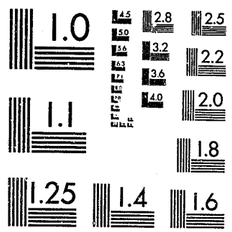

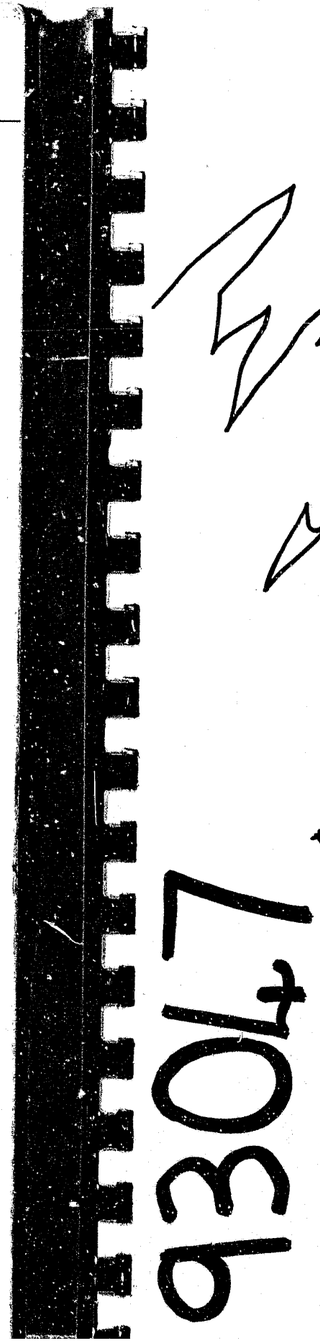

ARSON AND FIRE PREVENTION

Curriculum for Students Ages 10-14

Teacher Edition

ARSON

and

FIRE PREVENTION

Curriculum for Students
Ages 10-14

Teacher Edition

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CONTENTS

To the teacher:

Each year, thousands of arson fires in Illinois kill nearly a hundred people and cost millions of dollars in property losses and other costs. Nationally, the costs of arson are greater than the combined total of all other types of violent crimes, killing thousands of people and destroying billions of dollars in property.

Arson is one of America's fastest growing crimes. But arson can be stopped. **People** cause arson fires; **people** can stop arson.

Statistics reveal that a significantly large number of arsons are committed by juveniles. There have been estimates that as much as 60 percent of all intentional fires are juvenile-related. Recent Illinois data show juvenile arson arrests near or above 50 percent of the yearly totals. Seventy-five percent of school fires are of incendiary or suspicious origin. But few juveniles see arson as a criminal act.

Funded through a Law Enforcement Assistance Administration grant, the Arson Control Assistance Program of the Department of Law Enforcement was begun in July 1980 as a response to the Illinois arson problem. The goal of the program's crime prevention component is to promote reporting, law enforcement, and overall prevention of arson.

This instructional package is a development of the program's crime prevention component to provide 10- to 14-year-olds with information for arson awareness.

Public education and awareness play major roles in an effective anti-arson campaign. This package is based on the premise that knowledge serves as a powerful force for prevention.

Unit I deals with the basic scientific aspects and capabilities of fire. It is beneficial to understand there are some things we should learn to fear and to handle with respect and great caution. Learning **how** something can be dangerous helps instill respect and preventive practices.

Unit II presents basic firesafety practices. Being prepared puts us in control and prevents us from becoming helpless victims. Knowing what to do and practicing survival skills reinforce correct behavior.

Hundreds of people are needlessly hurt because of the confusion and disorder caused by fires. Often, frightened children hide under a bed or in a closet and die there. Some children believe the closet or the bed offer them the best protection because they don't know any safety procedures. Planning ahead can help reduce fear and panic when fire strikes. It is a fact that exit drills reduce the chances of panic and injury during fires. Trained and informed people have better chances to survive fires.

Children in this age bracket often babysit at or away from home. Babysitters **need** to know EDITH; how to crawl in smoke; how to stop, drop, and roll; and proper burn treatment to protect their charges **and** themselves.

Children of this age group begin to have burn accidents from playing and working with flammable liquids, most often gasoline. Camping, boating, and helping to start the barbecue grill appeal to kids. Although most see the danger of touching flames directly, they don't understand why flammable liquids can be deadly and how easily fires can get out of hand and spread.

Unit III outlines several aspects of the problem of arson.

The costs of arson are categorized here as financial, property, and human. A discussion of burns - what they are, their classifications, their proper treatment - is included. The firesafety procedure of stop, drop, and roll to smother clothing flames is outlined. Panic and confusion cause people to run in attempts to escape fire. Most are unaware of how to put out flames on clothes and of the fact that running increases the danger.

The varied motives for arson are presented. Students may not readily recognize some of the motives as being arson-related, but they must learn that something as seemingly innocent as curiosity can lead to tragedy where fire is concerned.

Not all young firesetters are juvenile delinquents and not all suffer from mental disorders. However, some do fall into these categories. Once identified, they should be given professional attention. Education and counseling have proved to be effective methods of averting possible firesetting behavior and recurrent incidences.

Juveniles must understand that arson is a crime - a felony which carries serious penalties. The outcome of an act of arson and the destructive capabilities of fire must be clearly depicted. If the possible consequences are fully understood, the greater the likelihood that firesetting and resulting fire tragedies can be avoided.

Arson is a crime. Arson fires can kill.

To help stop arson, **everyone** must

be on the Arson Alert.

Schedule special events to observe Arson Prevention Week and National Fire Prevention Week.

Arson Prevention Week is the last week of February.

National Fire Prevention Week is:

October 3 through October 9 - 1982

October 9 through October 15 - 1983

October 7 through October 13 - 1984

October 6 through October 12 - 1985

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Unit I - FIRE

GOALS

A. To have junior high school students understand the scientific aspects of fire.

B. To have junior high school students understand the capabilities of fire.

OBJECTIVES

Students will:

- define the science of fire with 100% accuracy.
- define the components of the Fire Triangle and how they interact with 100% accuracy.
- demonstrate knowledge of the three types of heat movement with 100% accuracy.

Unit I - FIRE

A. Ask students to write down the first thing they think of when you say "fire." Read some of the responses aloud.

B. Introduce the concept of fire and relate the short history of fire.

C. Introduce the scientific aspects of fire.

1. The Fire Triangle
2. Types of heat movement

D. Review new terms —

Fire Triangle	conduction
molecule	convection
combustible	radiation
ignition point	

E. Assignments

1. List the elements of the Fire Triangle and give a short explanation of each.

2. List the types of heat movement and give an example of each.

Glossary

combustible	—	able to be burned.
conduction	—	heat transfer by direct contact or through something.
convection	—	heat transfer by circulation through the air.
Fire Triangle	—	the three elements necessary for a fire to ignite: fuel, oxygen, and heat. If one is removed, the fire will die.
ignition point	—	the temperature to which a fuel must be heated before it will catch fire and continue to burn.
molecule	—	the smallest particle of a substance having the same chemical structure as the substance.
radiation	—	heat transfer by particles or waves.

FIRE

What comes to mind when you think of "fire"? Do you picture the bonfire you roasted hot dogs over during your last camping trip? The flames on your mom's gas stove as she cooks breakfast pancakes? The crackling fireplace fire that kept you warm last winter? Or do you see the trash fire that was too close to the garage and burned it to the ground?

Fire is one of the oldest and most basic tools of man. It allowed early man to live a more stable life. He used the powerful force to change the world around him. Heat and artificial light helped man get the most use from his environment. He made tools with it, ate new foods because of it, explored new territories, and protected himself against wild animals and human enemies with it. All mankind has the knowledge of making fire.

Since its discovery, fire has been both a blessing and a torment for man. Fire provides warmth, cooks food, aids in science and manufacturing, and runs cars, trains, and planes. We all have cooking stoves in the kitchen and furnaces for heating.

But fire also has caused some of the world's greatest tragedies. Lives and property are lost in building fires. Children are severely burned playing with matches. Valuable land and wildlife are destroyed by raging forest fires.

Fire is both good and evil. And it is often up to man to make the decision. Knowledge of firesafety and fire prevention practices can make the difference.

What is Fire?

Three things are needed to make a fire:

1) fuel (anything that will burn)
2) oxygen (oxidizing agent)
3) heat (temperature)

These three elements form the **FIRE TRIANGLE.** ALL three must be present for a fire to ignite. If one is removed, the fire will die.

Fuel

What is burning forms the fuel side of the triangle. Fuel can begin as a solid, liquid, or gas. When exposed to heat, the fuel's molecules are broken down and changed to vapors. These vapors combine with oxygen to start fires and keep them burning.

Oxygen

The oxygen side of the triangle is present in the air around us. Nearly all materials can combine with oxygen if they are exposed to air. This process is called oxidation. Sometimes oxidation is slow and cool -- when iron turns to rust.

Sometimes it is fast and hot — when a rocket fuel burns. Paper turning yellow and brittle with age is going through slow oxidation. All oxidation processes produce heat. This heat can be felt **only** if it is produced faster than it is distributed.

Heat

Temperature (heat) shows how fast molecules are moving inside a fuel. Added heat from the outside speeds up oxidation and makes the molecules move faster. This increased movement generates even more heat.

Friction, electricity, chemical reactions, and spontaneous combustion are the four sources of heat. Heat is transferred through three types of movement:

conduction - heat is transferred by direct contact or through something. The handle of a spoon placed in boiling water is heated by conduction.

convection - heat rises above its source and circulates through the air. Expanding air rises from a furnace air duct and warms a room through convection.

radiation - heat is transferred by particles or waves. Campfires, fireplace fires, and sunlight give off radiation heat.

Before it will ignite, a combustible material (fuel) must be heated to its ignition point. After reaching this temperature, the fuel will ignite and continue to burn. The vapors released by the heat will glow brightly as they oxidize in the air. This visible heat is flame.

If you add heat to that piece of yellowing paper by putting a match to it, you speed up the oxidation process and produce a visible flame.

Burning will continue until:

the fuel is burned up,

the amount of oxygen is greatly reduced,

or the fuel is cooled below its ignition point.

Unit II - FIRESAFETY AND YOU

GOALS

A. To have junior high school students become familiar with specific areas and methods of firesafety.

B. To have junior high school students understand their responsibilities for firesafety and fire prevention.

OBJECTIVES

Students will:

- demonstrate an understanding of the need for smoke detectors to the teacher's satisfaction.
- demonstrate knowledge of the importance of Exit Drills In The Home to the teacher's satisfaction.
- display knowledge of what to do when a home fire strikes with 100% accuracy.
- demonstrate an understanding of good babysitting emergency and firesafety practices to the teacher's satisfaction.
- define the dangers of flammable liquids and demonstrate knowledge of flammable liquid fire prevention and control with 100% accuracy.
- display knowledge of general outdoor firesafety habits and the reasons for them to the teacher's satisfaction.

Unit II - FIRESAFETY AND YOU

Section i - Smoke Detectors

A. Ask students if they have smoke detectors at home. If some students do, ask if they can explain how the detectors work.

