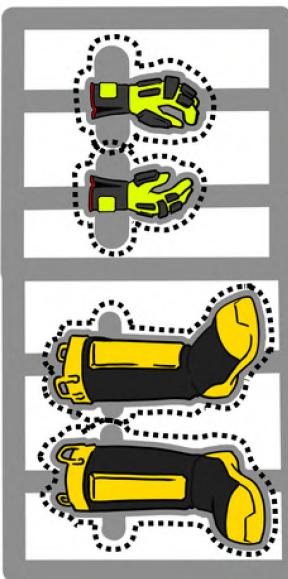
HELMET



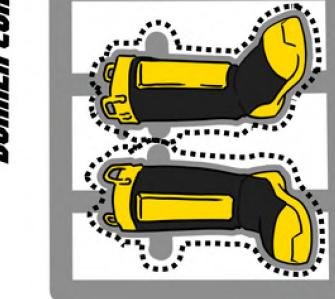
BUNKER COAT



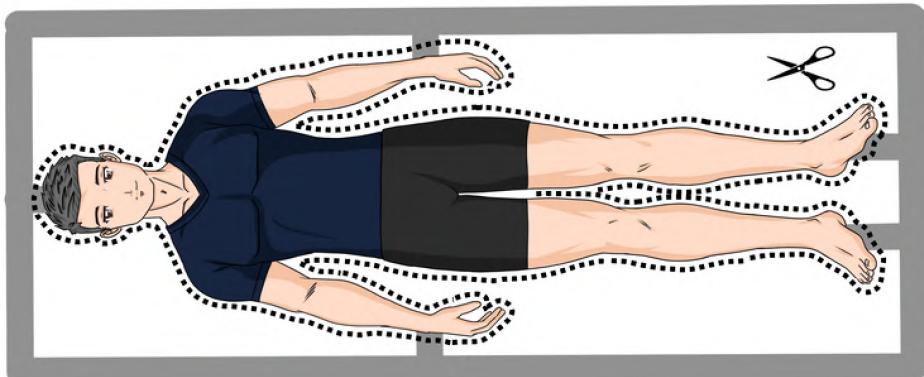
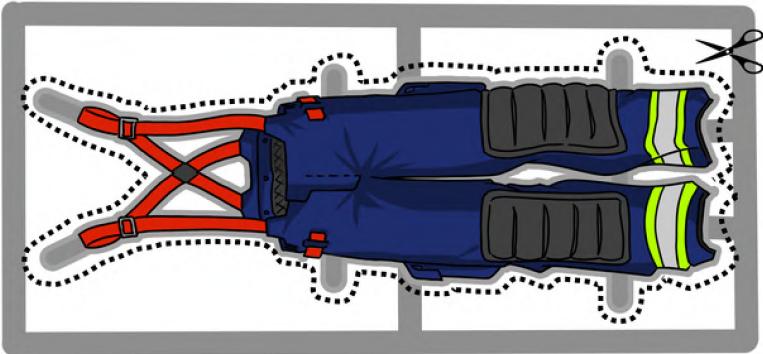
GLOVES



BOOTS



BUNKER TROUSER



## LEARNING CORNER

## Option 3:

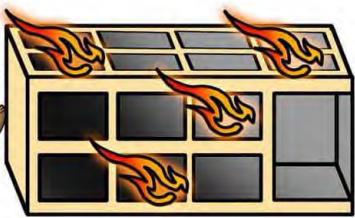
# Help Me, Please!

**It is a pretend play. The children pretend to be firefighters rescuing the animals trapped in the burning building.**

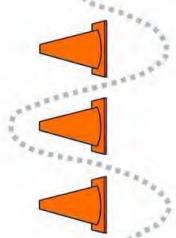
What you need:	What to do?
<ul style="list-style-type: none"> <li>✓ Child size – bunker, trousers and helmet, busted hose/ improvise hose</li> <li>✓ Printed picture of fire on a paper/tarpaulin</li> <li>✓ Printed picture of the ladder on a paper/ tarpaulin</li> <li>✓ Foldable tunnel, small cones, and pictures of pets – three (3) dogs and three (3) cats or dog and cat stuffed toys</li> <li>✓ Six (6) medium size boxes</li> </ul>	<ol style="list-style-type: none"> <li>1. The facilitator prepared the scene by pasting the printed ladder on the floor, opening up the tunnel, placing the cones in a zigzag formation, placing the printed fire on the boxes with holes, and placing the picture/ stuffed toys.</li> <li>2. Group the children into 2; Team Dog and Team Cat. Encourage the children to color all the pages.</li> <li>3. Children take turns wearing helmets, bunker, and trousers.</li> <li>4. Walk over the ladder. (tarpaulin taped on the floor)</li> <li>5. Crawl inside the tunnel.</li> <li>6. Run through the cones.</li> <li>7. Get the hose, pretend to put out the fire, and rescue the pets – children from Team Dog will rescue the dogs by getting the printed pictures/ stuffed toy, while Team Cat will rescue the cats.</li> <li>8. The first team that rescues all the pets wins the relay.</li> </ol>



# HELP ME PLEASE!



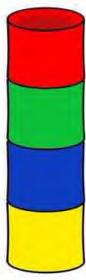
1. Players will run through the cones.



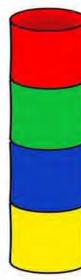
3. Skip through the ladder (ladder drills.)



2. Crawl through the tunnel.



4. Player 1 will rescue the pet.  
Player 2 will spray water on the fire.



**TEAM DOG**



**TEAM CAT**



If your clothes catches fire, remember to STOP, DROP, and ROLL. Practice at home and don't forget to cover your face.



**DROP**

Place the  
correct picture  
here.



**STOP**

Place the  
correct picture  
here.



**ROLL**

Place the  
correct picture  
here.



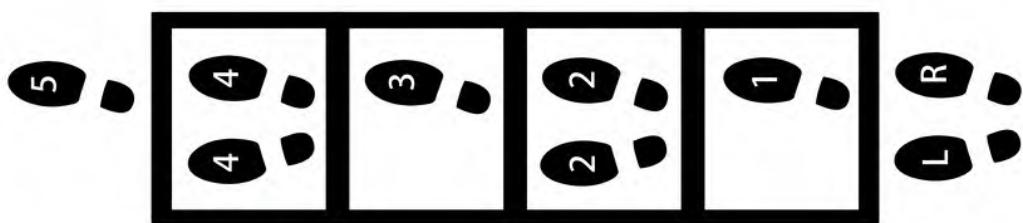
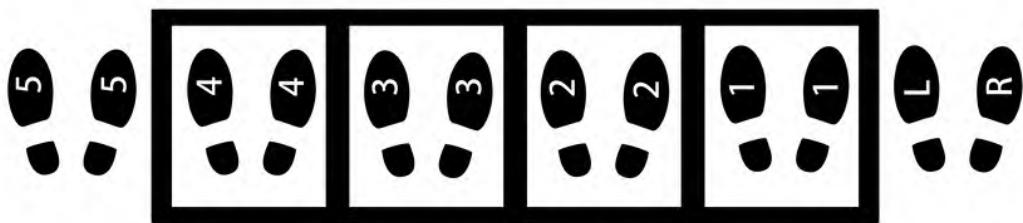
Cut along the dotted lines and glue the pictures on the correct boxes above..

