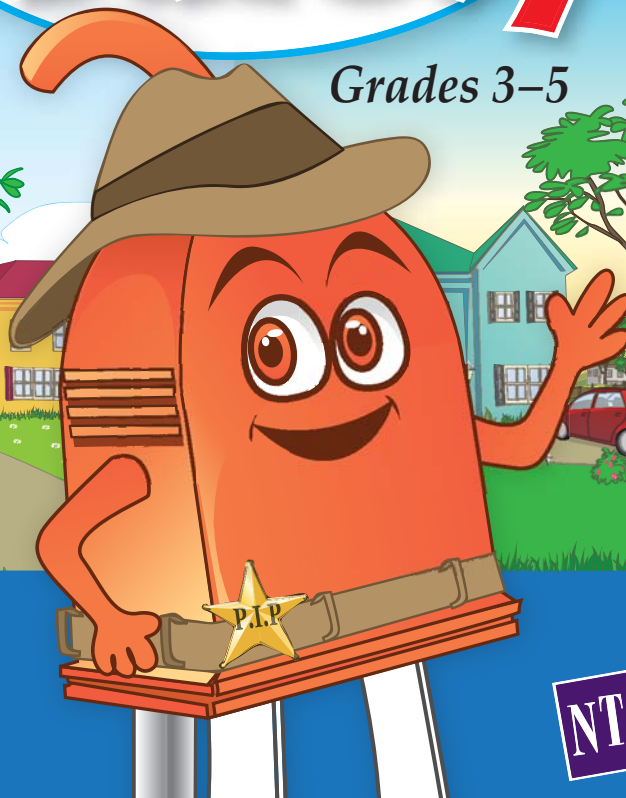


# 4 Seasons of Safety

Grades 3–5



**In this Classroom Toolkit,  
you will find:**

- Lesson Plans and Activities
- Family Take-home Assignment
- Safety Pocket Cards for Students

**Teachers!**

Visit us at

[www.seasons.esfi.org](http://www.seasons.esfi.org)



© The National Theatre for Children



**Fires and electrically related injuries happen every day.** But they can be prevented. Providing school-age children with the knowledge they need to establish life-long good safety habits is the key to preventing these tragedies.

This Classroom Toolkit, developed by the Electrical Safety Foundation International (ESFI), contains many helpful tips, lessons and activities to help you and your students learn to stay safe at home and at school. Why *4 Seasons of Safety*? Each season has unique fire and electrical dangers that are related to common seasonal activities. By using this Toolkit periodically throughout the year, you can help your students learn to identify and prevent hazards associated with each of the seasons.

## USING THE TOOLKIT

These Toolkit resources help students learn basic fire and electricity concepts while also providing critical safety information to help them make good safety choices. Each section of the Toolkit includes two seasonal lessons and safety tips along with information to help you tailor the activities for your grade level. While the Toolkit is arranged by season, the information provided is applicable year-round and can be incorporated into your curriculum as appropriate. All included activities can be conducted without the need for additional resources or supplies and with little to no advance preparation required.

We encourage you to display the included *4 Seasons of Safety Poster* in a prominent place in your classroom. It will be a constant reminder of the steps everyone can take to stay safe all year long.

Family involvement is a great way to reinforce the safety concepts learned in class while also providing families with critical safety information they can use at home. Please be sure to distribute the student Safety Pocket Cards and Home Safety Checklist Family Assignment included at the end of the Toolkit. These tools will empower your students to share what they've learned with their families.

*Thank you for using these resources with your students!*

*The resources in this Toolkit have been developed to align with the following educational standards:*

### **Mid-continent Research for Education and Learning (McREL)**

**Science Standard 9** Understands the sources and properties of energy

**Health Standard 5** Knows essential concepts and practices concerning injury prevention and safety

### **National Science Teachers Association (NSTA) National Science Education Content**

**Standard B Physical Science** Light, heat, electricity and magnetism

**Standard F Science in Personal and Social Perspectives** Personal health, types of resources

### **Common Core English Language Arts Standards » Reading: Informational Text:**

**CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

For additional learning opportunities, please visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org). There, you will find seasonal Interactive White Board Activities, as well as other resources and games to engage students in the topics of fire and electrical safety.