B. Relate the information on smoke detectors.

C. Review new terms —

toxic
ionization-type
photoelectric-type

D. Discussion
1. Why are smoke detectors important?
2. What are the best places to put smoke detectors? Why?
3. Where are the school smoke detectors? Why were they put in those locations?

E. Assignments
1. List three reasons for having smoke detectors.
2. List three places to install smoke detectors and give reasons for putting them there.
3. Name two poor spots for smoke detectors and why.

Glossary

ionization-type	-	type of smoke detector that is activated when the flow of electric current inside it is broken by smoke particles.
photoelectric-type	-	type of smoke detector that is activated when its light beam is scattered by smoke particles.
toxic	-	poisonous.

Smoke Detectors

Each year, thousands of people die in fires in their own homes. Most of these fires occur between 11:00 p.m. and 6:00 a.m. when families are asleep. Many die in their sleep before flames ever reach them. But why?

Smoke, toxic gases, extremely hot air, and lack of oxygen cause most deaths in house fires. Smoke is silent. If you are asleep, you won't see or smell it until it's too late. Smoke from a fire can fill a room without warning.

Early discovery is the key to saving lives in a fire. Hundreds of tests have shown that **SMOKE DETECTORS** can make the difference in surviving a house fire. A smoke detector is a type of fire alarm that provides an early warning when fire strikes. A smoke detector can warn sleeping families of a fire several minutes before flames reach the bedrooms.

Smoke detectors are reasonably priced and easy to buy. They also are easy to install and keep in good working condition. Home smoke detectors are usually the ionization-type or photoelectric-type.

Ionization-type smoke detector - a small amount of radioactive material charges the air inside the detector with electricity, causing a flow of electric current. Heated visible and invisible smoke particles from flaming fires enter the detector and break the flow, setting off the alarm.

Photoelectric-type smoke detector - particles of thick smoke from slow, smoldering fires enter the dark detector and scatter a light beam. A sensor discovers that the normally steady beam has been broken and sounds the alarm.

Some smoke detectors operate on batteries; others use the house's electrical system. Units should be checked every three months to make sure they continue to work properly and remain clean.

Smoke is lighter than air and quickly rises to the ceiling. For earliest fire discovery, smoke detectors should be placed high on the wall within a foot of the ceiling or attached to the ceiling itself. To avoid false alarms, do not place smoke detectors near burners, air vents, or in the kitchen where cooking could set off the alarm. Do not put detectors in attics, garages, or other normally hot places.

There should be a smoke detector on each level of the house, near the heads of various stairways. The best place for a single smoke detector is between the bedrooms and the rest of the house. The alarm will sound when smoke reaches the sleeping area and allow time for the family to wake and use its escape plan.

Unit II - FIRESAFETY AND YOU

Section ii - EDITH

A. Ask students if they know what "EDITH" means. Ask if anyone can explain "Exit Drills In The Home." Ask if any students have home fire escape plans.

B. Relate the information on EDITH.

C. Discussion
   1. Why should you practice EDITH if you already have a smoke detector?
   2. Who should practice EDITH?
   3. What is the point of having two escape plans?
   4. Why shouldn't you jump out of bed and run out the door if you wake up to a fire?
   5. Why should bedroom doors be kept closed at night?
   6. What does touching your hand to the top of the door tell you? Why should you do this?
   7. Is using an elevator the best way to escape a fire in a high-rise building? Why not?
   8. Why should you have a prearranged meeting place?

D. Assignments
   1. Choose a two-story house or an apartment in a high-rise building. Imagine you are asleep in the bedroom when the smoke alarm sounds. In order, **list** what you would do if:

      a.) the fire is in the basement, far away from your room, **and** then,

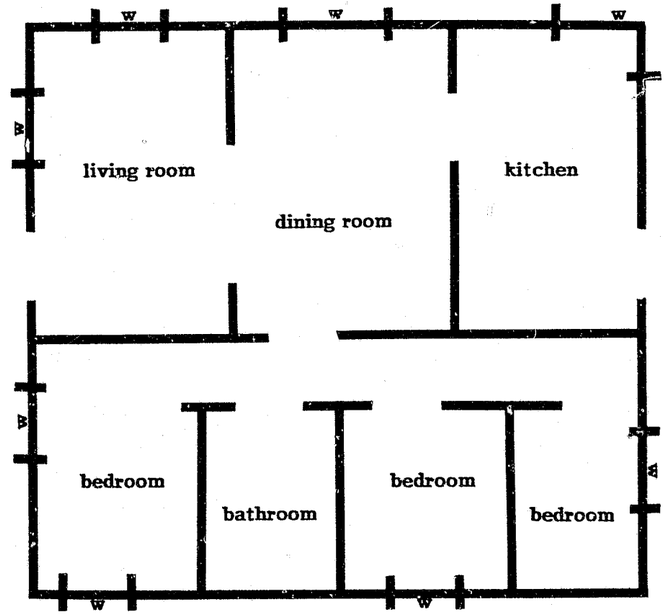
      what you would do if:

      b.) the fire is in the hallway near your door.

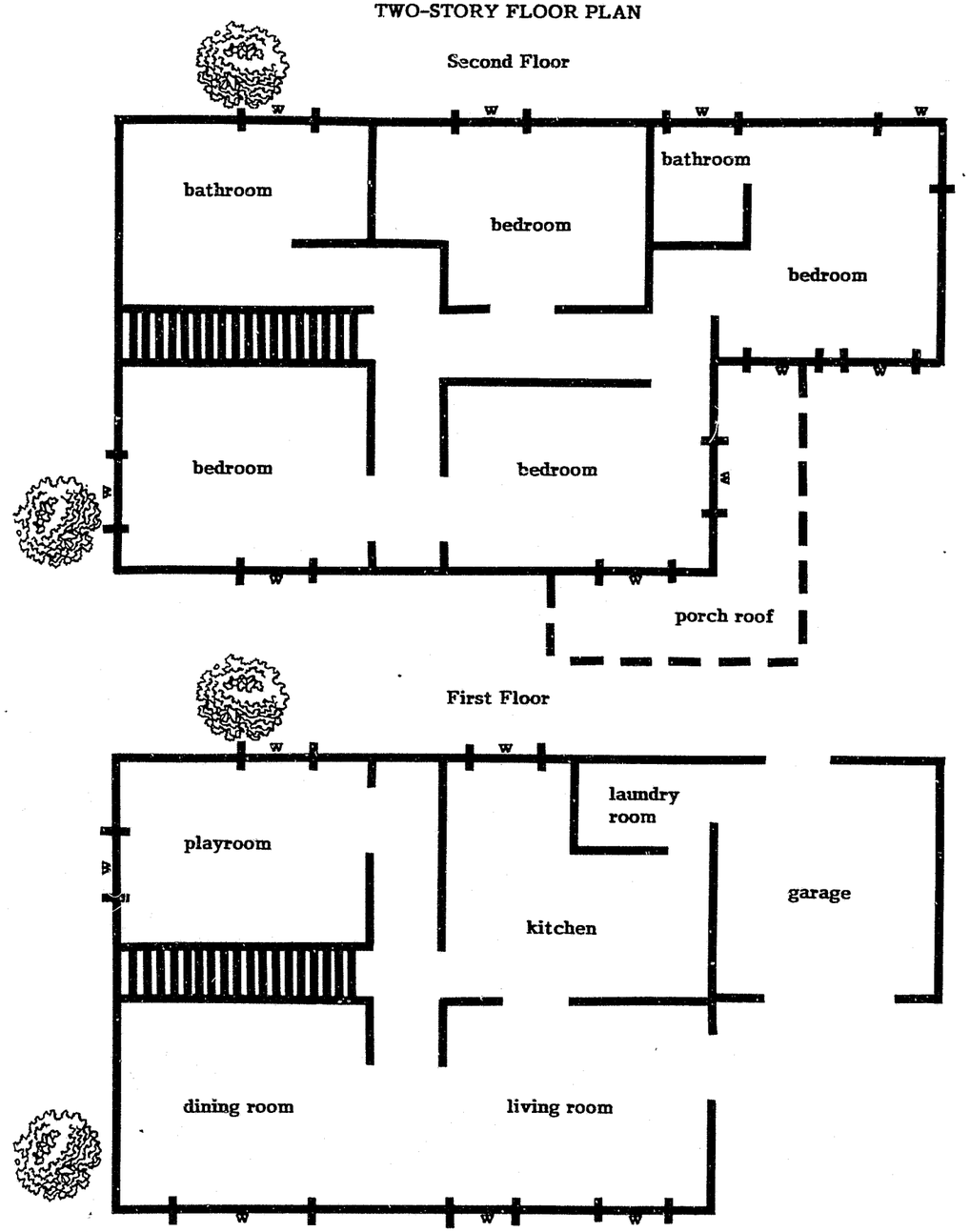
   2. Draw exit routes for the one-story **and** two-story floor plans. Draw solid lines for the normal exit routes and broken lines for the secondary exit routes. Indicate where smoke detectors should be installed.

   3. Take the completed escape floor plans home and develop escape floor plans for YOUR home with your family. Indicate good places for smoke detectors. Return them to school for review and then **post** them at home.

ONE-STORY FLOOR PLAN



TWO-STORY FLOOR PLAN



EDITH

Exit Drills In The Home

The section on smoke detectors pointed out the fact that thousands die each year in fires in their own homes. Most of these fatal home fires occur between 11:00 p.m. and 6:00 a.m. when families are asleep. Many die without ever waking up. An early warning given by smoke detectors has proved to be a major factor in saving lives.

But what happens when a smoke detector wakes you in the middle of the night? Surprised from a sound sleep, you probably will be confused and slow to react. It will take you some time to figure out what to do. Many victims of fire deaths and injuries were warned in time to have escaped, but didn't.

Smoke detectors serve only as the first step in saving lives during house fires. The warning will wake you, but you then must get out. Having an escape plan and testing it by practicing EDITH, Exit Drills In The Home, completes the firesafety picture.

Many fire deaths and injuries could be avoided if families prepared emergency exit plans and practiced them regularly. Seconds make the difference in trying to escape from a fire. Reactions must be immediate and automatic.

EDITH (Exit Drills In The Home) trains families to escape from fires. Every family member should know the escape plans and how to use them. The entire family should discuss and review the escape routes. Plan at least two escape routes from the house and from each bedroom. One is the normal exit route, the other is to be used if the normal exit is blocked by heat, smoke, or fire. Secondary emergency exit routes may require rope ladders for escape to the ground. Decide on an outdoor meeting place so everyone can be accounted for.

Once the escape routes have been chosen, draw a floor plan of the house and show all escape routes. Post the escape plan where family members will see it often.

Exit drills should be practiced regularly to make sure that everyone knows what to do and can escape from the house quickly. Don't wait until a fire breaks out to test your escape plan. For a practice exit drill, everyone should be in his/her bed. When the fire signal is sounded, put your plan into action and follow the life saving escape tips as if there were a real fire. Appoint someone to help elderly, disabled, or very young family members make their escape.