**LEARNING CORNER****Option 4:*****Ladder Drills***

**Fire Cup Knockdown (inspired by: Hop Scotch Game)**  
**These agility drills are another awesome way to work on the children's gross motor skills and agility.**

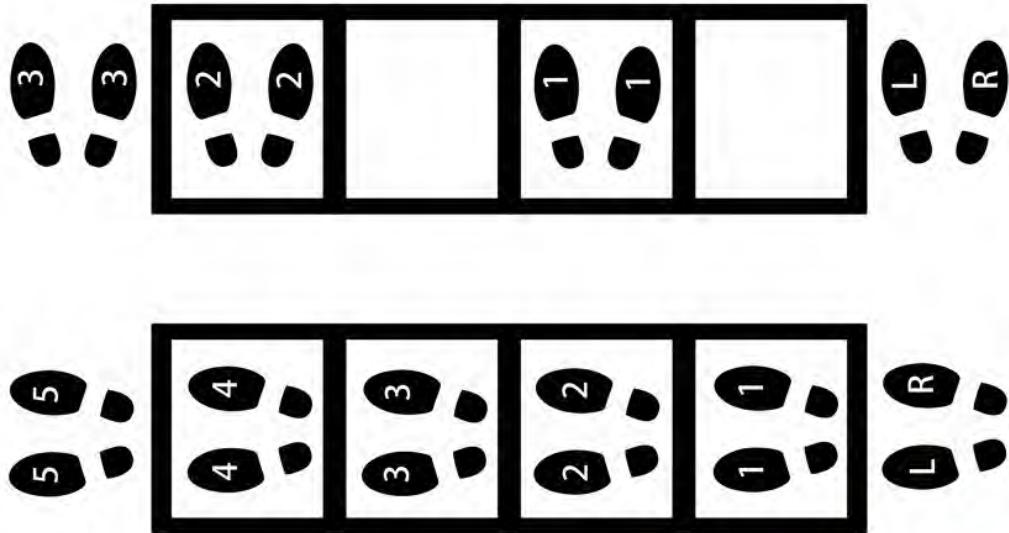
<b>What you need:</b>	<b>What to do?</b>
<ul style="list-style-type: none"> <li>✓ Printed Ladder Drill Cards</li> <li>✓ Chalk or colored tape – to be used for the ladder illustration on the floor.</li> <li>✓ Water balloons</li> <li>✓ Plastic cups with printed pictures of fire pasted on them</li> </ul>	<ol style="list-style-type: none"> <li>1. Create an illustration of a ladder on the floor of the hallway/venue using chalk or colored tape.</li> <li>2. Place the water balloons on the starting point of the ladder (set the start line).</li> <li>3. Arrange the fire cups in a pyramid on the other end of the ladder.</li> <li>4. Encourage five (5) children to participate per batch.</li> <li>5. Ask each child to pick one (1) ladder drill card and one (1) water balloon and position them at the starting line.</li> <li>6. Cross over the ladder by following the cues on the Ladder Drill Cards.</li> <li>7. Then, knock down the firecups and run back to the starting line.</li> </ol>





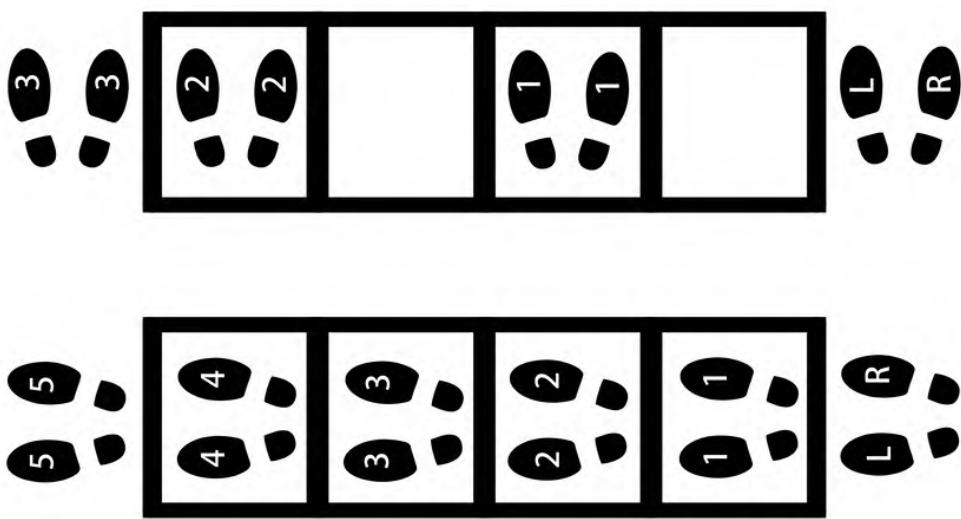
# LADDER DRILLS





# LADDER DRILLS





LADDER  
DRILLS

**Learning Corner****Option 5:**

# *Arts and Crafts*

## **Fire Safety Flip Book**

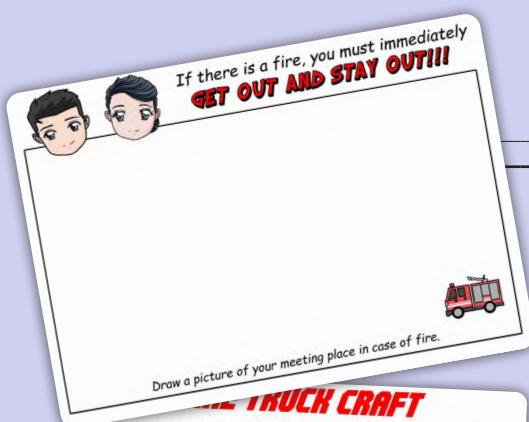
This Fire Safety Flip Book comprises four (4) hands-on activities where children will be engaged in tracing, coloring, cutting & pasting, and drawing. It would help the children remember important information.

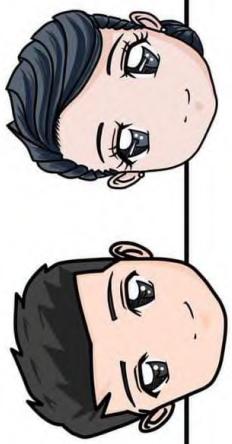
**What you need:**

- ✓ Printed four (4) pages interactive booklet template
- ✓ Scissors and glue
- ✓ Facilitator's Note cue cards

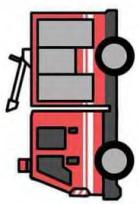
**What to do?**

1. Distribute 1 page per student.
2. Let them color the page, cut the letters, and glue to the matching letter.
3. Trace over the letter with a pencil/pen.
4. Let the students fill in the missing numbers on the phone
5. Color the number buttons they will need to press in red (911)
6. Allow the students to draw the "safe meeting place" where the family will meet in an emergency.
7. Suggestions include a neighbor's house or a tree
8. Emphasize "Get out and stay out!"
9. the pictures and glue them in the correct boxes on the page
10. Encourage the children to color the page.





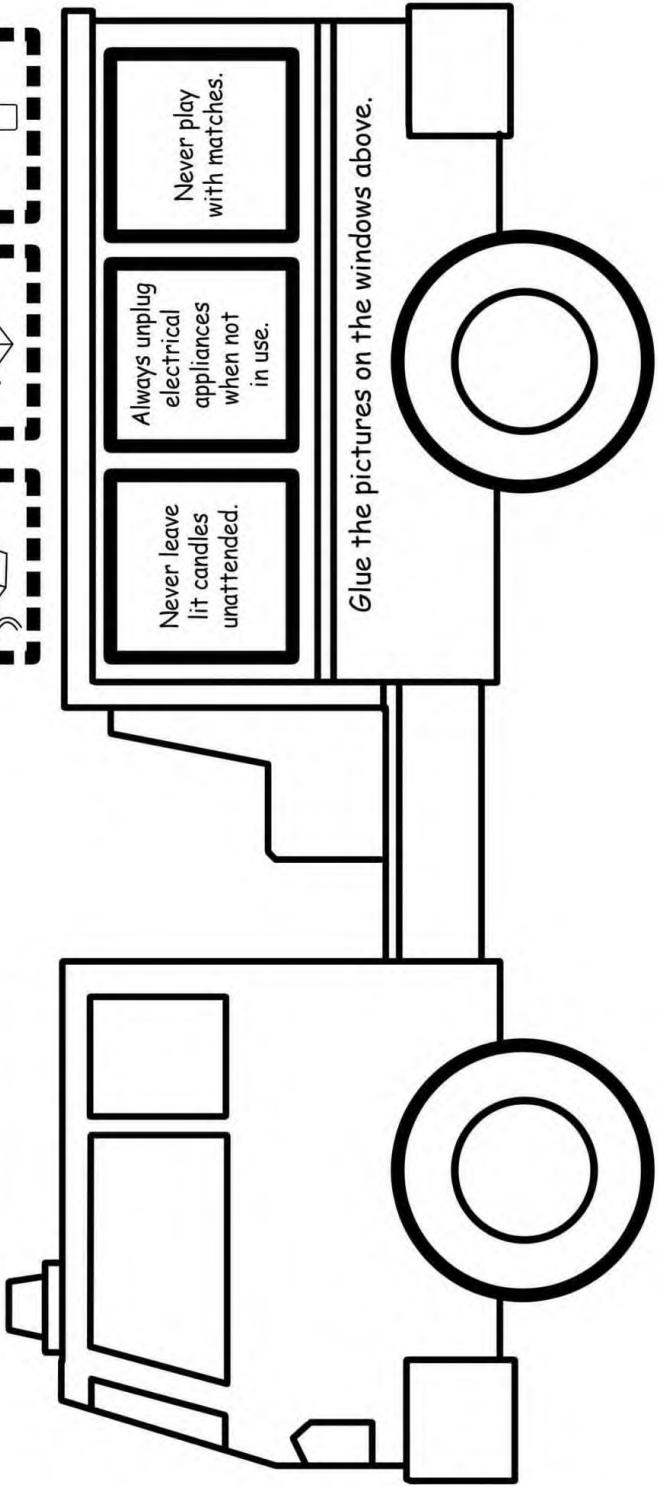
If there is a fire, you must immediately  
**GET OUT AND STAY OUT!!!**