### **Teachers,**

**please help us evaluate this program!**

Go to [www.seasons.esfi.org](http://www.seasons.esfi.org) to fill out a brief survey. You can also register to receive updates about the launch of new Seasonal Interactive Whiteboard Activities *and be entered to win 1 of 3 \$100 prizes for your classroom!*

*Funding for this program was provided by a 2012 Fire Prevention and Safety Grant from the U.S. Department of Homeland Security, Federal Emergency Management Agency.*



# FALL



## Fall Safety Tips:

- An adult should always stay in the kitchen when something is cooking.
- Keep anything that can burn away from the stove, toaster and other cooking appliances.
- Matches and candles should only be used by adults.
- Make sure all candles are blown out before leaving a room.



Fall brings an increased risk for home fires caused by common seasonal activities, such as holiday cooking and the use of decorative candles. While adults should be responsible for these activities, students empowered with fire safety knowledge will help their families make good safety decisions.

## Human Circle/Circuit

### Objective:

To understand that electricity must flow in a closed circuit in order for it to be used.

### Materials:

- 1 Ball

### Procedure:

#### 3rd Grade:

Give one student a ball. Tell the students the ball is the **light** that will be “turned on.” The rest of the students are pieces of metal. Have the metal pieces and ball holder form a circle facing inward and holding hands (ball holder should hold the ball with both hands, the metal on either side should place their hands on the ball holder’s shoulders). Place one student in the center of the circle. This student is **electricity**.

Tell **electricity** to go around the circle and touch everyone on the shoulder.

**Electricity** must keep moving so long as the “**circuit**” is connected. When **electricity** passes the ball holder, the ball holder says “lights on,” raises the ball in the air and keeps it up. As **electricity** keeps going around, point out that the light is on because the circuit is closed. While electricity is still going, have two metal pieces let go of each other. Once the circuit is broken, **electricity** must stop at the **break**. The ball holder lowers the ball. Show that the light is off because the circle is broken. Have students take turns being the **light** and **electricity**.

#### 4th Grade:

While the **metal** pieces are still holding hands in a circuit, pull the ball holder out of the circuit and rejoin hands to “close the circuit.” Have the ball holder touch the shoulder of someone in the circle—that person is now the “**switch**.” Have **electricity** go around the circle. When you say “lights off,” the **switch** takes their hands off their neighbor’s shoulders and ducks down. **Electricity** has to obey the same rules as before and stop at the **switch** which has now **broken** the circuit. **Electricity** can’t get to the light and the ball is lowered down. When you say “lights on,” the switch rejoins the circuit, and the ball holder—now connected to the circuit—raises up the ball.

#### 5th Grade:

Turn the switch into a **plug**. The plug and ball holder (touching the plug’s shoulder) are on the outside of the closed metal **circuit**. The circuit remains closed the whole time, so **electricity** always keeps flowing. Since the ball holder touches only the plug, it only “turns on” if the plug touches the circuit. When you say “lights on,” the plug must touch someone in the circuit and the ball holder raises the ball. When you say “lights off,” the plug pulls away from the closed circuit and the ball is lowered again. The circuit remains closed so make sure **electricity** keeps moving. Point out that no matter where the plug “plugs in,” the light is on because the circuit is **closed**.

Now that you have illustrated how electricity flows, reinforce the concept that electricity is *always* flowing through electrical cords when they are plugged in. Students should be reminded to protect cords from damage and to never use an appliance or device with a cracked, frayed or otherwise damaged cord.



# FALL



## Smoke Alarm Safety Tips

- Smoke alarms should be located on every level of your home, inside each bedroom and outside each sleeping area.
- Make sure you know what your smoke alarm sounds like and what to do if you hear it.
- Smoke alarms must be tested every month to make sure they are working.
- Batteries should be replaced at least once a year or right away if they start to “chirp” or “beep.”
- Install new smoke alarms at least every ten years.



Having your home protected by working smoke alarms is one of the best ways to keep your family safe from fire. The early warning provided by smoke alarms allows people to escape to safety.

## All About Smoke Alarms

### Objective:

Students will learn what a smoke alarm looks like, how it sounds, where alarms should be located in the home and how to maintain them properly.