What to do if a Fire Starts When You're Asleep

Bedroom doors should be closed at night to slow the spreading of smoke and fire from room to room. When awakened by the smoke alarm, **DO NOT SIT UP IN BED.** You might be sitting up into deadly fumes. Roll out of bed and **crawl** to the door. Since heat and smoke rise, the best air and coolest temperature will be near the floor. **Always** check closed doors to see if they are hot by touching them as high near the top as your hand can reach without standing up.

IF THE DOOR IS HOT - DO NOT OPEN IT. Opening the door will add oxygen and make the fire burn faster. Flames and smoke may rush into your room. A closed door can keep fire out long enough to let you escape. Do shout and bang on the door to alert others. Stuff towels, clothes, or bedclothes around doors to block smoke. Sealing the door with masking tape is also effective.

Cover your mouth and nose to protect your lungs from the smoke. **Use the secondary exit.** Crawl to a window. If you can safely do so, climb out the window to the ground. If you have a rope escape ladder, use it to reach the ground. If there is a porch or roof outside the window, climb out and wait there for rescue unless you can easily reach the ground from the roof. If there is no safe way to escape from the window, open it from the top and bottom to let hot air and smoke out of the top. Wave a piece of bright-colored material out of the window to signal and shout for help.

IF THE DOOR IS NOT HOT - open it carefully. Brace your body against the door and keep your face away from the opening. Open the door slowly to prevent a sudden blast of heat or flame from coming into the room. If it is safe to leave the room, **use the normal exit.** Cover your mouth and nose with a cloth. Remember to keep low and crawl under the smoke to avoid breathing deadly vapors. If possible, crawl near a wall so you can guide yourself with your hand. If the normal exit route is blocked, return to your room and use the secondary exit plan.

Once you are outside, go quickly to the prearranged meeting place to make sure everyone is out of the house. **NEVER GO BACK INTO A BURNING BUILDING.** Call the fire department immediately from a neighbor's phone.

Fire in Apartment, High-rise, and Multistory Buildings

Sound the fire alarm and call the fire department as soon as you can safely do so. Don't make the dangerous mistake of thinking someone else will do it.

Know where the stairways and fire alarm boxes are. You will need to know the escape routes for wherever you may be in the building. Count the number of doors between you and the fire exit - you may not be able to see the doors because of smoke and would need to feel the way to the exit. **NEVER USE AN ELEVATOR FOR ESCAPE.** Power failure may stop the elevator between floors. Heat sensitive elevators may go to the burning floor and stay there.

Remember - **don't panic.** There are others in the building with you. Test closed doors in your path for heat. If hot, keep the doors closed and use the secondary exit. Stuff material in the cracks around the door to keep smoke out. Open a window the fire department can get to and signal for help.

If the doors are not hot, use the normal exit plan. Close but don't lock doors behind you as you escape. This slows fire from spreading but lets you return to your apartment if the normal exit route becomes blocked. Shout a fire alarm to others as you escape and gather at the prearranged meeting place as soon as you are outside.

Planning ahead can help reduce fear if a fire strikes your home. It has been proved that exit drills reduce chances of panic and injury in fires. Trained and informed people have a much better chance to survive fires.

Unit II - FIRESAFETY AND YOU

Section iii - Babysitting

A. Ask how many students babysit at home for brothers and/or sisters. Ask how many babysit at other people's homes for pay. Ask if any students ever thought about what they would do if a fire broke out while babysitting.

B. Present the babysitting information.

C. Discussion
   1. What are some things that make babysitting special situations? How?
   2. What things should a babysitter know before the parents leave?

D. Assignment
   In small groups, discuss and list the information to know before the parents leave. List what to do if a fire breaks out while babysitting. After teacher review, keep the lists to use when babysitting. Share the lists with babysitting friends or family members.

Babysitting

Babysitters are put into a unique situation - they often take responsibility for young children without being familiar with the children, their home, or its hazards. Young children's physical abilities change quickly. They are extremely curious and often learn by experimentation and exploration. It is normal and healthy for children to climb, pull, reach, and try to do new things. These activities teach them about their world and help to develop their skills. Babysitters and people who do not see the children everyday are likely to be unprepared for their new abilities.

Children need others to protect them as they explore and learn about their world. If something looks interesting, children naturally want to touch it. They don't know what is dangerous and what is not. **Telling** very young children not to touch something often does very little to discourage them from doing it. The babysitter must be responsible for making the surroundings safe.

The babysitter also must remain alert and aware. A babysitter's feelings can affect ability to respond to a situation. A tense, tired, angry, worried, or hungry babysitter may find it easier to **tell** the children to keep away from the lighter than to put it out of reach.

Children are the most frequent victims of burn injuries. Since children's skin is thin and tender and their body surface area is much smaller than an adult's, their injuries tend to be severe. Most burn accidents happen to children at home under ordinary circumstances. Children are fascinated by fire. Even if they know fire is dangerous, they are drawn to it. But for children of all ages, this normal curiosity can be deadly.

A babysitter should find out as many things as possible about the employers' home and neighborhood. Before the parents leave, be sure to know:

1) name, address, and phone number of where you are babysitting

2) address and phone number of where the parents are going and probable time they will return

3) phone numbers of police and fire departments and family doctor - keep them near the phone

4) phone number and name of closest neighbor and/or relative

5) the locations of all smoke detectors

6) how to unlock doors and windows for escape

7) where the children sleep and all available exits

8) the family escape plan and outside meeting place

If the family does not have an escape plan, make one of your own. If the children are old enough, include them in this activity by teaching them how to get out of the house, how to crawl through smoke-filled rooms, and where to meet once they are outside. Leave the plan behind when you leave - maybe the children will get their parents to use it.

Make sure all matches, lighters, etc. are out of the children's reach. This includes the ones that may be in your purse or coat pocket. Children shouldn't be left alone when they are playing. Children exploring by themselves often find serious trouble. Sleeping children should be checked every hour.

If there is a fire:

1) remain **calm**

2) gather the children together

3) babysitter and children leave the house at the same time

4) go to the outside meeting place and make sure **everyone** is out of the house

5) **do not go back in**

6) call the fire department from a neighbor's home

7) call the children's parents **and** your parents

A well-prepared, mature babysitter is able to react quickly to emergency situations.

Unit II - FIRESAFETY AND YOU

Section iv - Flammable Liquids

A. Ask students to define flammable and inflammable. Ask students to name some flammable liquids. Ask students how the flammable liquids would be used.

B. Present the flammable liquid information.

C. Review new terms —

flammable	evaporation	concentration
inflammable	ignite	hazard
vapor	ventilate	
vaporize	spontaneous combustion	

D. Discussion
1. What are some of the dangers of using flammable liquids?
2. Why is flammable liquid spilled on a rag dangerous?
3. What happens to flammable liquid vapor in a room?
4. Is it safe to use flammable liquid indoors if there is no open flame nearby? Why not?
5. How can you clear vapors from a room?
6. What are the dangers of using gasoline incorrectly?
7. How do you put out a flammable liquid fire? What should you **not** do? Why?

E. Assignments
1. Identify five flammable liquids used at school or at home and describe how to store them safely.
2. List five ways to prevent flammable liquid fires.

Glossary

concentration	- collected in one place.
evaporation	- the changing of a substance into vapor.
flammable	- catches fire easily; something that will burn easily or quickly.
hazard	- danger.
ignite	- set on fire; begin burning.
inflammable	- catches fire easily; something that will burn easily or quickly. (see **flammable**)
spontaneous combustion	- a fire that starts without apparent outside help due to the heat from chemical reactions inside the fuel.
vapor	- molecules of a substance that are floating in air.
vaporize	- change a solid or liquid into vapor.
ventilate	- provide a circulation of fresh air.

Flammable Liquids

Flammable. Inflammable. **Both** mean the same thing: easily set on fire, something that will burn easily or quickly.

Flammable liquids are not only a fire hazard, but also are dangerously explosive. Technically, a flammable **liquid** is not a fire cause. The **liquid** doesn't burn. **Vapors** from a flammable liquid mix with air and burn when ignited. But what are vapors?

All substances are made up of molecules which are always in motion. They move in random directions and at various speeds. At higher temperatures, they move with more energy and speed. If the molecules reach a high enough speed, they escape from the surface into the air. The molecules collected in the air are called vapor.

Flammable liquids are different from other liquids in that less heat is required in order for them to vaporize. Even at ordinary temperatures, all flammable liquids give off vapors which can ignite. Whenever a container of flammable liquid is open, dangerous vapors are escaping into the air.

Like all liquids, the evaporation rate of flammable liquids is affected by heat and the amount of surface area exposed to air. If a container of flammable liquid is placed near heat, pressure builds up inside and it may explode. If a flammable liquid is spilled, the surface exposed to air increases. Evaporation occurs more quickly and more vapor is released into the air. Vapors can be escaping even when clothes or rags on which the liquid has spilled feel dry. Spilling flammable liquid on clothing is particularly dangerous because body temperature heats the material and increases the rate of evaporation.

Nearly all flammable liquid vapors are heavier than air. Vapor will not spread evenly throughout a room but will drop to the lowest place. If the lowest place is the floor, the vapor will spread from wall to wall. If the vapor reaches a staircase to a lower level, down it will go. These heavy vapors drop to the lowest part of the room and collect - they become "concentrated." Also near the floor are the household heat sources: furnace air vents, electric plug outlets, electric or space heaters, ovens, water heaters, and dryers. The mixture of vapor and air provides two of the three ingredients needed for fire: fuel and oxygen. All that is necessary for ignition is the right amount of heat, from any source. When a concentrated amount of flammable vapor, oxygen, and a heat source are present, an explosion and fire are likely to occur.

Although flammable vapors tend to collect in low places, they do move around if the air moves around. This means that they may travel farther than expected and may reach heat sources that appear to be safe distances away.

Air also provides the best way to prevent flammable vapors from concentrating. Opening doors and windows and turning on fans causes air circulation and carries the vapors outside. **(A running electric motor can ignite the vapors. A fan should blow air <u>into</u> the room, <u>not</u> blow air and vapors out of the room.)**

Prevention of Flammable Liquid Fires

Vapor concentration must be avoided. A small amount can be a dangerous level and ignite. There is no practical way to find out if a vapor buildup is too high until it's too late. You cannot smell, feel, or see if there is too much.

Flammable liquids should be kept in tightly sealed, properly labeled containers, away from flame and heat. Storing them off the floor in a locked metal cabinet is the best idea. Open the cover only long enough to use what's needed. Even in cold weather, vapors can escape from an open flammable liquid container. Flammable liquids should be used only in well-ventilated areas - preferably outdoors.

Spontaneous combustion is a fire that starts without apparent outside help. An oily rag bunched up and lying in the bottom of a wastebasket can burst into flames without receiving any heat from outside. The flammable liquid evaporates more quickly on a cloth than it would in a container because the rag exposes more surface to the air. The rag will heat up to the point of ignition and burst into flames. Spontaneous combustion of rags or clothing soaked with flammable liquid can be prevented by storing them in an airtight, metal container.