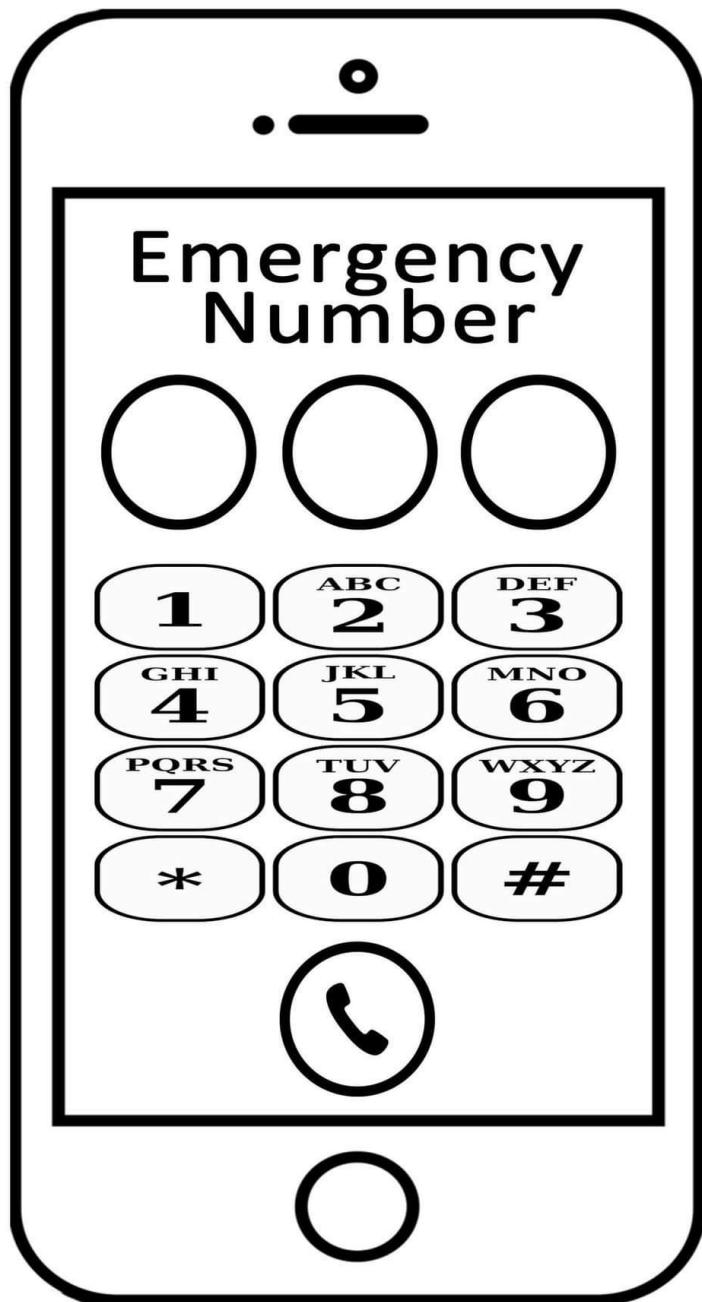


Draw a picture of your meeting place in case of fire.

# FIRE TRUCK CRAFT

Have the students color the pictures,  
cut it out, and glue on the correct window  
of the fire truck.





Write the emergency numbers on the circles  
and color the emergency numbers in RED and  
color the other numbers green.

## LEARNING CORNER

## Option 6:

*Worksheets*

Worksheets offer kids a unique learning avenue and help them recall what was taught by applying their knowledge. It helps cement the concepts for future application. They are fun to do and facilitate ease of learning and knowledge retention in young minds.

**What you need:**

- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

**What to do?**

1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read could still accomplish the task.

**ACTIVITIES:**

1. What Should I do?
2. Word Search
3. Safe or Not Safe
4. Puzzle Beater (P-A-S-S)
5. Skip Counting
6. Fire Pattern

**FIRE SAFETY WORD SEARCH**

A word search grid containing words related to fire safety, such as FIRE, RIVER, PAPER, APRIL, EASTER, BEAR, FOND, DRAINS, GREEN, METAL, HELMET, CLEANSER, NOZZLE, LADDER, WATER, HYDRANT, NOZZLE, HELMET, TRUCK, HOSE, GLOVE.

**AIM THE NOZZLE**

A puzzle where a firefighter aims a hose at a large flame. The text "AIM THE NOZZLE" is at the bottom.

**SKIP COUNTING**

A worksheet featuring a firefighter, a fire truck, and a house. It includes numbered puzzle pieces (1, 4, 6, 8, 10) and blank shapes for children to fill in.

I SHOULD

I SHOULD NOT

HIDE	STOP, DROP, ROLL	GO BACK INSIDE
CALL 911	USE THE STAIRS	LOOK FOR FIRE EXIT
EVACUATE	BREATH THROUGH NOSE	GO TO THE BATHROOM



DO YOU KNOW WHAT TO DO IN  
CASE OF FIRE?

# FIRE SAFETY WORD SEARCH

W	F	I	R	E	R	P	B	O	T
A	P	R	I	E	R	L	I	H	R
T	E	E	D	B	E	A	R	O	G
E	A	D	R	F	O	N	D	S	L
R	A	G	H	T	Y	O	S	E	O
L	H	Y	D	R	A	N	T	S	V
G	R	E	E	N	L	X	R	S	E
H	E	L	M	E	T	N	U	I	S
A	R	H	C	L	E	A	C	C	T
N	O	Z	Z	L	E	E	K	X	H



**FIRE  
WATER  
HYDRANT  
NOZZLE  
HELMET**

**LADDER  
BOOTS  
TRUCK  
HOSE  
GLOVES**

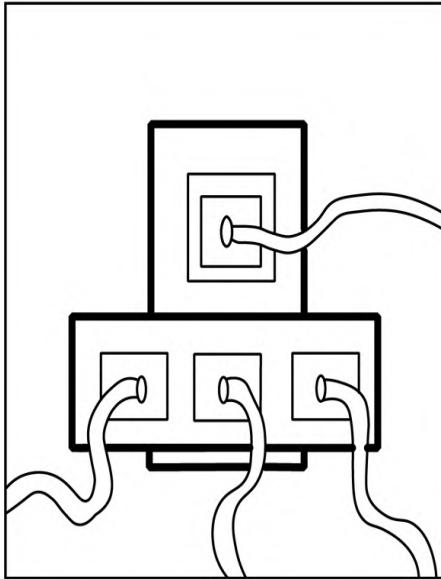


SAFE OR NOT  
SAFE?

SAFE OR NOT  
SAFE?