### Materials:

- Picture/drawing of a home smoke alarm or a smoke alarm with battery (optional)

### Procedure:

#### 3rd Grade:

Show students the smoke alarm picture or example smoke alarm. If an actual smoke alarm is used, press the test button so they know what it sounds like. Discuss what it means if the smoke alarm sounds at home (*they should follow their family fire escape plan and get out right away*). Relate this to what happens at school when there is a fire drill. Encourage students to practice a family fire drill each time there is one at school. Explain that students can keep their homes safe by helping their family remember to:

- Install smoke alarms on every level of the home, inside each bedroom and outside each sleeping area.
- Use the TEST button to test smoke alarms every month.
- Replace smoke alarm batteries at least once a year—or sooner if they “chirp” or “beep.”
- Install new smoke alarms at least every ten years.
- Practice the family fire escape plan at least two times each year.

#### 4th Grade:

Do the above activity and then ask the students to create a smoke alarm reminder calendar they can display in their home. This will remind the family when it is time to test the smoke alarms and when it is time to change the batteries.

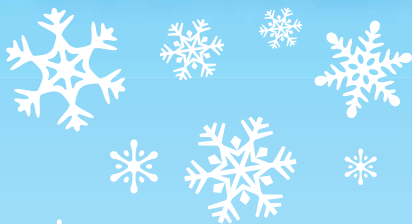
Visit [www.esfi.org](http://www.esfi.org) for an example calendar.

#### 5th Grade:

Have the students do the above two activities as well and then ask them to perform research about the history and evolution of smoke alarms to present to the class. Home smoke alarms date to the 1930s but were not widely adopted until the 1960s and 70s. Recent advances in fire alarm technology provide even greater fire protection.

Teachers: Visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org)

# WINTER



## Winter Safety Tips

- Keep space heaters at least 3 feet from anything that can burn like blankets, curtains, clothes or papers.
- Space heaters should be turned off when you go to sleep or leave the room.
- Do not overload outlets with too many holiday decorations or electrical devices.
- Make sure all holiday decorations are turned off before you go to sleep or leave home.



More home fires occur during the winter months than at any other time of year, due in part to the use of heating equipment and holiday decorations during this time. Students who understand fire and electrical safety concepts can help identify potentially dangerous situations in their homes before a fire starts.

## Elements of Fire

### Objective:

Students will learn about the elements of fire through the fire triangle. They will learn about fuel, oxygen and heat source as well as the difference between flammable and inflammable materials.

### Materials:

- Chalkboard or whiteboard

### The fire triangle consists of:

**Fuel:** This is anything that will burn. Fuel must be available for ignition. It may be in the form of a solid, a flammable liquid or gaseous state. Solids may be wood, cloth or paper. Examples of flammable liquids are kerosene, oil and gasoline. Vapors from paint, gasoline and other flammable materials are considered gaseous. Natural gas and propane are other examples of flammable materials in a gaseous state.

**Oxygen:** This is needed for combustion. 21% of the air we breathe is oxygen. Fires use and absorb this same oxygen to maintain a state of combustion (burning). Fires also produce smoke and poisonous gases. When people breathe the harmful smoke and gases, they can suffer injury.

**Heat:** Heat is needed to start a fire. For many items found in the home, the combustion temperature is 400–600 degrees Fahrenheit. Some items may ignite more easily than others.

### Procedure:

#### 3rd Grade:

Have students draw and label the parts of the fire triangle.

#### 4th Grade:

Do the 3rd Grade activity as well as the following: Discuss things that can cause fires. From the table below, write the words in the first column on the chalkboard or whiteboard. Have students label whether each item is a fuel or a heat source.

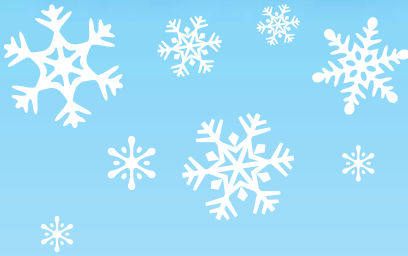
Newspaper	Fuel	Electric Motor	Heat Source	Bed Mattress	Fuel
Space Heater	Heat Source	Socks	Fuel	Gasoline	Fuel
Lamp	Heat Source	Cooking Oil	Fuel	Leaves	Fuel
Couch	Fuel	Stove Top	Heat Source		

Lead a discussion about how students can make their homes safer by keeping the parts of the fire triangle separate—keep newspapers away from space heaters, never leave articles of clothing or fabric on lamps, etc.