Gasoline vapor ignites more easily than any other flammable liquid vapor. Many burn injuries are results of accidents with gasoline. These account for the majority of flame burns suffered by teenagers. Children playing with matches around gasoline are often burned by accidental fires. Gasoline vapors can ignite even if there is no spark or open flame. If vapors reach a lighted cigarette, the smoker can be severely burned.

Gasoline should never be used to start fires. The trail of vapor can act as a wick and lead the flames back to the container in your hand.

Turn off and cool gasoline-powered equipment before refueling to prevent ignition of the vapor.

Never keep gasoline in the house. A gallon or two may be stored away from heat in a garage. Store gasoline in a tightly sealed metal container equipped with a pressure release valve. **Never** store it in glass or plastic.

If a flammable liquid fire starts, do **not** use water. Most flammable liquids are lighter than water and will float. The flammable liquid will continue to burn and may splatter and spread to new areas. **Smother** a flammable liquid fire by sliding a cover or any flat object over it.

Whenever you use a flammable liquid, you are in a potentially dangerous situation. Using a flammable liquid indoors is especially dangerous. Without proper ventilation, vapor concentrations can build up to dangerous levels. It's easy to forget about the pilot light in the hot water heater or the stove. Someone may walk into the room and light a cigarette. Switching off a light can create a spark. Flammable liquid accidents happen so frequently because people don't realize how many heat sources may be nearby.

Flammable liquids are commonly used in schools, at home, on the job, in craft-related activities, and when working with cars and power equipment. The basic point to remember is -

FLAMMABLE LIQUIDS AND HEAT SOURCES: KEEP THEM APART!

Unit II - FIRESAFETY AND YOU

Section v - Outdoor Safety

A. Ask how many students help with the barbecue grill. Ask if any of the students go camping, hiking in wooded areas, and/or boating.

B. Assignment

Break into five small groups. Each group is responsible for an outdoor safety category. Using the information provided by the teacher, each group will develop a bulletin board display of safety tips or some other form of presentation of the safety tips to the class.

Outdoor Safety

Although good fire safety habits should be practiced at all times, here are some reminders for outdoor activities.

Barbecue grills

- Be sure the grill is away from anything that might catch fire.
- Keep something nearby to put out the fire.
- Have an adult start the fire.
- Use only charcoal grill lighter fluid to start the fire. **Never use gasoline to start the fire.**
- Return the lighter fluid to its storage location, do **not** keep it by the grill. **Never use lighter fluid or gasoline to quicken a fire.** The flames can travel up to the can and cause an explosion. Revive the fire by fanning the coals.
- Stay safely away from the flames. **Never** let children play near a hot barbecue grill.
- Don't wear robes or other long-sleeved, loose clothes near the grill. The flames can easily ignite them.
- Only use a barbecue grill outdoors. Bringing it indoors may cause suffocation.

Campfires/Bonfires

- Clear a large space around the fire.
- Don't build the fire near buildings, trees, tents, cars, or fuels.
- Check wind direction to make sure the flames aren't carried to something that might catch fire. If it's too windy, **don't** light the fire.
- Have an adult supervise the fire.
- **Never start a fire with flammable liquids.**
- Don't wear loose clothing around the fire. Stay away from the fire unless cooking or tending to it.
- The fire should be watched at all times. Keep water nearby in case of an emergency.
- Put the fire out with water, stir the ashes, and cover them with dirt.
- Be sure that the fire is completely out before leaving the campground.

Tents

- **Never** have an open flame in a tent. Tents are flammable and may catch fire. The flame also uses oxygen needed to breathe and may cause suffocation.
- Do not place heaters, gasoline lanterns, or other heat-producing objects near tent walls.
- Don't cook inside a tent.
- Refuel appliances and store flammable liquids outside the tent.
- Pitch tents safe distances from the campfire and build all campfires **downwind** from tents.
- Have an escape plan and be prepared to cut your way out of the tent in case a fire starts.

Boats

- Don't smoke at fuel docks or while fueling anything on the boat. Don't refuel appliances in enclosed spaces.
- Have adult supervision during all refueling and cooking.
- Never cook when underway. Sudden movement could cause grease to spill and start a fire.
- Have a Coast Guard-approved fire extinguisher on the boat and **know** how to use it.
- Have Coast Guard-approved life vests available for everyone on board.
- Never store oily or paint-soaked rags on the boat. They can ignite and cause a fire or explosion.

Wooded areas

- Careless smokers, clearing land by burning, unwatched campfires, and burning trash near wooded areas are major sources of forest fire danger.

Extra caution is needed with outdoor fires. Outdoor fires can rapidly get out of hand and spread. Fires and fuels used for recreation are especially dangerous since attention is focused on having a good time.

Unit III - ARSON

GOALS

A. To have junior high school students understand what constitutes arson.

B. To have junior high school students understand that arson is a serious crime with grave consequences.

C. To have junior high school students understand their responsibilities in helping to stop arson.

OBJECTIVES

Students will:

- define arson with 100% accuracy.
- demonstrate an understanding of the costs of arson to the teacher's satisfaction.
- demonstrate an understanding of the depth classifications of burns with 100% accuracy.
- define the stop, drop, and roll procedure with 100% accuracy.
- display knowledge of burn first aid and hospital burn treatment to the teacher's satisfaction.
- demonstrate a knowledge of arson motives to the teacher's satisfaction.
- demonstrate an understanding of juvenile arson to the teacher's satisfaction.
- define Illinois arson laws and the penalties for committing arson with 100% accuracy.
- demonstrate an understanding of the Arson Alert and Illinois Arson Award Programs to the teacher's satisfaction.

Unit III - ARSON

Section i - Arson's Costs

A. Ask students to give definitions of arson. Pool the definitions and have the class agree on one definition. Ask if any of the students have had experience with an arson fire. If so, ask them to relate the story.

Ask if any students have had experience with serious burns. Ask them to describe what happened to the class.

B. Relate the information on arson's costs.

C. Review new terms —

arson	rehabilitate
allograft	psychological
autograft	vocational
cadaver	skin contracture
skin graft	

D. Discussion
1. What makes arson a costly crime?
2. What are the different classifications of burn depth?
3. What should a person do if his/her clothes catch fire? Should he/she run? Why not?
4. Is it true that good first aid for a burn is to cover it with butter? Why not?
5. What is proper burn first aid?
6. What treatment can the seriously burned patient expect to face in the hospital?

E. Assignments
1. List the three arson cost categories discussed and write a short paragraph on each to explain what each category covers.
2. List two ways to identify a first-degree (minor) burn, a superficial second-degree burn, and a deep second- or third-degree burn.
3. In small groups, discuss what to do if clothes catch fire and correct burn first aid. Each group will make a listing of its ideas and compare them with the lists of the other groups.
4. Bring articles on burn victims, burn treatment, or arson to class .

F. Special presentations
1. Arrange for a burn specialist or a representative of the fire department to discuss the realities of burn injuries with the class.
2. Arrange a field trip to a Burn Center.
3. Arrange for a public education specialist from an insurance company to speak to the class about arson's costs.

Unit III - ARSON

Glossary

arson	—	the crime of deliberate firesetting of property.
allograft	—	the skin for grafting is taken from a dead person or from a living relative.
autograft	—	the skin for grafting is taken from healthy parts of the victim's body.
cadaver	—	a dead body.
psychological	—	having to do with the mind.
rehabilitate	—	put back into good condition.
skin contracture	—	tightening of the skin, often around joints, limiting movement.
skin graft	—	the joining of healthy skin to damaged skin, providing a replacement skin cover.
vocational	—	having to do with the work one does for a living.

Unit III - ARSON

Section i - Arson's Costs

What turns a house fire into a crime? **ARSON.** An arson fire is one that's been started deliberately.

Many people believe arson is something that can't happen to them. Perhaps they feel their neighborhood is too rich or their town is too small to attract an arsonist. But arson happens in rich **and** poor neighborhoods. It happens in towns of all sizes. It even happens in peaceful farming communities.

Arson hurts everyone, though many people don't realize it. Many think arson affects only the owner of the burned property. This isn't true. Burning of a small town's leading industry can destroy the town's future. Fire in a rural area can cause up to six times more damage than city fires. Arson is one of the most costly crimes in America. The national costs of arson are greater than the combined total of all other types of violent crimes.

The Costs of Arson

Financial

Some people think that insurance companies are the only ones who pay when property is lost to arson.

Wrong.

The costs of arson can touch people who are not even connected with the arson. The destruction left by the fire results in insurance rate increases. An estimated $1 out of every $3 for homeowners' insurance is used to cover arson costs. Destroyed businesses don't pay the taxes that support a community. Other taxes are increased to pay for more police and fire protection.

Some people lose their jobs when arson shuts down a business. This can cause families to move to another town to work. Or they may be forced to depend on welfare money to pay living costs.

Businesses hit with high insurance rates often increase prices. Arson is sometimes used to drive out rival markets and stores. Customers find themselves faced with expensive, poorly made products. New businesses will not move into areas with arson problems. Therefore, the money and new jobs the businesses could offer the community are lost.

Property

Citizens pay the bill for every arson incident. But more than money is lost. The actual costs of arson are far more than the dollar value of the lost property. Homes can be severely damaged or completely destroyed. Everything **in** the house can be lost. Some of the things cannot be replaced. Think of family records, pictures, and keepsakes. Imagine losing a prized collection of **anything** that's taken years to put together.

Even though a certain house may not be the target of an arsonist, it could be damaged from an arson fire that gets out of control and spreads. Firemen also may be tied up fighting an arson fire when an accidental fire breaks out across town.

Arson hurts even when it happens in empty, boarded-up houses. The burned remains of an arson fire can bring down the values of nearby homes and property. It is sometimes difficult to sell property in areas where there has been an arson and families often refuse to move into neighborhoods touched by arson.

Human

Arson fires kill. Firemen, innocent people, even arsonists can lose their lives in the intentionally set flames. Fire, especially when deliberately arranged to burn faster, can quickly get out of control and spread to kill unsuspecting people. The arsonist can get trapped in a fire that burns faster than he intended. Or he may be caught by an explosion he hadn't meant to happen.

Most fire deaths are due to smoke and poisonous gases. The smoke can prevent people from seeing the way to escape. Smoke and loss of oxygen can interfere with clear, fast thinking and can slow physical coordination. It is **very** important to crawl out of a fire in order to stay below the smoke **and** to crawl near a wall in order to feel the way to the door if there is too much smoke to see.

Those who do survive arson fires are often faced with serious injuries from burns. Millions of people become burn victims each year. Some of the injuries are more severe than necessary because the victims don't know what to do once they catch fire. Ignorance of proper burn treatment is another problem.

Burns

Children and the elderly are the most frequent victims of burn injuries.

Scalds are the most frequent kind of burn injury, often leading to long hospital stays, permanent disfigurement, and sometimes death. Scalds are the most common cause of burns to toddlers and to those over age 65. Kitchen/cooking/serving accidents account for most scald burns. Too hot water temperatures cause bathtub and sink scalds.