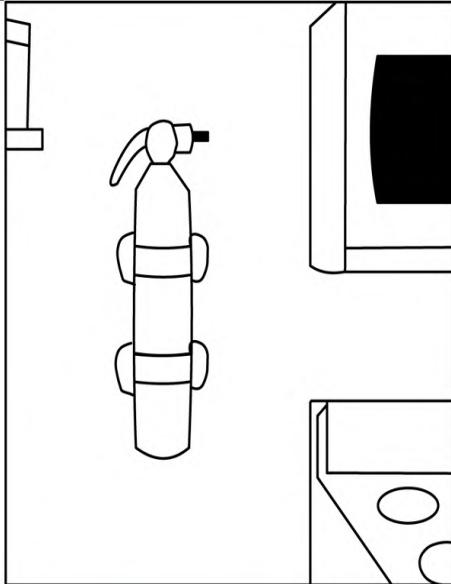


Color the pictures that show safe  
choices and cross out that shows not  
safe choices.



SAFE OR NOT  
SAFE?

SAFE OR NOT  
SAFE?



Color the pictures that show safe choices and cross out that shows not safe choices.



SAFE OR NOT  
SAFE?

SAFE OR NOT  
SAFE?

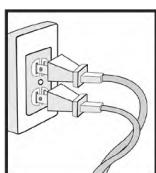
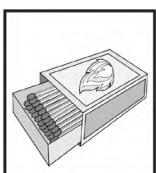
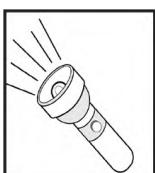
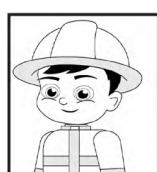
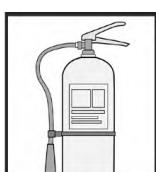


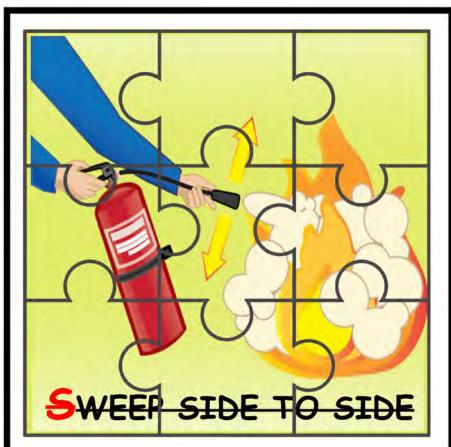
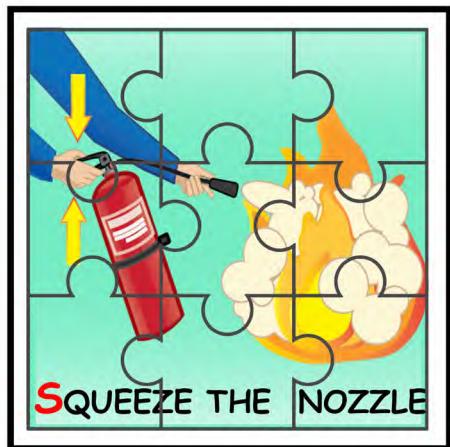
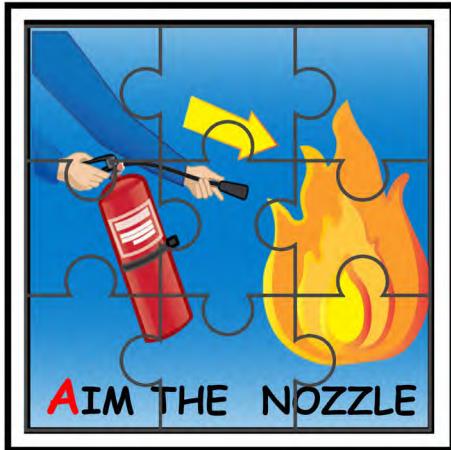
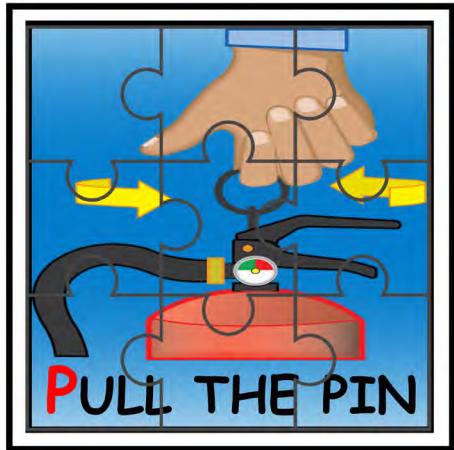
Color the pictures that show safe choices and cross out that shows not safe choices.

# SAFE OR NOT SAFE

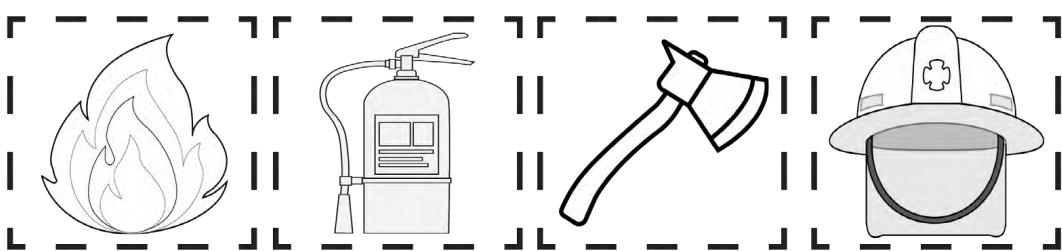
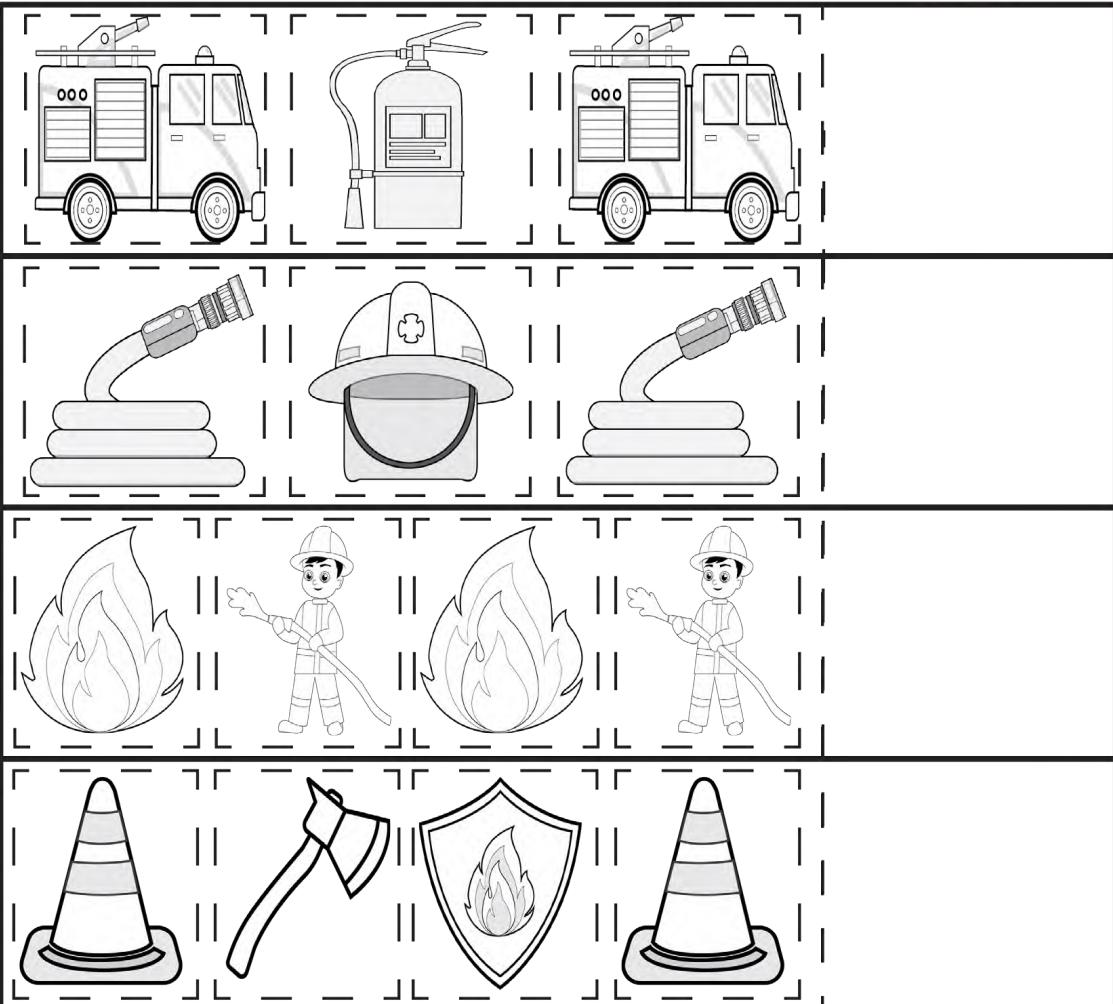