#### 5th Grade:

Do the 3rd and 4th Grade activities as well as discuss the definitions of flammable and inflammable. Objects that are flammable include many of the items on the list above. Inflammable objects are those that do not burn, such as glass, stone or concrete. Discuss why many buildings are made from these materials.

# WINTER



## Did You Know?

- Most heating fires occur during the winter months.
- Space heaters cause more fires than central heating equipment.
- Electrical fires peak during the winter months.
- Holiday lights and decorations cause many fires each year.



## Electricity Everyday

### Objective:

Students will learn that electricity powers many of the things people use every day. Despite its importance in our daily lives, few people stop to think what life would be like without electricity. We use electricity in many ways every day—to light, heat and cool our homes, to power our televisions and computers and to run our appliances. This activity helps illustrate the effect electricity has on our daily lives and reinforces the importance of using it safely.

### Materials:

- Chalkboard or whiteboard

### Procedure:

#### 3rd Grade:

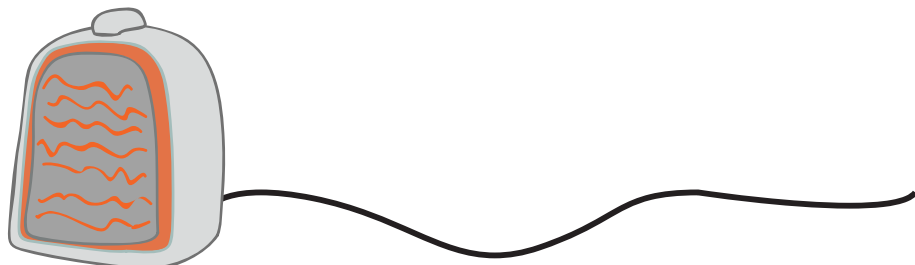
Ask the students to identify things in the classroom that use electricity. Write these answers on the board. Discuss seasonal activities and weather changes that determine which electrical devices we use. For example, during the winter many people use space heaters to warm their homes. Holiday lights and decorations are also commonly used in the winter. Have students come up with a list of the appliances and electronic devices that are used more in the winter than in the other seasons. Discuss potential safety hazards associated with these items and how to use these items safely.

#### 4th Grade:

Similar to the above activity, discuss how seasonal activities and weather affect which electrical devices we use and the potential safety hazards associated with these items. Then have the students create a checklist to help their families prevent common winter fire and electrical safety hazards. Some of the things it should include are: turn off holiday lights when the family is sleeping or not at home, do not overload electrical outlets, keep space heaters at least 3 feet away from anything that can burn. Students can use the websites provided on page 11 of this Toolkit to help them. Have the students decorate their checklist for display at home.

#### 5th Grade:

Have the students discuss how life would be different without electricity, specifically in the winter season. Have the students write a brief description of “A Winter Without Electricity.” How would we keep warm? How would holidays be different without electric lights? How would we cook our food? What would the alternatives be and would they be safer or less safe?



*Teachers: Visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org)*

# SPRING



Power lines and other electrical equipment are serious safety concerns that exist in every community. It is critical that students learn to recognize and avoid outdoor electrical hazards.

## How Does Electricity Get to My House?

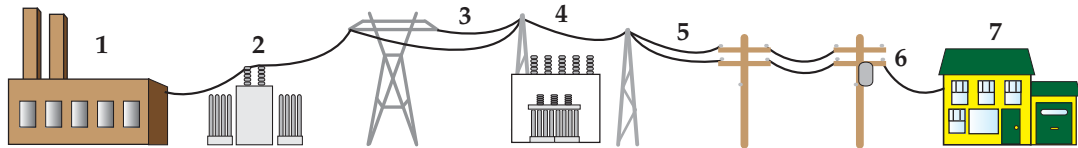
### Objective:

Students will learn about the different components of the electric distribution system and about the safety hazards associated with them.