Flame burns, though less common than scalds, result in more severe injuries, more hospitalizations, and the largest number of deaths.

What is a burn?

A burn is a complex injury to the skin caused by exposure to heat from a flame, hot liquid, a hot surface, electricity, chemicals, or the sun. Too much heat will destroy the skin.

The skin is the largest organ in the body, providing the protective covering that keeps muscle, bone, and body fluid **within.** As the major barrier against infection, it keeps dangers to the body **out.** Skin keeps body temperature stable and contains sensors for feel. The skin is critical to looks because people recognize others by skin appearance.

There are two layers of skin. The tough, thin **epidermis** is the outer layer which protects the inner dermis. The **dermis** is the major skin layer and contains blood vessels, nerve endings, hair follicles, and sweat glands.

The skin protects the body from infection and prevents the loss of body fluids. Serious burns weaken or destroy these most important life-preserving functions and therefore can be deadly.

Burns are measured in two ways:

1) how much of the body surface is burned (percentage)

2) how deep is the burned area (depth)

Depth is referred to as first-, second-, or third-degree according to how many layers of skin are affected. The amount of damage depends on the temperature of the heat source and how long the skin is exposed to it.

A **first-degree (minor) burn** affects the outer layer of skin. Pink or red, dry, blister-free, and sore, this burn heals in two to six days with peeling but no scarring.

A **superficial second-degree burn** reaches into the inner layer of skin. This burn leaves blisters which may ooze fluid. It can be very painful and may cause serious illness if the burn covers much of the body. With immediate medical attention and without the complication of infection, it will heal in approximately two weeks, requiring no skin grafting and leaving few scars.

A **deep second- or third-degree burn** affects all skin layers and can reach further to damage muscle or bone. The burned skin looks dry and leathery and can be white, brown, or charred. There may be little or no pain at first because of severe injury to the nerve endings. Third-degree burns will not heal spontaneously. Skin grafting is required for wound closure. These burns, once healed, often leave scarring.

Stop, Drop, and Roll

It is important in a burn situation to get the victim away from the heat source and to stop the burning. When clothes catch fire, the procedure of **stop, drop, and roll** can save lives.

If clothes suddenly catch fire, **NEVER RUN.** Running fans the flames with more oxygen and enlarges the fire. The flames can travel upward toward the face and increase the burn's severity.

Get away from the heat source, then **Stop.**

Drop to the floor or ground.

Roll to put out the flames. Keep your arms at your side, crossed over your chest, or use one hand to protect your face. Roll back and forth until the flames are smothered. Rolling shuts off the oxygen supply and chokes the fire. It someone's clothes are on fire and he/she has panicked, stop him/her and roll him/her on the ground to smother the flames.

First aid

Apply cool water immediately. Cooling a burn within seconds can reduce the damage. Cool water does four important things:

it stops the burning,

it lessens the pain,

it prevents or reduces swelling,

and it rinses the wound of debris.

Never put butter, vaseline, or oil on a burn. They keep the heat on the skin and may cause further damage. Skin must be **cooled** to stop it from burning. Dirt and germs also may stick to them and infect the wound.

Burned clothing can increase the severity of burn injury. Remove any burned, hot, or smoldering clothing that isn't stuck to the skin. Clothing traps heat and will continue to burn the skin even if the flames are out. Clothes stuck to the burn should not be removed. Carefully cut clothing around the burned area to remove loose material. Take off jewelry, shoes, belts, and any other tight clothing before swelling begins and they have to be cut off.

First-degree (minor) burns - cool the burn with cold water or cool compresses; use an antiseptic spray to help relieve pain and prevent infection; then cover with a dry, sterile dressing. Burns of the face, hands, or feet always should be viewed as serious injuries and should be given immediate professional medical attention. Burns covering a large body surface also should be regarded as serious. Do not try to treat these burns with medication yourself. This could prevent the doctor from discovering the true seriousness of the burn.

Second-degree and third-degree (moderate and major) burns - cool the burn with cool, running water. Remove burned clothing carefully. If blisters develop from the burn, don't pop them. Cover burned areas with a clean gauze bandage. Loosely cover the victim with a clean dry sheet to provide warmth and try to keep him/her lying down and calm on the way to the hospital.

Serious burns require emergency medical care and possibly hospitalization.

Hospital Burn Treatment

There are three major physical phases of concern in caring for the newly burned person.

Immediate or Emergent Phase

During this phase, concentration is on restoring stability to the body which has been disturbed through the loss of skin. Fluid replacement and respiratory therapy are keys in successfully achieving normal functioning of organs and body systems.

Acute Phase

The focus of this phase is on wound closure. The goal in the treatment of burn wounds is to rid the injured area of dead tissue. This is accomplished through a number of different procedures such as tubbings, dressing changes, and the use of medications and topical antibiotic creams. In some cases, special dressings are used to help clean or stimulate wound healing. One such dressing is processed skin from pigs called "pigskin." Other temporary dressings used are called **allografts** and are taken from another living person or a cadaver.

Skin grafting is done when wounds will not heal on their own and need the help of undamaged skin. This is taken from a non-burned area of the patient's body. The area is referred to as the donor site and the graft is called an **autograft.**

Rehabilitation Phase

This phase focuses on functional and cosmetic rehabilitation. Burned or grafted skin which has healed frequently tightens because of its poor stretching ability. These tightened areas are called contractures and often affect jointed areas such as elbows, knees, fingers, etc. Exercising, splinting, and proper positioning are crucial in resuming normal function.

An unpredictable enemy of the post burn victim is scarring. If a person begins to show signs of scarring, pressure garments are usually suggested to help hold down the scars. Plastic surgery, in many burn cases, has very limited results, leaving burn victims with much trauma to live with the rest of their lives.

Burn Centers

A seriously burned person has to deal with great pain, the fear of dying, and the knowledge that the skin grafts could drastically change his/her looks. A long hospital stay can mean being away from family and friends. A recovering burn patient also depends on others for everything he/she needs.

The families must adjust to the changes in their lives caused by the burn injuries, too. Time is tightly scheduled to be fair to the patient and other members of the family. They may be disturbed by the skin graft scars. They could feel guilty for not preventing the injury, or possibly for causing it. The bill for a long hospital stay can cause serious money problems.

A hospital Burn Center specializes in burn injury treatment. Burn Centers usually conduct research, teach burn care and public burn prevention education, and treat patients. Plastic surgeons, physical therapists, nurses, social workers, psychiatrists, and other professionals work together as a burn team to help the burn patient and his/her family rehabilitate physically, psychologically, and vocationally.

Unit III - ARSON

Section ii - Arson Motives

A. Ask students to give reasons they think arson happens.

B. Relate the information on arson motives.

C. Review new terms —

fireplay	motive
firesetting	irrational
pyromania	rational

D. Assignments
1. Pick one rational motive for arson and one irrational motive. Write a short, explanatory paragraph on each.
2. Continue to bring arson articles to class for discussion.

Glossary

fireplay	—	fire as a result of curiosity or an accidental situation.
firesetting	—	setting fires meets the individual's power needs and adds impact to his/her life.
irrational	—	having no logical reason.
motive	—	the reason for doing something.
pyromania	—	an unreasonable need to set fires due to an emotional disturbance.
rational	—	having a logical reason.

Unit III - ARSON

Section ii - Arson Motives

Arson motives can be classified into two basic types - **rational** and **irrational.**

If there is something for the arsonist to gain from the fire, his motives are **rational.**

An arsonist isn't necessarily a hardened criminal. Anyone can set fires for rational motives. It could be a neighbor, a neighborhood businessman, or a relative.

Some rational motives are:

1) arson-for-profit or arson to collect insurance

2) arson to conceal a crime, such as burglary or murder

3) arson for revenge, spite, or jealousy; deliberately set by an angry neighbor, a former boyfriend, a fired employee, or maybe a furious husband; alcohol is often connected

4) arson in support of a cause, such as fires set during demonstrations and rallies

If there seems to be no logical reason for the arson, the arsonist's motives are probably **irrational.** Juvenile firesetting often falls into this category.

Some irrational motives are:

1) curiosity and accidental firesetting

2) vandalism, malicious mischief

3) arson for a thrill, pyromania, or personality disorders

Rational and irrational motives are sometimes combined. An arson fire originally set for revenge can be aggravated by acts of vandalism and cause even more damage.

Unit III - ARSON

Section iii - Juvenile Arson

A. Ask students if they've ever known anyone who's been involved with an arson. If so, ask them to tell the story to the class.

B. Relate the information on juvenile arson.

C. Discussion
   1. What are some things that can cause young people to set fires? Why?
   2. Why is firesetting a dangerous way to react to something?
   3. Do you think juvenile arson is a big problem? Why or why not?

D. Assignments
   1. In groups, discuss reasons that young people set fires. Develop group lists of ideas to help prevent arson by young people. Present the lists to the class.
   2. Continue to bring arson articles to class for discussion.

E. Special presentations
   1. Arrange for a juvenile firesetter counselor to visit the class and discuss juvenile firesetting.
   2. Arrange for a police officer to discuss juvenile arson arrests with the class.

Unit III - ARSON

Section iii - Juvenile Arson

Although most people think arson-for-profit is the leading type of intentionally set fires, this is false.

There are estimates that as much as 60 percent of all intentional fires are set by juveniles. Some areas have discovered their serious arson problems are entirely juvenile-related. The majority of fires are started by amateurs. The majority of these are set by very young children (2½-9) out of curiosity or because of accidental situations. Several arsonists have said they started setting fires when they were as young as seven years old. This does not mean, however, that all children who set fires will grow into adult arsonists.

What causes a young person to set a fire?

Some set fires out of natural curiosity. They want to see what will happen. They don't completely understand the extreme dangers and uncontrollability of fire.

Reaction to a major change can play a big role. Moving to a new home, losing a loved one through death or divorce, or even gaining a new member of the family can trigger firesetting.

Some young people who set fires are looking for attention or affection. There are children who set fires as a "cry for help." They often live in a high-stress family environment and express their needs through this behavior.

Some mistakenly see setting a fire as a way to "get back" at authority. Some are senselessly pressured by friends into setting fires in order to gain approval as a group member.

And there are children who set fires who are truly mentally disturbed and in desperate need of professional therapy.

Young people who commit arson show a dangerous lack of knowledge about fire, poor judgment, and an alarming lack of responsibility.

Unit III - ARSON

Section iv - Arson is a Crime

A. Ask students if they know what can happen to an arsonist once he is arrested. Ask if anyone has heard of Arson Alert.

B. Relate the information on arson laws and programs.

C. Review a new term —

felony

D. Discussion
1. What makes arson such a serious crime?
2. Does aggravated arson carry a more severe sentence than arson? Why?
3. What are some of the clues an arson investigator can use to track down an arsonist?
4. How can people help prevent arson?
5. What should you do if you know of any information about an arson?
6. What is the Arson Alert Hotline? What is the Illinois Arson Award Program? How are they connected?