## CUT AND GLUE TO MATCH

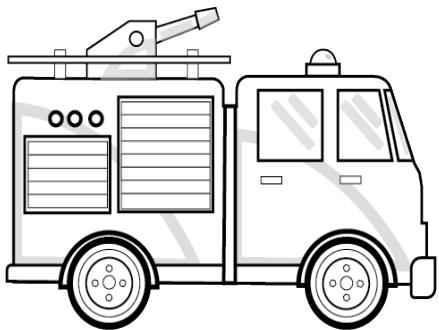




# FIRE PATTERNS



# SKIP COUNTING



1

6

4

8

10



# Series 1

Fire Safety for Primary-Schoolers

## My Neighbor Berong

ILLUSTRATION BY: SFO1 Jose Potenciano B Garcia

### LESSON PLAN OUTLINE *Informal Setting*

# In this Informal Setting...

## Goal

For the Primary School Learners to identify the role of a firefighter in the community and to learn some ways to be safe in case of fire; learn the right way to behave in the event of a fire and know what to do if there is a fire through an interactive discussion and integrated hands-on activities

## Objectives

At the end of the discussion the children will be able to:

1. Describe the characters in the story (Physical Appearance, Attributes – helpful, brave, strong, and the like)
2. Identify the role of a firefighter: rescues pets, assists in flooded areas, responds to collapsed structures, and gives medical assistance;
3. Explain what S-A-F-E means.

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### Total Time of Delivery:

**45 minutes**

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### Subject Aids Needed:

1. Big book: My Neighbor Berong
2. Learning Corner materials
3. Alternative Tools
4. Printed, cut, and folded paper (Annex C)
5. Helmet

## Subject Overview

**Purpose:** To introduce to the Primary School Learners the role of the firefighters in the community and to have more knowledge on the ways to be safe in case of fire; learn the right way to behave in the event of a fire and know what to do if there is a fire

**General Guidance:** In this subject the lecturer/facilitator must deliver the lesson in an interactive way possible – fun, lively and enthusiastic; maintaining connections to the audience and encourage sharing of thoughts and ideas for a more meaningful discussion.

**Things to Consider:** The participants are primary school learners who like to explore the world with wonder, so embrace their hunger to make discoveries, to find answers that will help them make meaning of the world around them. They will definitely ask questions, not to annoy or disturb the class, but to pursue their inherent drive to learn. So be ready and do not forget to have fun together!

# Cheat Sheet

## Subject Outline

Audio/Visual Aids	Outline	Notes
<b>1. MOTIVATION</b>		
	<p>1.1 Greet the participants and start by introducing your name and your teammates</p> <p>1.2 Physical exercise to set the mood of the venue. Do you know who we are and why are we here?</p> <p>Introduce the Kiddie Reveille to the children:</p> <ul style="list-style-type: none"><li>✓ fire breathing</li><li>✓ fire truck</li><li>✓ hose carry</li></ul>	<ul style="list-style-type: none"><li>• Start the day with a smile on your face.</li></ul> <p>Kiddie Reveille:</p> <p>You do not have to perform all the cards; feel free to choose your cards</p>
<b>2. LESSON PROPER</b>		
	<p>2.1 Start by showing the Big Book: My Neighbor Berong and ask:</p> <ul style="list-style-type: none"><li>✓ What do you see on the cover of this book?</li><li>✓ Let's find out who this boy is!</li></ul> <p>2.2 Read the storybook.</p> <p>2.3 Emphasis the following.</p> <ul style="list-style-type: none"><li>✓ Name and describe the characters in the story. fire truck</li><li>✓ What does he do for the community? In what event do you remember seeing them around?</li><li>✓ What must you do to be safe in case of fire? S.A.F.E.<ul style="list-style-type: none"><li>*Sound the alarm</li><li>*Call 911</li><li>*Fight the small fire using a fire extinguisher</li><li>*Escape and be safe.</li></ul></li><li>✓ How would you relate/apply S.A.F.E. to your everyday life?</li></ul>	<p>Acknowledge each child's response.</p> <p>Look out for the pauses to emphasize important information. Read aloud and enjoy!</p> <p>Acknowledge each child's answer and be creative in handling these answers.</p>

STORY GUIDE

# Cont.

Audio/Visual Aids	Outline	Notes
<h3>3. Generalization/ Closing Evaluation</h3>		
	<p>3.1 What should I do?</p> <p>Children to identify whether the following phrases/ sentences are what they should or should not do.</p> <p>*One (1) clap with a YES! if "I should" and form an (X) mark with your arms with a NO! If "I should not."</p> <ul style="list-style-type: none"><li>✓ a. Go outside</li><li>✓ b. Use the stairs</li><li>✓ c. Stop, drop, and roll</li><li>✓ d. Fall and crawl</li><li>✓ e. Go back inside</li><li>✓ f. Breathe through the nose</li><li>✓ g. Call 911</li><li>✓ h. Take videos and pictures while trapped in a burning place.</li><li>✓ i. Hide</li><li>✓ j. Find the meeting spot/ safe spot</li><li>✓ k. Sound the alarm (if available)</li><li>✓ l. Jump through the window</li></ul>	<p>Draw Lots:</p> <p>Print, cut, and fold these phrases/ sentences, put them into the helmet, and allow each child to pick one (1) piece of paper and read aloud to the class and identify the answer.</p>
<h3>ANNEX C</h3>		
	<p>4.1 Group the children and prepare for learning corner assignments:</p> <p>*You may choose 2-3 learning corners to facilitate</p> <p>BFP Personnels are brave and strong – ready to responds to man-made and natural disasters like fires, floods, accidents, collapse structure due to earthquake and many more.</p> <ul style="list-style-type: none"><li>•Coloring Corner</li><li>•Dress Me Up!</li><li>•Help me, please!</li><li>•Fire Experiments</li><li>•Arts and Crafts</li><li>•Worksheets</li></ul>	<p>Group the children, assign each group to a learning corner, and have it all done simultaneously.</p> <p>*You may seek assistance from the school teachers for smooth transitions and effective applications of each learning corner</p>
<h3>ACTIVITY GUIDE</h3>		
	<p>4.1 End of subject</p>	



BUREAU OF FIRE PROTECTION



### Lecturer's Guide and Talking Points

# My Neighbor Berong

*Informal Setting*

## Step 1: Motivation

### 1. Introduce Kiddie Reveille

#### LECTURER

#### CHILDREN (Possible Response)

##### 1.1 Greetings

Hello! Good morning/ Good afternoon, children. I am (say your rank/name), and together with me is/ are (say rank/name).

✓ Good morning, Sir/Ma'am.

##### 1.2 Introduce Kiddie Reveille

Can we all stand up? We will be doing some exercises to be happy and active as we spend time together.

✓ (Children to move and follow the actions)

Wow, that was nice! We had fun doing the different exercises in Kiddie Reveille.

✓ \*If a child doesn't want to participate, just let him be. They might still be getting the hang of your presence. So, smile and show that you are having fun!

May I ask, why do we need to have time for exercises like these?

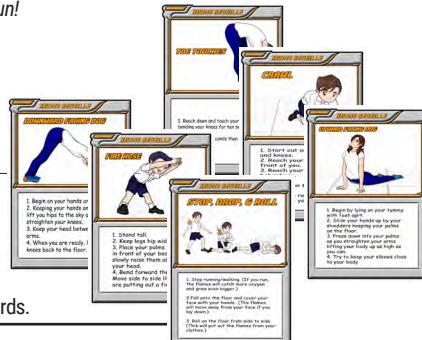
I like all of your answers! Remember to take a moment to do simple physical exercises – stretching, and bending for you to maintain a strong and healthy body.