### Materials:

- Chalkboard or whiteboard

### The electric distribution system consists of:



#### 1. Power Plant:

This is where it all starts. At a power plant, fuel is burned to boil water. The boiling water creates a very powerful steam. The steam is used to spin a turbine. A turbine is a giant, fan-like device. Attached to the turbine is a magnet surrounded by copper coils. When the magnet spins inside the copper coils, electricity is created.

#### 2. Step-up Transformer:

From the power plant, electricity flows through the wires to a "step-up" transformer. The transformer raises the pressure of the electricity so it can travel long distances. Voltage is raised up as high as 765,000 volts. Always stay away from transformers! They can be very dangerous!

#### 3. Transmission Lines:

From the transformer, the current then travels through wires to the transmission lines. These high voltage lines can carry large amounts of electricity over long distances. Do not play under or around transmission lines.

#### 4. Substation:

From the transmission lines, the current now goes to a substation. A substation lowers the pressure between 2,000 and 13,000 volts so the electricity can be used by the community. These are also very dangerous. If you see a "Danger High Voltage" sign, stay away!

#### 5. Distribution Lines:

From the substation the electricity is now ready to be distributed into the community. The current travels from the substation to distribution lines. These lines are sometimes above ground or below ground. Always assume that a power line has dangerous electricity running through it, even if it has fallen down.

#### 6. Distribution Transformer:

From the distribution lines the electricity now travels to a distribution transformer. This type of transformer lowers the pressure once again to 240 volts for use in your home. These sometimes look like green boxes around your block. Always stay away from these and avoid spraying water on them or using the sprinkler near them. Water and electricity do not mix!

#### 7. Service Box (Electric Meter):

From the transformer pole or box, the electricity is now ready to travel to your home into a service box. That's where your electric meter is. You're now ready to flick a switch to turn on the lights or plug in the computer!

### Procedure:

#### 3rd Grade:

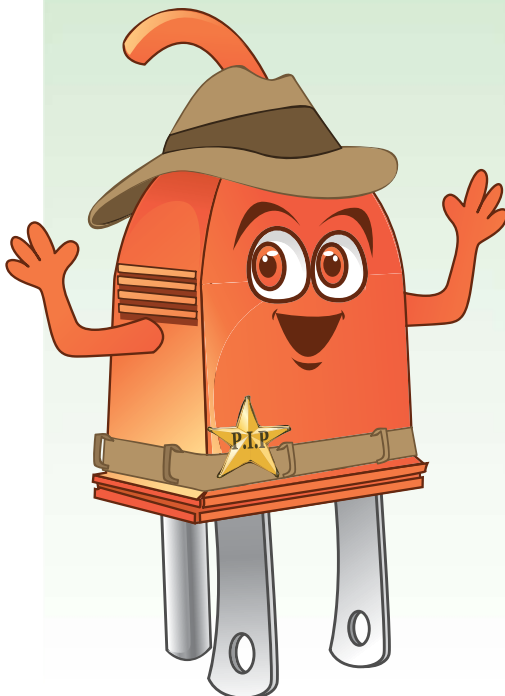
Using a basic flow chart diagram on the chalkboard or whiteboard, chart out the path electricity takes from the power plant to our homes. You can simplify the path by including only the major components: Power Plant, Distribution Lines and the Service Box. Make sure to emphasize the dangers of substations, transformers and distribution lines as these can be found in areas near homes, businesses and schools.

#### 4th Grade:

Using the same flow chart idea, discuss all of the locations electricity travels through using the explanations above.

#### 5th Grade:

Draw the flow chart and distribute the descriptions of the components to students. Have the students read them out loud to the class. Discuss some of the vocabulary, such as voltage, transmission, distribution, etc. and also where students might have seen this equipment in the community.



# SPRING



## Spring Safety Tips

- Do not play around power lines or in trees near them. Be especially careful with kites and other flying toys.
- Stay far away from downed power lines and tell an adult right away.
- Do not play on or around electrical boxes.
- Go inside right away if you hear thunder or see lightning. Do not take shelter under trees.



## Identifying Sources of Fire

### Objective:

Students will identify potential sources of fire in their everyday life.

### Materials:

- Chalkboard or whiteboard

### Procedure:

#### 3rd Grade:

Write the following items on the chalkboard or whiteboard. Have students take turns coming up to the board and putting a check next to those that could potentially start a fire.