E. Assignments
1. Define arson and aggravated arson **according to Illinois law** and their punishments.
2. List three clues an arson investigator can get from the fire itself and what they can tell him.
3. List four things that can be done to help prevent arson.
4. Explain what Arson Alert is and why you should call it.
5. With a partner, construct a crossword puzzle using the vocabulary words for all three units and any other related terms.
6. Write a short essay on arson - what it is, the possible consequences, ways to prevent it, and what to do with information about an arson fire.
7. As a class, develop a short arson prevention presentation for younger school children.

Glossary

felony — a very serious crime.

Unit III - ARSON

Section iv - Arson is a Crime

Make no mistake. Arson is a serious crime - just as serious as burglary or the stealing of a car.

Illinois Laws

Under Illinois law, a person commits arson when he knowingly damages by fire or explosive any property valued at $150 or more of another without the owner's consent or with the intent of defrauding the insurance company. Arson is classified as a Class 2 felony and can be punished by a sentence of three to seven years.

Arson can be a deadly crime. The uncontrollability of fire increases its potential danger.

The juvenile arsonist often faces death or severe injury from his firesetting spree. The juvenile firesetter also is likely to be unaware of people who could be trapped in the fire or of the likelihood that the fire could quickly spread to take others by surprise.

According to Illinois law, if someone is killed, seriously harmed, or disfigured, or if a police officer or firefighter is injured in the line of duty as a result of such a fire or explosion, the crime is **aggravated arson.** Classified in the most serious of categories - Class X - aggravated arson can be punished by a sentence of six to thirty years.

Many people think that all the evidence of an arson is burned up in the fire.

False.

The evidence remains and the fire scene can be reconstructed by a well-trained arson investigator. Using modern scientific equipment and advanced techniques, the investigator can discover details small enough to tell when, where, and how the arsonist set the fire.

The fire itself provides many clues. The colors of the smoke and flames can reveal what's burning. Gray or brown smoke means easily burned materials were used; black smoke means gasoline or oil is involved. The flame color reveals how hot the fire is; the hotter the fire, the more the chance it was deliberately set. The odors given off during burning give clues to what was used to start the fire.

The size of the fire and its speed of travel help the arson investigator solve the puzzle. If a fire spreads too quickly, suspicions are directed toward arson. If the fire burns in a direction the flames would not normally travel, the arson investigator searches further for flammable liquids, chemicals, or other things that would speed flame travel. The number of separate fires is also an important link.

Arson Alert
and the
Illinois Arson Award Program

Arson fires are **caused** by people. They can be **stopped** by people, too. Community and citizen involvement are essential to the fight against arson. People must become aware of the arson problem and involved in solving it. Alert people can provide valuable clues to help police and fire officials prevent or detect arsons and arrest arsonists.

To help prevent arson:

1) practice good fire prevention by getting rid of fire hazards which might attract arsonists

2) spread the word that arson is a destructive and deadly foolish act

3) report suspicious activities or talk you think might be related to arson to someone in authority

4) cooperate with investigators if you are at a fire scene

Arson Alert and Awards

If you have **any** information about an arson that has happened or about one that might happen, **report it.** Call the **Arson Alert Hotline** at **800-252-2947.** This is a toll-free number so the call costs you nothing.

When you call **Arson Alert** with your information, you don't have to identify yourself if you don't want to.

If you do identify yourself, you could be given a cash award for turning in information that might prevent an arson or help arrest an arsonist. The Illinois Arson Award Program, funded by the Illinois FAIR Plan, has presented awards up to $1,500 since its beginning in February 1981.

Everyone must fight the problem of arson because it touches everyone. Arson is a criminal act of destruction that often ends in tragedy.

New methods of detection, concerned and alert citizens, and strict arson laws are helping to make progress in the fight against arson.

MATERIAL RESOURCE LISTING

1. Source: **The National Smoke, Fire and Burn Institute, Inc.**
Anne W. Phillips, M.D.
Executive Director
90 Sargent Road
Brookline, Massachusetts 02146

Fire Safety Questionnaire for Schools

A questionnaire taking 30 minutes of a classroom period for the average student in grades 7-12 to complete, leaving the balance of the period for discussion. The answers are available separately for the students to take home, so that they may spring the questions on their families, thus spreading the burn prevention information beyond the school walls. Price list on request.

The Deadly Deficiency

A report on the findings of the survey of the firesafety knowledge of 8,400 teachers and students in junior high and high schools across the nation. Price list on request.

Two Steps to Survival (film for adults and older students)

This 28-minute color and sound 16mm film discusses the importance of detection, alarm, and prompt evacuation. It has won the "Best Educational Film of the Year Award" from the Public Relations Society of America. It has saved the life of the son of the superintendent of schools in Bucksport, Maine. It has been telecast 278 times. Film available on free loan.

To Keep Them Safe (14-page manual)

Doctors, parents, and fire experts work together to: teach everyone the principles of smoke evasion, educate the public about fire prevention, and show people what to do when a fire does occur. Free upon request.

2. Source: **U.S. Government Printing Office**
Public Document Department
Washington, D.C. 20402

Flammable Products and Ignition Sources - Fire in Your Life.

S/N 052-011-00143-1 Cost: $2.50 each

3. Source: **Shriners Burn Institute**
Matthew P. Maley, Program Coordinator
Cincinnati Unit
202 Goodman Street
Cincinnati, Ohio 45219

Burn Awareness (7th grade and up #203)

Slide/cassette program tells it like it is regarding carelessness in and around the home. Burn victims are shown to impress upon viewers the need for awareness. Time: 17 minutes Cost: $140.00

It Cost an Arm and a Leg (#301)

Slide/cassette program. The Eugene Pina story has an impact on children, showing them the dangers of high voltage wires and electric current burns. Cost: $150.00

Let it Ring

Slide/cassette program. Used to alert students age 12 through adult regarding dangers of leaving infants and children in danger zones of home to answer the telephone. A must for young girls and mothers of children. Eighty percent of household burn injuries are avoidable through education. Time: 18 minutes - Cost: $175.00

Exit Drill in the Home (slide set)

To present a program that is designed to aid the general public, especially children, in learning how to exit a burning building. 20 slides - Cost: $8.00 (filmstrip - $4.00).

4. Source: **American Burn Association**
Joseph A. Moylan, M.D.
Secretary
Duke University Medical Center
Box 30
Durham, North Carolina 27710

Clothing Fires (slide set)

A preventive 36-slide presentation about flammable fabrics and burn injury. Cost: $15.00

5. Source: **Office of Information**
Extension Service
College of Agriculture
2120 Fyffe Road
Columbus, Ohio 43210

Wake Up - Get Out and Live! (slide set)

27 slides of color art work on related topics of early warning systems and home evacuation procedures.

6. Source: **U.S. Department of Health and Human Services**
Public Health Service
Centers for Disease Control
Center for Environmental Health
Atlanta, Georgia 30335

An Epidemiologic Study of Burn Injuries and Strategies for Prevention (manual)

A report based on data from the New York burn study conducted by the Burn Injury Control Program, New York State Department of Health for the Centers for Disease Control. 145 pages.

7. Source: **U.S. Government Printing Office**
Washington, D.C. 20402

You, the Consumer: Unit One
(Activity Masters 1,2,3)

Home Accidents: Who, What and Where?: Unit Two
(Activity Masters 4,5,6,7,8,9)

Avoiding Emergencies at Home: Unit Three
(Activity Masters 14,15,16,17,18)

Who Protects the Consumer?: Unit Five
(Activity Masters 19,20,21)

The Door to Home Safety: Unit Six
(Activity Masters 22,23,24)

No. 052-011-00205-4 Cost: $4.50 prepaid

Comprehensive program for grades 7-9 intended to increase awareness of young people, their teachers, and parents to product safety, accident caution, and major hazards associated with products in the home.

8. Source: **Office of Information**
Extension Service
College of Agriculture
2120 Fyffe Road
Columbus, Ohio 43210

Fire Warning Systems for the Home (Bulletin L-238) Pamphlet

Cost: 30¢ each on an individual order basis which covers cost of handling and postage. Group or bulk orders possible with price quotations possible on request and depends on number.

9. Source: **Shriners Hospitals for Crippled Children**
Matthew P. Maley
Burns Institute - Cincinnati Unit
202 Goodman Street
Cincinnati, Ohio 45219
(513) 751-3900

Pamphlets: **Too Hot Not to Handle**

A Match is a Tool

How Hot is the Water in Your Home?

Emergency Treatment of Burns

A Home Fire Escape Plan For Survival

Trapped in a Burning Building!

How Safe is Your Kitchen?

How Flammable is Your Tent?

10. Source: **Institute for Burn Medicine**
California Heritage Bank Building
3737 Fifth Avenue, Suite 206
San Diego, California 92103
(714) 291-4764

How to Make Your Home and Family Safe From Fire (Pamphlet)

This pamphlet prepares you for the event of the fire, alerts you to fire hazards, and tells you how to eliminate them; gives first aid information for burn injuries.

11. Source: **U.S. Consumer Products Safety Commission**
Washington, D.C. 20207

Fact Sheets Concerning Product Safety

Numerous sheets concerning safety with various products such as televisions, extension cords, hair dryers, flammable liquids, etc.

Guide to Fabric Flammability (pamphlet)

A Guide to Flammable Products and Ignition Sources (For Adult Consumers) (pamphlet)

A Guide to Flammable Products and Ignition Sources (for Secondary Schools) (pamphlet)

A Guide to Flammable Products and Ignition Sources (for Elementary Schools) (pamphlet)

12. Source: **Textile Industry Product Safety Committee**
Suite 303
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Keep Them Safe From Burns (poster)

Safety poster with tips on burn prevention techniques. Single copies available free, 4 for $1.00, 25 for $6.15, 50 for $12.00, 100 for $20.00. Orders must be accompanied by check or money order.

13. Source: **National Institute for Burn Medicine**
C. A. Jones, R.N.
Educational Director
909 East Ann Street
Ann Arbor, Michigan 48104

Burn Prevention for one- and two-year-olds (poster)

General poster and brochure outlining prevention measures for parents of children in the age group one to two years. Studies conducted by the National Institute for Burn Medicine indicate that more than 50 percent of all burn accidents to this age group could be prevented. Designed for use in doctors' offices, public buildings, and babysitter training classes to help reduce this tvpe of accident.

14. Source: **National Fire Protection Association**
Film Library
5000 Park Street North
St. Petersburg, Florida 33709
(813) 541-7571

Slide/tape sets

Stop School Fires

A new and informative slide/tape package. For teachers, parents, and school administrators seeking assistance in controlling the serious and growing problem of incendiary school fires.

80 full color slides (35mm), cassette tape
No. SL-68 Cost: $65.00 per set

Home Fire Detectors: It's Your Life

Outlines a basic program for year-round firesafe living. Features a detailed discussion of home fire detectors with maximum protection.

80 full color slides (35mm), cassette tape
No. PA-SL-3 Cost: $44.00 per set

Danger! Fire Fighters at Work

Basic career guidance visual presentation on the modern demands of the fire service. Reviews basic safety concerns facing a firefighter, his duties, as well as the equipment and protective gear he deals with. Recommended for junior high and high school audiences.