You may return to your seats and rest since we will have much fun today!

#### FACILITATOR'S NOTE:

##### Refer to Kiddie Reveille Cards below

1. Read aloud the instructions on how to do each pose
2. Demonstrate each exercise for the children to follow
3. You do not have to do all the cards; feel free to choose your cards.



## Step 2: *Lesson Proper*

### 2.1. Story Telling Introduction

LECTURER	CHILDREN (Possible Response)
<b>Introduction...Cover</b>	
<i>Look what we have here! What is this?</i>	✓ <i>A big book, Ma'am/Sir!</i>
<i>Yes, this is a big book. Let's look closely at the cover. What do you see?</i>	✓ <i>A boy.</i> ✓ <i>Fire trucks.</i> ✓ <i>A boy wearing a helmet, like you wear when there is fire.</i>
<i>Yes, you are right! Do you want to find out more about this boy?</i>	✓ <i>Yes, Sir/Ma'am</i>
<i>Let's find out who this boy is!</i>	
<b>FACILITATOR'S NOTE:</b>	
1. Start by showing the Big Book: My Neighbor Berong. 2. Ask simple questions to trigger the children's focus and imagination.	



## 2.2. Read the StoryBook

### FACILITATOR'S NOTE:

1. The storybook is about a child who admires a firefighter named Berong. It showcases the great attributes of a firefighter: ready to help anytime, anywhere, and whatever the circumstances at hand.
2. S-A-F-E. This Fire Safety Tips were highlighted to give knowledge to the children on what to do in case of fire.
3. Read and pause to emphasize important lessons in the story.
4. Have fun!



### *My Neighbor Berong*

Hi, I am Tim. I live next to a fire station where I see my neighbors helping out as a team.

One of them is Berong. Berong exercises in the morning, which helps to keep his body strong and moving. Stretch, bend, jump, and run always do these with so much fun!

I want to be like him!

#### LECTURER

#### CHILDREN (Possible Response)

*Just like what we have done a while ago. We had a few physical exercises to get our bodies moving because it is important for Berong and us, the firefighters to make sure we are physically strong. Hence, we are ready to rescue/respond in case of emergency.*



He goes out under the sun wearing his tangerine that makes him look so clean,

I want to be like him!

He guides the elders in crossing the street, which I find very sweet.

I want to be like him!

When the alarm rings, he comes wearing a helmet, coat, pants, and boots, a mighty warrior who rides a truck and is ready to rock.

I want to be like him!



When the alarm rings, he comes wearing a helmet, coat, pants, and boots, a mighty warrior who rides a truck and ready to rock.

I want to be like him!

LECTURER	CHILDREN (Possible Response)
<i>What comes to your mind whenever you hear the ring of the alarm?</i>	<ul style="list-style-type: none"> <li>✓ There is an emergency.</li> <li>✓ Someone needs help.</li> </ul>
<i>*Yes, this is a signal for us to know that there is an emergency, especially a fire, that we need to suppress or respond to, and yes, someone needs our help.</i>	
<i>Shall we continue?</i>	<ul style="list-style-type: none"> <li>✓ Yes, Sir/Ma'am</li> </ul>



He is always ready to extinguish the fire with water and helps like a brother.

I want to be like him!

He is there to rescue our pets and knows what tools to get- a ladder, a hammer, and a rope to tie together; if you call him, he'll help like no other.

I want to be like him!

LECTURER	CHILDREN (Possible Response)
<i>Have you seen an animal trapped somewhere?</i>	<ul style="list-style-type: none"> <li>✓ Yes, I saw it on the TV.</li> </ul>
<i>What would you feel if you got trapped, too?</i>	<ul style="list-style-type: none"> <li>✓ My neighbor's dog got stuck in the drum.</li> </ul>
<i>*Yes, I would also feel the same (scared, anxious, afraid,) and I would want someone/somebody to come and rescue me.</i>	<ul style="list-style-type: none"> <li>✓ I will be scared.</li> <li>✓ I will cry.</li> </ul>
<i>Let's continue reading and find out what is going to happen.</i>	

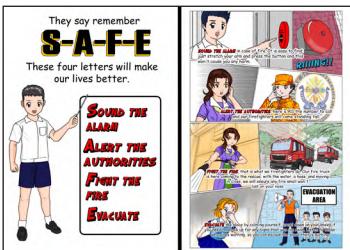


Oh, yes! He is not working alone; he has friends he gets along with. They are brave and strong and will let you feel that you belong.

They are called firefighters, and they will make our future brighter!

Once they see us playing matches, they say be careful! It is a match; do not play with it. A child must be away from anything that gets hot – a match, a stove, a candle, and a fire; these are the things that we should not desire.

They say remember S-A-F-E. These four letters will make our lives better.



**SOUND THE ALARM** in case of fire. It is easy to find; you have to stretch your arm and press the button, and this won't cause you any harm.

**ALERT THE AUTHORITIES.** Alert the adults and ask them to call 911. Sure, our fighters will come standing as one!

**FIGHT THE FIRE.** this is what you can do with the assistance of the adults; a fire extinguisher is ready for you. Don't forget we are on our way! Our firetruck is here coming to the rescue; with the water, a hose, and moving in close, we will ensure any fire smell won't last on your nose.

**EVACUATE** the place by calming yourself, if you need to, crawl down on your knees, and look for any signs you can read. Listen to those who give a warning so you can escape without hurting.

And remember, once you are out, stay out.

LECTURER	CHILDREN (Possible Response)
<b>SAFE</b>	
<i>Again, what are the four letters we need to remember when encountering a fire?</i>	✓ S-A-F-E
*Correct, that is S.A.F.E.	✓ Yes, Ma'am/Sir!
<i>Can you recall what does each letter mean?</i>	
S means,	✓ S – Sound the Alarm
A..	✓ A – Alert the Authorities / Call 911.
F..	✓ F – Fight the Fire
E..	✓ E – Evacuate
<i>Wow! That was impressive! You are listening to our story. Do you want me to continue now?</i>	



If you see someone who caught fire on their clothes, ask them to STOP! DROP! and ROLL! and it should be under control. Come on! Let's do it; helping out is our goal!

I have so much to learn from my neighbor Berong! I am sure he will not get it wrong!

Firefighters like them will keep us safe every day in every way! Hooray! I want to be like them!

**THE END.**

## 2.3. Emphasis on the important parts of the story

LECTURER	CHILDREN (Possible Response)
a. Name and describe the characters in the story. Yes, all of your answers are correct!	✓ Tim is a schoolboy like me. ✓ Berong is a firefighter. ✓ The other firefighters.
b. What does Berong do for the community? *In what event do you remember seeing them around?	✓ He is a firefighter. ✓ He saves our pets. ✓ He teaches the children in school not to play with fire. ✓ I saw someone like him fighting out the fire on the TV.
c. In case of fire, can you tell me something you must do to be safe?	

LECTURER	CHILDREN (Possible Response)
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*How would you relate/apply S.A.F.E. to your everyday life?*

## S.A.F.E.

✓ S-A-F-E

### Sound the alarm

- ✓ *Do you see fire alarms in your school?*
- ✓ *What does it look like?*
- ✓ *Yes, it is usually round in shape and red in color. Some are red rectangular boxes with a switch to press and pull down.*
- ✓ *Regardless of the type of fire alarm you see, please do not just press the button if there is no fire emergency; it is only used when there is a fire emergency.*

### Call 911

- ✓ *Most of you already have cell phones, so please do not hesitate to dial 911 if you see a fire incident whenever you are.*

### Fight the small fire using a fire extinguisher

- ✓ *It could be done with an adult supervision. Please do not play with a fire extinguisher; it is used to suppress small fires.*
- ✓ *It is best to call out for help so firefighters can help you.*

### Escape and be safe

- ✓ *Immediately escape/evacuate the burning place. Once you are out, do not go back.*
- ✓ *Look for a safe area where you can rest and wait for the authorities to come and assist you.*

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#### **FACILITATOR'S NOTE:**

1. Highlight these four letters, S-A-F-E, to the children and elaborate on each fire safety tip for the children to know how this can be done in real life.
2. Remind them of the safety measures.