Matches	Hair Dryer	Keys	Calculator
Oven	Credit Card	Money	Lighter
DVD Player	Cigarette	TV	Smoke Alarm
Smoke	Lightning	Video Game	Computer
Kitchen Sink	Stove	Blender	Space Heater
Lamp	Toaster	Power Strips	Electrical Outlets

#### 4th Grade:

Have your students think of other possible fire hazards both inside and outside the home and at school. Some examples might be a BBQ grill, an unattended campfire or improper use of fireworks.

#### 5th Grade:

Of the things that can be potential sources of fire, have students discuss how to use them safely or make them safer. (Only let adults use matches, never use a hair dryer near a sink or tub, keep space heaters away from things that can burn, etc.)

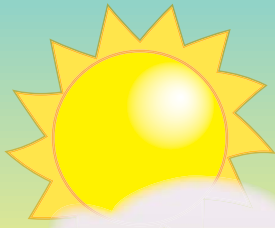
### Answers:

Matches	Cigarette	Computer	Lamp
Hair Dryer	DVD Player	Stove	Toaster
Oven	TV	Blender	Power Strips
Lighter	Lightning	Space Heater	Electrical Outlets

Teachers: Visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org)



# SUMMER



## Summer Safety Tips

- Do not use electronic devices in or around water.
- Never touch anything electrical with wet hands.
- Never spray power lines or electrical boxes with hoses or water guns.
- Do not swim around boat docks. The water near them could have an electric charge.

### Answers:

Metal Paper Clip	Conductor
Paper	Insulator
Eraser	Insulator
Water	Conductor
Metal Pen	Conductor
Rubber Band	Insulator
Pencil	Insulator
Coin	Conductor
Key	Conductor

The freedom many students experience during summer, combined with an increase in water-related activities, can lead to a rise in electrical injuries and incidents. Help prepare your students for a safe summer by teaching them that water and electricity don't mix!

## Electrical Conductors and Insulators

### Objective:

Students will learn the definitions of a conductor and an insulator and begin to identify different materials as being either a conductor or an insulator.

### Materials:

- Chalkboard or whiteboard
- Variety of items found in the classroom that are either conductors or insulators; metal paper clip, paper, eraser, cup of water, metal pen, rubber band, pencil, coin, key
- Picture of an electrical cord or piece of an electrical cord with plug (optional)

### Electrical Conductor:

A conductor is a material that electricity can flow through easily. Many metals are good electrical conductors. Parts of electrical objects that need to let electricity pass through are always made of metal. Water is also a conductor of electricity. Examples of conductors are: copper, aluminum, gold and people (due to high water content).

### Electrical Insulator:

An insulator is a material that does not allow electricity to pass through it. Insulators are used to cover materials that carry electricity. Examples of insulators are: rubber, plastic and glass.

### Procedure:

#### 3rd Grade:

Explain the definitions of electrical conductors and insulators to your students. Ask groups of students to work together to determine whether the provided items are electrical conductors or insulators. Write the answers on the board and discuss the findings as a class. *Safety note: remind your students to never put anything except a plug into an electrical outlet.*

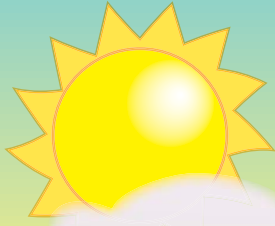
#### 4th Grade

Do the 3rd Grade activity as well as the following: Using a picture or example electrical cord, discuss the different parts of the cord. Ask students to point out which parts are conductors of electricity (wires, prongs) and which are insulators (rubber covering). Discuss what could happen if the insulating material were damaged, exposing the conductors. Ask students to suggest ways that cords might become damaged and how to prevent it.