80 full color slides (35mm), cassette tape, instructor's manual
No. SL-53 Cost: $66.00 per set

Films

Playing with Fire

Through a child's eyes, children and parents learn the consequences of playing with

fire through lifesaving messages for every child over six and adults. Teaching aids included.

16 minutes, 16mm, color-sound
No. FL-39 Cost: $310.00 (Daily Rental Rate $47.00)

When Your Clothing Burns

Timely, recent film with broad appeal for young and old examines the problem of clothing fires and what we can do to best protect ourselves and families from death and injury by fire. Colorful marionettes act out the real life experiences of burn victims. Won Silver Medal, International Film Festival, 1976.

18 minutes, 16mm, color-sound
No. FL-44 Cost: $315.00 (Daily Rental Rate $48.00)

Liquids Can Burn

Teaches that the misuse of flammable liquids is a major cause of injury to children. Illustrates proper storage, use, and labeling of flammable liquids; preventive lessons are clear.

12 minutes, 16mm, color-sound
No. FL-28 Cost: $237.00

Don't Get Burned

Provides lessons on fire prevention, smoking in bed, babysitting, home fire escape plans, and false alarms.

22 minutes, 16mm, color-sound
No. FL-36 Cost: $226.00

Hot Cords Can Burn

This film delivers an important message on home firesafety and how extension cords should be used; shows how 90,000 dwelling fires in the U.S. every year are of electrical origin.

10 minutes, 16mm, color-sound
No. FL-14 Cost: $200.00

Using Fire Extinguishers the Right Way

Slow motion footage of a controlled laboratory experiment showing people inexperienced in the use of portable extinguishers attempting to control test fires; documents errors commonly made.

13 minutes, 16mm, color-sound
No. FL-45 Cost: $273.00 (Daily Rental Rate $41.00)

Fire Concepts and Behavior

Excellent teaching tool for science classes; features experiments that teach principles of fire science.

20 minutes, 16mm, color-sound
No. FL-46 Cost: $357.00 (Daily Rental Rate $54.00)

Arson: Communities Fight Back

Offers some instructive pointers on the actions some communities take to reduce arson losses; excellent film showing concerned people cutting tax and insurance dollars while fighting the growing arson problem.

25 minutes, 16mm, color-sound
No. FL-52 Cost: $310.00 (Daily Rental Rate $47.00)

Arson Investigation

Gives an insider's view of an arson investigator at work; shows fire department's varied roles in the community by focusing on this highly skilled career.

22 minutes, 16mm, color-sound
No. FL-51 Cost: $394.00 (Daily Rental Rate $60.00)

Learn Not to Burn

Dick Van Dyke, the funny man, playing it straight with firesafety; points out potential fire hazards in the home and gives lifesaving advice on planning an escape. This is an award winning film.

9 minutes, 16mm, color-sound
No. FL-41 Cost: $116.00 (Daily Rental Rate $18.00)

Challenge of the EDITH Superstars

This educational film entertainingly shows children the ins and outs of EDITH (Exit Drills in the Home). The film is a take-off of a TV celebrity sports event and mixes fun and excitement with serious firesafety information. Winner of the Blue Ribbon, 1981 American Film Festival.

13 minutes, 16mm, color-sound
No. FL-53 Cost: $237.00 (Daily Rental Rate $36.00)

Woodstove Wisdom

An innovative new film with valuable woodstove safety tips for students, teachers, and their families.

12 minutes, 16mm, color-sound
No. FL-57 Cost: $258.00 (Daily Rental Rate $39.00)

Fire Sleuths

In this entertaining new film, young Bonnie, Michelle, and Liz go to work for Sparky the Fire Dog to stop public enemy No. 1 - carelessness with fire. This humorous take-off of the TV program, "Charlie's Angels," sees the sleuths hunt down fire hazards and teach their families and neighbors how to "put the bite" on home fires.

25 minutes, 16mm, color-sound (also available in 8mm or video-cassette)
No. FL-56 Cost: $310.00 (Daily Rental Rate $47.00)

Fire in America!

Now, for the first time on film, the history of "Fire in America" - a remarkable anthology of the famous - and the most tragic - conflagrations in our 400-year history. This film is ideal for showing at community or high school assemblies, or during social science or history classes.

30 minutes, 16mm, color and black/white
No. FL-54 Cost: $415.00 (Daily Rental Rate $63.00)

Incendio!

Full color case study of a high-rise disaster in Sao Paulo, Brazil, which claimed 179 lives; shows study of the causes, firefighting conditions, and human reactions of this fire.

17 minutes, 16mm, color-sound
No. FL-35 Cost: $320.00 (Daily Rental Rate $48.00)

BLEVE

The award winning film on Boiling Liquid Expanding Vapor Explosions shown on ABC's "20/20." Spectacular footage shows how these explosions can cause widespread death and destruction. Exciting introduction to chemistry, science, and current events classes.

19 minutes, 16mm, color-sound
No. FL-43 Cost: $368.00 (Daily Rental Rate $56.00)

Beverly Hills Supper Club Fire: A Case for Code Enforcement

Documentary on the tragic Beverly Hills Supper Club fire which resulted in 165 fatalities and total destruction of the elaborate showplace. Analyzes the historic blaze as only a film can: includes actual TV news footage taken the night of the fire and animated sequences of evacuation routes and smoke and fire spread.

15 minutes, 16mm, color-sound
No. FL-50 Cost: $352.00 (Daily Rental Rate $53.00)

Fire at the MGM Grand: Hotel Fire Survival

A new film documentary on the tragic 1980 MGM Grand Hotel fire in Las Vegas.

16 minutes, 16mm, color-sound
No. FL-58 Cost: $345.00 (Daily Rental Rate $52.00)

Reference Books

Fire in America! P. R. Lyons

Contains historic "front page news" coverage of major catastrophes in the U.S., their effect on urban and economic growth, and how our ancestors responded to the experience. Recommended for special research projects or supplemental reading applicable to any era in American history.

272 pages - No. SPP-33 - Cost: $22.00

Techniques of Fire Photography

"How to" book featuring over 300 historic photos - sixty in full color - including Pulitzer Prize winners. Opens the exciting career field of journalistic photography to the aspiring student photographer.

240 pages - No. SPP-39 - Cost: $18.25

15. Source: **National Fire Protection Association**
Batterymarch Park
Quincy, Massachusetts 02269

Attn: Publications Sales Division

Learn Not To Burn Curriculum Level III, Grades 6-8.

Emphasizes the individual's responsibility to persuade and teach others about firesafety. Lesson plans include projects in math, language arts, and history. Handout materials encourage students to seek additional information on fire-related subjects.

No. EC-L3 Cost: $26.50

Posters:

Partners in Fire Prevention Poster
No. FPW-80 - $3.00 per 25

Extinguisher Poster
No. H-22 - $3.00 per 25

Winter Firesafety Poster
No. H-29 - $3.00 per 25

Crawl Poster (in presence of smoke)
No. H-24 - $3.00 per 25

Drop and Roll Poster (when clothes catch fire)
No. H-21 - $3.00 per 25

"Careful" Smoking Poster
No. H-23 - $3.00 per 25

EDITH Poster
No. FPW-81 - $3.00 per 25

Move Your Can Poster (gasoline cans)
No. H-28 - $3.00 per 25

Fire in America Yesterday and Today
No. H-20A - $9.00 per 100

Folders, flyers, and books

Babysitters Handbook - No. G32A - $7.00 per 100

Babysitters Checklist Pads (25 sheets each) - No. G-127 - $1.50 for 5 pads

This is Your Fire Department Folder - No. G-137A - $7.00 per 100

EXIT: Escape From Fire Wherever You Are Folder - No. G-9B - $6.00 per 100

Home Fire Detection Folder - No. G-105B - $6.00 per 100

Fire, Electricity, and Your Home Folder - No. G-74A - $6.00 per 100

It's a Job to Save a City Folder - No. G-110 - $6.00 per 100

Move Your Gasoline Can Flyer - No. G-134 - $4.00 per 100

To Fight or Not to Fight Folder (use of extinguishers) - No. G-123 - $6.00 per 100

Don't Play With Fire Outdoors Folder - No. G-111 - $6.00 per 100

Facts About Fire - No. FPW-4 - $4.50 per 100

Home Fire Check Sheet - No. G-56 - $3.00 per 100

Save Home Energy the Firesafe Way Folder - No. G-125 - $7.00 per 100

Drop and Roll Flyer - No. G-114 - $3.00 per 100

Burn Treatment Flyer - No. G-119 - $3.00 per 100

Crawl Low in Smoke Flyer - No. G-143 - $3.00 per 100

Clean Up at Home and Work Flyer - No. G-94A - $3.00 per 100

Smokers Need Watchers Flyer - No. G-133 - $4.00 per 100

Fire in Your Home: How to Prevent it. How to Survive it.
No. SPP-52 - 56 pages - $1.25

Christmas Checklist - No. G-120 - $3.00 per 100

Fire in the Kitchen Flyer - No. G-115 - $3.00 per 100

Home Heating Fact Sheet - No. G-139 - $5.00 per 100

High-Rise Firesafety Folder - No. G-112 - $6.00 per 100

Don't Let Your Family Burn Folder - No. G-103A - $7.00 per 100

It's Your Choice - Campus Firesafety Folder - No. G-144 - $7.50 per 50

Clothing Can Burn Folder - No. G-53D - $6.00 per 100

Who Pays for Arson? Folder - No. G-136 - $7.00 per 100

Fire Prevention All Over Your Home (Panels for display in different rooms of the house) - No. G-8B - $7.00 per 100

Prevencion contra el Fuego por todo el hogar - Same as preceding in Spanish
No. G-8BSP - $7.00 per 100

Firesafety For You: Firesafety Guide for the Handicapped Pamphlet
20 pages - No. G-121 - $.35 each

ABCD's of Portable Fire Extinguishers Folder - No. G-31F - $6.00 per 100

Apartment and Condominium Firesafety Folder - No. G-126 - $7.00 per 100

What Do You Do If You're Caught in a Fire? Hotel/Motel Safety Flyer
No. G-142 - $5.00 per 100

Activities

Firesafety Stickers (16 Stickers) No. G-117 - $6.00 per 100

Home Inspection Game Sheet - No. G-135 - $4.00 per 100

Firesafety Crossword Puzzle - No. G-124 - $3.00 per 100

All NFPA materials listed in items 14 & 15 are specifically recommended for students in grades 6-8.

16. Source: **Federal Emergency Management Agency**
U.S. Fire Administration
Office of Fire Protection Management
Washington, D.C. 20472

Attn: John Lynch
Pat Mieszala
Arson Assistance Programs

Manuals: **Interviewing and Counseling Juvenile Firesetters** - Ages 7 and under.

Interviewing and Counseling Juvenile Firesetters - Ages 7-13, (publication pending)

17. Source: **Superintendent of Documents**
U.S. Government Printing Office
Washington, D.C. 20402

America Burning, 1973 Report of the National Commission on Fire Prevention and Control.