## Step 3: Generalization/ Closing Evaluation

### 3.1. What should I do?

LECTURER	CHILDREN (Possible Response)
<p>(Children to identify whether the following phrases/sentences read aloud in the class are what they should or should not do.)</p>	
<p><i>We have different sentences/phrases written on the paper. I will be going around and will ask one of you to get one (1) paper and read it to the class.</i></p>	
<p><i>All you need to do is give one (1) clap with a YES! If the sentence says what "I should" do in an emergency or form an (X) mark with your arms with a NO! If the sentence tells you the things "I should not" do.</i></p>	
<p>Are you ready?</p>	<p>✓ Yes, Ma'am/Sir.</p>
<p>a. Go outside</p>	<p>✓ YES!</p>
<p>b. Use the stairs</p>	<p>✗ NO!</p>
<p>c. Stop, drop, and roll</p>	<p>✓ YES!</p>
<p>d. Fall and crawl</p>	<p>✓ YES!</p>
<p>e. Go back inside</p>	<p>✗ NO!</p>
<p>f. Breathe through the nose</p>	<p>✓ YES!</p>
<p>g. Call 911</p>	<p>✓ YES!</p>
<p>h. Take videos and pictures while trapped in a burning place.</p>	<p>✗ NO!</p>
<p>i. Hide</p>	<p>✗ NO!</p>
<p>j. Find the meeting spot/ safe spot</p>	<p>✓ YES!</p>
<p>k. Sound the alarm (if available)</p>	<p>✓ YES!</p>
<p>l. Jump through the window</p>	<p>✗ NO!</p>

#### FACILITATOR'S NOTE:

1. Print, cut, and fold the following sentences/phrases, and be encouraged to draw lots.
2. Encourage the children to get one (1) sentence and read it to the class

## Step 4: *Supplementary Activities/Souvenirs*

### 4.1. Group the children and prepare for learning corner assignments:

#### LECTURER

\*You may choose 2-3 learning corners to facilitate

1. **Coloring Corner**
2. **Dress Me Up!**
3. **Help me, please!**
4. **Ladder Drill**
5. **Arts and Crafts**
6. **Worksheets**

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#### FACILITATOR'S NOTE:

7. Choose 2 to 3 learning corners to facilitate.
  8. Group the children and prepare for learning corner assignments:
- 





Learning Corner  
Option 1:

# Coloring Corner

These coloring pages are excerpts from the story of My Neighbor Berong.

## What you need:

- ✓ Printed coloring pages
- ✓ Different coloring materials: crayons, watercolor/ paints, colorful markers
- ✓ Stapler or fastener

## What to do?

1. Prepare the coloring pages; print and bind them like a mini book.
2. Distribute the coloring pages among the children.
3. Encourage the children to color all the pages.
4. Allow them to bring these coloring pages at home.

**NOTE:** See template at *Module 2: My Neighbor Berong Formal Setting (Learning Corner)*



Learning Corner  
Option 2:

# Dress me Up!

To showcase different B.F.P. uniforms – when and where each type of uniform is worn.

What you need:	What to do?
<ul style="list-style-type: none"><li>✓ A4 laminated colored pictures of Dress Me Up! template (My Neighbor Berong)</li><li>✓ Velcro</li><li>✓ Laminated pictures of different B.F.P. uniform</li><li>✓ Ring bind – putting together all the laminated A4 pictures</li></ul>	<ol style="list-style-type: none"><li>1. Present each Dress Me Up! template to the children</li><li>2. Please encourage them to explore different types of B.F.P. Uniform by doing a mix and match of outfits</li><li>3. Allow them to have fun and be creative!</li></ol>

**NOTE: See template at Module 2: My Neighbor Berong Formal Setting (Learning Corner)**



**Learning Corner****Option 5:**

# *Arts and Crafts*

**Fire Safety Flip Book**

This Fire Safety Flip Book comprises four (4) hands-on activities where children will be engaged in tracing, coloring, cutting & pasting, and drawing. It would help the children remember important information.

**What you need:**

- ✓ Printed four (4) pages interactive booklet template
- ✓ Scissors and glue
- ✓ Facilitator's Note cue cards

**What to do?**

1. Distribute 1 page per student.
2. Let them color the page, cut the letters, and glue to the matching letter.
3. Trace over the letter with a pencil/pen.
4. Let the students fill in the missing numbers on the phone
5. Color the number buttons they will need to press in red (911)
6. Allow the students to draw the "safe meeting place" where the family will meet in an emergency.
7. Suggestions include a neighbor's house or a tree
8. Emphasize "Get out and stay out!"
9. the pictures and glue them in the correct boxes on the page
10. Encourage the children to color the page.

**NOTE: See template at Module 2: My Neighbor Berong Formal Setting (Learning Corner)**

If there is a fire, you must immediately  
**GET OUT AND STAY OUT!!!**

Draw a picture of your meeting place in case of fire.

**FIRE TRUCK CRAFT**

Have the students color the pictures, cut it out, and glue on the correct window of the fire truck.

Never light lit candles unattended.

Always unplug electrical appliances when not in use.

Never play with matches.

Emergency Number

1 ABC 2 DEF 3 GHI 4 JKL 5 MNO 6 PQR 7 TUV 8 WXYZ \*

0 #

Write in

### Learning Corner

#### Option 6:

# Worksheets

Worksheets offer kids a unique learning avenue and help them recall what was taught by applying their knowledge. It helps cement the concepts for future application. They are fun to do and facilitate ease of learning and knowledge retention in young minds.

#### What you need:

- ✓ Printed A4 worksheets
- ✓ Writing tools – pen, pencil, markers
- ✓ Coloring materials – crayons, markers, colored pencils

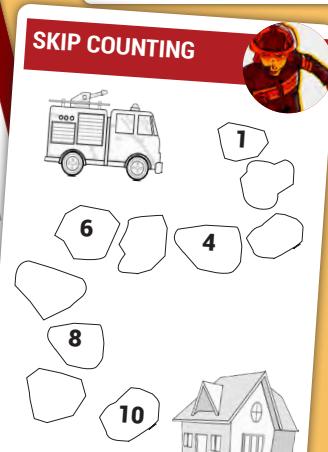
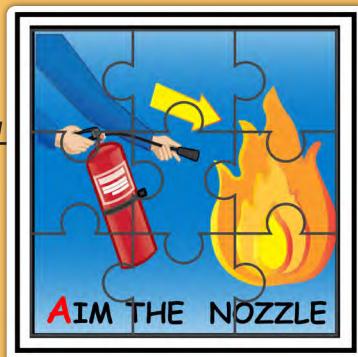
#### What to do?

1. Choose amongst the worksheets that you think are suitable for the audience
2. You may opt to print these in colored or black and white version
3. Read the instructions on each worksheet – how it should be done, so those children who couldn't read could still accomplish the task.

**ACTIVITIES:**

1. What Should I do?
2. Word Search
3. Safe or Not Safe
4. Puzzle Beater (P-A-S-S)
5. Skip Counting
6. Fire Pattern

**NOTE:** See template at Module 2: My Neighbor Berong



## **VOLUME 1**

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**Fire Safety for Children**

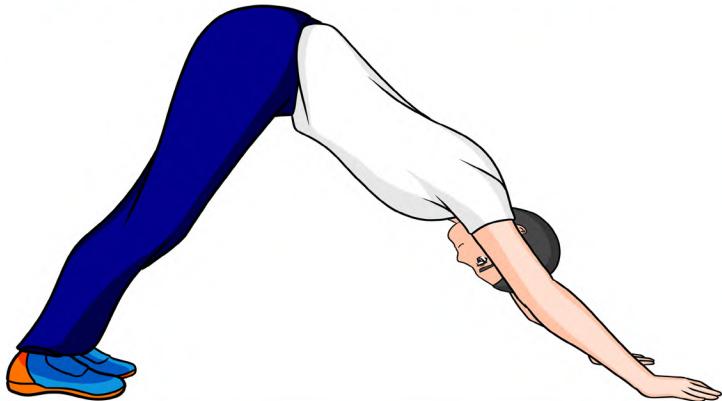
# **Annexes & References**

## Annex A: "Kiddie Reveille" Card



### RIDDIE REVEILLE

#### DOWNWARD FACING DOG



1. Begin on your hands and knees.
2. Keeping your hands on the floor, lift you hips to the sky and straighten your knees.
3. Keep your head between your arms.
4. When you are ready, lower your knees back to the floor.