#### 5th Grade:

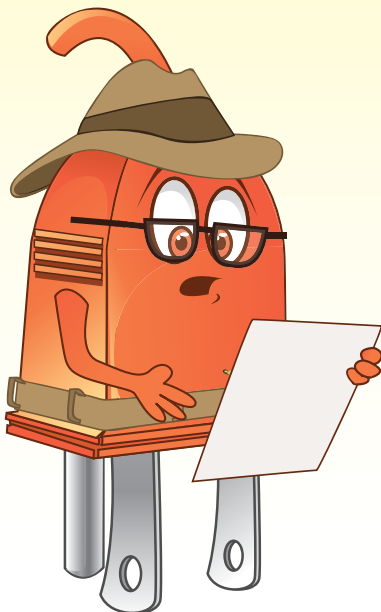
Do the 3rd and 4th grade activities as well as the following: Explain to students that metals are not the only materials that conduct electricity. Water is also a conductor of electricity. Also note the fact that over 70% of the human body is water, which means people can also be conductors. Ask students to write a paragraph describing an example of how either water or a person could become a conductor of electricity. A second paragraph should describe how this dangerous situation could be prevented. Discuss the students' examples together as a class.

# SUMMER



## The Learning Doesn't Have to Stop Here.

Encourage your students to visit [www.kids.esfi.org](http://www.kids.esfi.org) to learn more about fire and electrical safety!



## 4 Seasons of Safety Quiz

Here is an oral quiz you can give students to test their knowledge of the seasonal fire and electrical safety concepts they've learned throughout the school year. Disregard any questions that relate to topics you did not discuss with your class.

### Objective:

Students will demonstrate the knowledge they have gained about fire and electrical safety.

### Materials:

- None

### Procedure:

#### 3rd Grade:

Ask the students the following questions. After a student answers, ask them to explain why they chose their answer. Discuss as a class.

1. Is it okay to play under power lines?
2. Should liquids be kept away from electrical devices?
3. Should anything be placed on a space heater?
4. Should kids use matches or candles?
5. Should an adult be in the kitchen when something is cooking?

#### For 4th Grade, add the following questions:

1. Is it okay to leave holiday lights on when no one is home?
2. How often should smoke alarm batteries be changed?
3. Should things that can burn be left on or near light bulbs?
4. Should smoke alarms be tested once a year?
5. Are cracked or frayed electrical cords safe to use?

#### For 5th Grade, add the following questions:

1. How far away from space heaters and the fireplace should you keep things that can burn?
2. Should a family practice their escape plan once a year?
3. Should you swim near docks and marinas?
4. Is it possible to overload an outlet by plugging in too many things?
5. Where should home smoke alarms be installed?

### Answers:

#### 3rd Grade:

1. No
2. Yes
3. No
4. No
5. Yes

#### 4th Grade:

1. No
2. At least once a year
3. No
4. No, test monthly
5. No

#### 5th Grade:

1. 3 feet
2. No, twice
3. No
4. Yes
5. On each level of the home, inside each bedroom and outside each sleeping area

*Teachers: Visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org)*

## Family Involvement Opportunities

Research shows that children understand and remember more about safety topics when they are discussed as a family. These take-home resources provide an easy way to involve families in the learning process:

### Safety Pocket Cards

Hand out the student Safety Pocket Cards included with this Toolkit. Read and discuss the safety tips together. Encourage students to share the safety tips with their family and to keep the card in a prominent place at home (on the refrigerator, in the kitchen, etc.) as a reminder.

### Home Safety Checklist

Make copies of the activity on page 12 of this Toolkit. Hand out one Home Safety Checklist to each student. Ask them to work with their families to answer the questions on the list. All questions should be answered YES. Any questions answered as NO would create an opportunity for additional classroom discussion. Family talking points are also included to reinforce the safety concepts and behaviors learned in class.

## Helpful Links

We hope you have found the information in this Toolkit helpful. If you would like to explore fire and electrical safety topics further in your classroom, please visit the following sites:

### Electrical Safety Foundation International [www.esfi.org](http://www.esfi.org)

The Electrical Safety Foundation International (ESFI) is a non-profit organization dedicated to promoting electrical safety in the home, school and workplace.

### ESFI Kids' Corner [www.kids.esfi.org](http://www.kids.esfi.org)

The cartoon videos and interactive games in the Kids' Corner are a fun way to learn about fire and electrical safety.

### U.S. Fire Administration [www.usfa.fema.gov](http://www.usfa.fema.gov)

U.S. Fire Administration (USFA) provides a variety of resources to help educate the public about fire prevention and preparedness.

### National Fire Protection Association [www.nfpa.org](http://www.nfpa.org)

National Fire Protection Association (NFPA) is a leading advocate of fire prevention and an authoritative source on public safety.

# 4 Seasons of Safety

## Teachers

*Don't forget to evaluate this program!*

Go to [www.seasons.esfi.org](http://www.seasons.esfi.org) to fill out a brief survey. You can also register to receive updates about the launch of new Seasonal Interactive Whiteboard Activities and be entered to win

**1 of 3  
\$100 prizes  
for your  
classroom!**



## ESFI's Approach to Safety Education

The Electrical Safety Foundation International (ESFI) is a leader in safety education. ESFI's approach is a uniquely comprehensive one, centered on the concept that there is greater success in learning and implementing good safety behaviors when students understand the underlying concepts behind them.

*Funding for this program was provided by a 2012 Fire Prevention and Safety Grant from the U.S. Department of Homeland Security, Federal Emergency Management Agency.*



*Teachers: Visit us at [www.seasons.esfi.org](http://www.seasons.esfi.org)*

Using what you've learned in class, work with your family to check your home for fire and electrical safety hazards. Answer these questions to help determine if your house is safe for all seasons.

Are electrical cords free of cracks, fraying or any other damage?	YES	NO
Are all light switches and outlets working properly?	YES	NO
Do plugs fit snugly in the outlets?	YES	NO
Do you take care not to overload outlets with too many appliances or electronic devices?	YES	NO
Are flammable materials kept off of lamps and light bulbs?	YES	NO
Are liquids kept away from computers, video game systems and other electronic devices?	YES	NO
Do you unplug electrical devices and appliances when you are not using them?	YES	NO
Are things that can burn kept at least 3 feet from space heaters and the fireplace?	YES	NO
Are matches, lighters and candles kept out of reach of children?	YES	NO
Are things that can burn kept away from the stove or other "hot" cooking appliances?	YES	NO
Are kitchen and bathroom appliances kept away from the sink and tub?	YES	NO
Are there smoke alarms on every level of the home, inside each bedroom and outside sleeping areas?	YES	NO
Were smoke alarms tested this month?	YES	NO
Have smoke alarm batteries been replaced this year?	YES	NO
Does your family have a fire escape plan?	YES	NO
<p>If you answered YES to all of these questions, congratulations! You and your family follow good fire and electrical safety practices at home.</p> <p>If you answered NO to any of the questions, you need to find out more about preventing home fire and electrical hazards. Visit <a href="http://www.kids.esfi.org">www.kids.esfi.org</a> to learn more about how to keep your home safe.</p>		

Dear Family—Your child has been learning about fire and electrical safety. You can help him/her understand and remember the critical electrical and fire safety concepts they learned in class by discussing them together. Make sure your child knows the key points below.

## Electrical Safety

- Water and electricity DON'T mix.
  - Keep liquids away from electrical devices.
- Use electricity WISELY.
  - Never put anything except a plug into an electrical outlet.
  - Do not overload an outlet. It can overheat and start a fire.
  - Hold the plug, not the cord, when unplugging something to avoid damaging the cord.
- PROTECT cords.
  - Check electrical cords for signs of damage like fraying and cracking.
  - Do not use damaged cords. They are a shock and fire hazard.

## Fire Safety

- Smoke alarms SAVE lives.
  - Have smoke alarms on every level of your home, inside the bedrooms and outside of sleeping areas.
  - Test smoke alarms every month.
  - Replace the batteries at least once a year or when it "beeps" or "chirps."
- Give "hot" things plenty of ROOM.
  - Keep anything that can burn at least 3 feet from heaters.
  - Do not place anything on top of a lamp or light bulb.
  - Make sure nothing that can burn is near the stove or other "hot" kitchen appliances.



Follow These  
Seasonal Tips to  
Stay Safe All Year Round!

4  
Seasons  
of Safety



Don't forget to visit  
[www.kids.esfi.org](http://www.kids.esfi.org)  
for games and activities  
you can do with your  
whole family!



ESFi.org

## Fall

Matches and candles should only be used by adults.

## Winter

Make sure holiday decorations are turned off before you go to sleep or leave home.



## Spring

Do not play around power lines, electrical boxes or equipment.

## Summer

Keep electrical items away from water and never touch them when you're wet.