## KIDDIE REVEILLE

### FIRE HOSE



1. Stand tall.
2. Keep legs hip width apart.
3. Place your palms together in front of your body and slowly raise them above your head.
4. Bend forward the hip.  
Move side to side like you are putting out a fire.

## KIDDIE REVEILLE

### ***STOP, DROP, & ROLL***



1. Stop running/walking. (If you run, the flames will catch more oxygen and grow even bigger.)
2. Fall onto the floor and cover your face with your hands.. (The flames will move away from your face if you lay down.)
3. Roll on the floor from side to side. (This will put out the flames from your clothes.)

## KIDDIE REVEILLE

### TOE TOUCHES



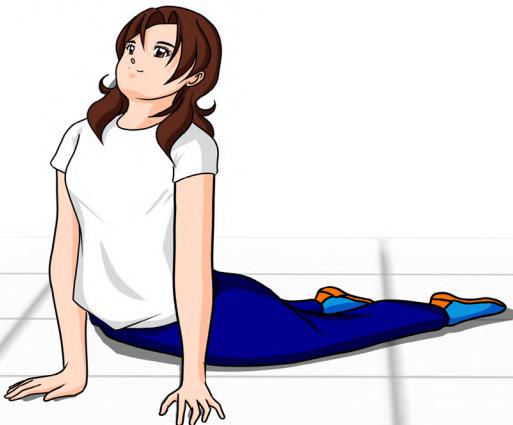
1. Reach down and touch your toes without bending your knees for ten seconds.
2. Rest for ten seconds then repeat twice.

## KIDDIE REVEILLE

### CRAWL



1. Start out on your hands and knees.
2. Reach your right arm in front of you.
3. Reach your left leg behind you.
4. Hold.
5. Repeat on the opposite side.
6. Continue repeating side to side like you are crawling.

**KIDDIE REVEILLE****UPWARD FACING DOG**

1. Begin by lying on your tummy with feet apart.
2. Slide your hands up by your shoulders keeping your palms on the floor.
3. Press down into your palms as you straighten your arms lifting your body up as high as you can.
4. Try to keep your elbows close to your body.

## KIDDIE REVEILLE

### FIRE TRUCK



1. Sit tall with your legs straight.
2. Make sure your back is nice and straight.
3. Hold your arms out directly in front of you and grab a steering wheel.
4. Move your arms like you are driving a fire truck.

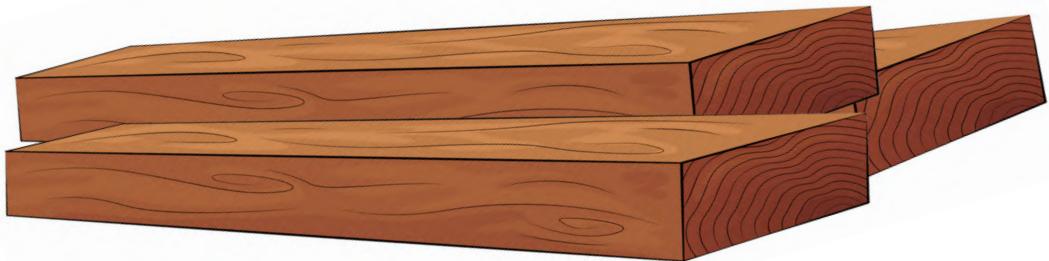
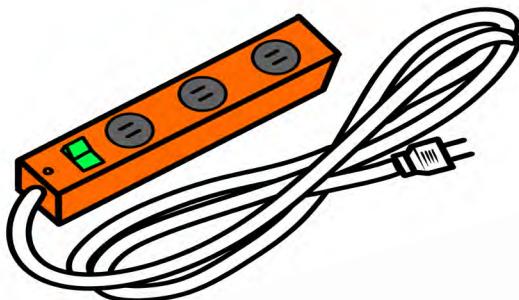
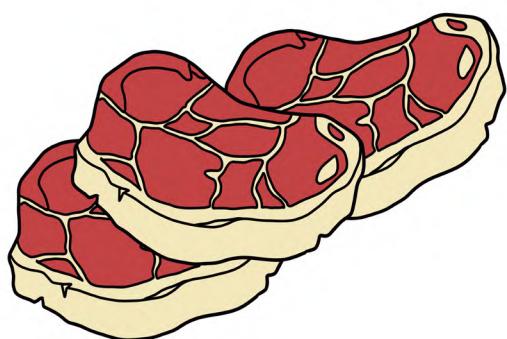
## KIDDIE REVEILLE

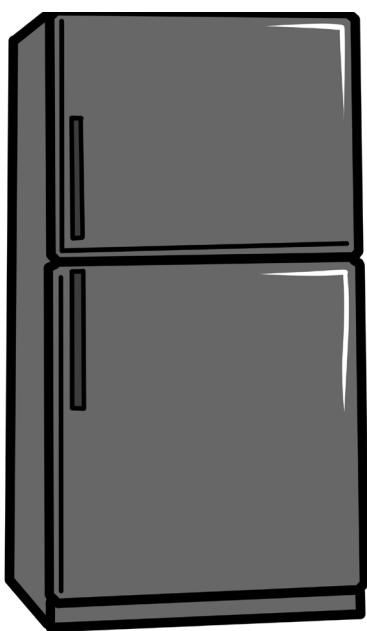
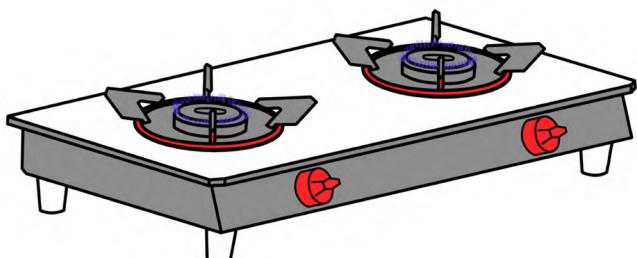
### JUMPING JACKS



1. Start by standing with your feet hip-width apart and a slight bend in your knees. Your shoulders should be directly over your hips with a neutral head and neck position.
2. While maintaining your alignment, jump your feet outside of your hips and land on the balls of your feet while raising your arms overhead.
3. While remaining on the balls of your feet, jump your feet back to the starting position and bring your arms back down by your sides.

## Annex B: “Picture Reveal” Card

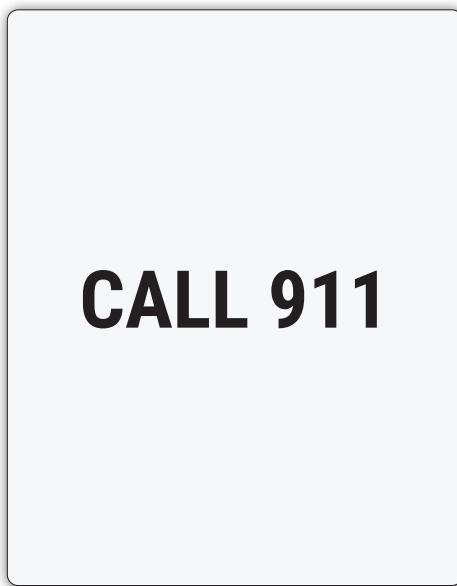




## Annex C: "Yes or No?" Evaluation Card



FRONT PRINT



BACK PRINT

**Go Outside**

**Use the  
Stairs**

**Go Back  
Inside**

**Breathe  
through  
Nose**

**Stop, Drop  
And Roll**

**Fall And  
Crawl**

**CALL 911**

**Take Videos  
and  
Pictures  
while Trapped**

**HIDE**

**Find the  
Meeting Spot/  
Safe Spot**

**Sound the  
Alarm  
( IF AVAILABLE )**

**Jump through  
Window**

## Volume 1: *References*

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