A dramatic description of the fire problem in the U.S. with recommendations for action. Resource book - Cost: $2.35

18. Source: **National Safety Council**
444 North Michigan Avenue
Chicago, Illinois 60611

Catalog of magazines, films, slides, award programs, booklets, accident reports, newsletters, courses - Free

19. Source: **Illinois FIRES Project**
P.O. Box 521
Mount Prospect, Illinois 60056
(312) 392-6699

"FIRESTOPPER" - Public Fire Safety Education Information and Resource Exchange Bulletin

Special Edition - Film Catalog

All materials listed in this Film Catalog are rented to any recognized school, institution, organization, industry, or responsible individual provided they abide by the rules and regulations of the Library as outlined in this Catalog. Nominal rental fees.

20. Source: **The St. Paul Companies, Inc.**
385 Washington Street
St. Paul, Minnesota 55102

Attn: Bonnie Barnak
Public Relations Department

"Juvenile Crime Prevention Curriculum" - An Awareness Program for 8th and 9th Grades

Curriculum copyrighted by the City of Saint Paul, County of Ransey, Saint Paul School District #625, and the St. Paul Companies, Inc. Funded, produced, and distributed by The St. Paul Companies, Inc.

The curriculum contains: teachers' guide on how to use the curriculum; extensive resource lists including available videotapes; day-by-day schedule of activities and assignments; sample permission slips, letters to speakers, and outlines for their presentations. It covers the areas of arson, vandalism, property crimes, law enforcement, juvenile court, and juvenile corrections.

21. Source: **Chicago Fire Department**
Fire Prevention Bureau
444 North Dearborn Street
Chicago, Illinois 60610

Attn: Lt. Thomas O'Connell
Public Education Officer

"Mike, Tom, and Matches"

A slide/tape story re-enacting a true case history of two 11-year-old boys who played with matches and suffered the consequences.

80 slides, audio cassette tape, script - Cost $15.00

22. Source: **Department of State**
Office of Fire Prevention & Control
162 Washington Avenue
Albany, New York 12231
(518) 474-6746

"A Curriculum for Fire Safety and Arson for Secondary Schools"

A statewide fire education curriculum is being developed and pilot tested by the New York State Office of Fire Prevention and Control with the assistance of the Foundation for Fire Safety. For information on curriculum content and availability, contact above.

23. Source: **International Society of Fire Service Instructors**
Public Educator's Section
P.O. Box 88
Hopkinton, Massachusetts 01748

Public Educator's newsletter, resource exchange, handouts, films, slide programs.

24. Source: **U.S. Consumer Product Safety Commission**
1111-18th Street NW
Washington, D.C. 20207
(800) 638-8333

Fact sheets, brochures, catalog.

25. Source: **ACTION AGAINST BURNS, INC.**
"Ban the Burn" Program
P.O. Box 347
Burlington, Massachusetts 01803

This slide program, using actual burn cases, presents prevention issues in a very descriptive and effective manner. 100 slides and teacher's guide. Price available on request.

26. Source: **PROJECT BURN PREVENTION**
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

PROJECT BURN PREVENTION contains modules for ages 4-7, 7-12, 12-18, and adults. Each kit contains booklets, filmstrips, posters, tapes, stickers, age-related activities, and teacher's guide. Kits are moderately priced; items within each kit can be purchased separately. List of materials and prices on request.

27. Source: **McDONALDS**
Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York 11046

A film and related classroom activities concerning general home safety. Contact your local McDonalds or the above address.

28. Source: **Kemper Insurance**
Advertising Department
Long Grove, Illinois 60047

Various firesafety brochures.

29. Source: **Film Communicators**
11136 Weddington Street
North Hollywood, California 91601
(800) 423-2400

Films

Our Most Costly Crime

A public awareness film on arson.
16 minutes - Cost: $295.00 - One week rental $50.00

Another Man's Family

A film classic on home fire prevention.
25 minutes - Cost: $375.00 - One week rental $75.00

The Babysitter Series Unit I

Understanding babysitting.
11 minutes - Cost: $165.00 - One week rental $35.00

The Babysitter Series Unit II

Planning Babysitting.
13 minutes - Cost: $185.00 - One week rental $40.00

The Babysitter Series Unit III

Handling Babysitting.
16 minutes - Cost: $215.00 - One week rental $50.00

Fire in 1117

Fire prevention and survival techniques in high-rise apartments.
14 minutes - Cost: $295.00 - One week rental $60.00

Fire in My Kitchen

Demonstrates preventing and extinguishing kitchen fires.
12 minutes - Cost: $170.00 - One week rental $35.00

The Forest Lookout

An inside view of a day in the life of a Forest Service Lookout.
10 minutes - Cost: $140.00 - One week rental $30.00

The Friendly Flame

The forest fire as an ecological force.
27 minutes - Cost: $320.00 - One week rental $65.00

Hark! The Safety Fairy Sings!

Alerts audiences to extra fire precautions during the holidays.
12 minutes - Cost: $220.00 - One week rental $45.00

Have a Wonderful Evening

A babysitter's guide to firesafety.
16 minutes - Cost: $215.00 - One week rental $45.00

High-Rise Fire Survival

Illustrates the need for having a high-rise escape plan.
21 minutes - Cost: $315.00 - One week rental $65.00

HighFire! Plan For Survival

Planning for survival in high-rise buildings.
19 minutes - Cost: $390.00 - One week rental $80.00

Hot Liquids Burns. . .The Seeger Story

A film dynamically portraying the tragedy of scald injuries to children and preventive measures that could be used.
18 minutes - Cost: $320.00 - One week rental $65.00

If You Could See Me Now

A look inside the world of recovered burn patients.
20 minutes - Cost: $425.00 - One week rental $85.00

It's Time To Light The Fire

Outlines precautions necessary to avoid barbeque accidents.
12 minutes - Cost: $170.00 - One week rental $35.00

Kids Playing With Fire: The Clarke Family Tragedy

The true story of a juvenile firesetting case and the counseling approach used to help the child and family.
22 minutes - Cost: $375.00 - One week rental $75.00

Killer Arson

A documentary about arson and its victims.
40 minutes - Cost: $495.00 - One week rental $85.00

Matches

Demonstrates the need for common sense safety regarding matches.
9 minutes - Cost: $160.00 - One week rental $30.00

Mobile Home Fire Safety

Points out special fire hazards unique to mobile homes.
15 minutes - Cost: $250.00 - One week rental $50.00

Our Obligation

The fire prevention of a disastrous fire in a school.
26 minutes - Cost: $345.00 - One week rental $70.00

To A Babysitter (2nd Edition)

Practical advice for a babysitter.
17 minutes - Cost: $280.00 - One week rental $55.00

Your Clothing Can Burn (2nd Edition)

Correct ways to handle clothing fires.
16 minutes - Cost: $300 - One week rental $30.00

SPECIAL NEEDS RESOURCE PROGRAMS

Firesafety for the Handicapped

Firesafety for the Mentally Retarded

Delaware St. Fire School
c/o Joe Murabito
RD #2, Box 166
Dover, Delaware 19901
(302) 736-4773

Firesafety for the Hearing Impaired

Barrier Free Environment
Dick Hoke, Coordinator
Gallaudet College
7th Florida Avenue, N.E.
Washington, D.C. 20002
(202) 651-5231 (Voice or TDD)

Mt. Prospect Fire Department
Lonnie Jackson
112 East Northwest Highway
Mt. Prospect, Illinois 60056
(312) 392-6000, Extension 171

Evandale Fire Department
Chief Edward Garrert
Evandale, Ohio
(513) 563-2248

Las Vegas Fire Department
Fred Jameson
Public Information Officer
400 East Stewart Street
Las Vegas, Nevada 89101
(702) 386-6361

National Technical Institute for the Deaf
Dr. Diane L. Castle
Department of Audiology
One Lomb Memorial Drive
Rochester, New York 14623

(signaling devices for hearing impaired people)

Department of Emergency Services
Carolyn R. Williams
Fire Prevention Instructor
County of Guilford
P.O. Box 11356
Greensboro, North Carolina 27409

Firesafety for the Visually Impaired

Fire Prevention Bureau
Captain Louis Luibil
Montclair Fire Department
647 Bloomfield Avenue
Montclair, New Jersey 07042
(201) 744-5002

Home fire escape information in braille

Virginia Commission for the Visually Handicapped
Sue Cobb
IMC Coordinator
3003 Parkwood Avenue
Richmond, Virginia 23221

Home inspections, fire escape planning, home firesafety information in braille

Task Force on Life Safety & the Handicapped
P.O. Box 19044
Washington, D.C. 20036

Life Safety & the Handicapped 1980 Conference Results - Report

Consumer Product Safety Commission
1111-18th Street NW
Washington, D.C. 20207

Consumer Product Safety Commission Catalog of Publications, Radio, Films, Slides, Fact Sheets, and TV spots.

INSURANCE INDUSTRY RESOURCES IN ILLINOIS

Public Education Programs

Alliance of American Insurers
20 North Wacker Drive, Suite 2140
Chicago, IL 60606
(312) 558-3718
Contact: Morag E. Fullilove
Assistant Vice-President

Allstate Insurance Company
Allstate Plaza
Northbrook, IL 60062
(312) 291-5089
Contact: Ralph Jackson
Loss Prevention Director

Insurance Committee for Arson Control
20 North Wacker Drive, Suite 2140
Chicago, IL 60606
(312) 558-3800
Contact: Charles F. Stonehill
Secretary

State Farm Fire and Casualty Company
112 East Washington Street
Bloomington, IL 61701
(309) 662-2234
Contact: Richard E. Aaberg
Vice-President, Claims

Illinois Advisory Committee on Arson Prevention
Allstate Plaza F-3
Northbrook, Illinois 60062

Attn: Ms. Rae Jones

BURN CARE FACILITIES IN ILLINOIS

Chicago

Cook County Hospital
Burn Center (30 beds)
1825 West Harrison
Chicago, Illinois 60612
(312) 633-6564
(312) 633-6570

Dr. Takayoshi Matsuda, Director
Dr. Marella Hanumadass, Associate Director

University of Chicago Hospital
Burn Center (20 beds)
950 East 59th Street, Box 269
Chicago, Illinois 60637
(312) 947-6965

Dr. Martin Robson, Director

Edgewater Hospital
Burn Unit (4 beds)
5700 North Ashland Avenue
Chicago, Illinois 60660
(312) 878-6000

Dr. Ramesh Kharwadkar, Director

Children's Memorial Hospital
Burn Program (no single area designated for burn care)
Fullerton and Lincoln Avenue
Chicago, Illinois 60614
(312) 649-4094

Dr. Desmond Kernahan
Dr. Victor Lewis

Evanston

Evanston Hospital
Burn Unit (8 beds)
2500 Ridge Avenue
Evanston, Illinois 60201
(312) 492-7720

Dr. Charles Drueck, Director

Maywood

Foster McGaw Hospital
Loyola University of Chicago
Burn Center (14 beds)
2160 South First Avenue
Maywood, Illinois 60153
(312) 531-3988

Dr. Raymond Warpeha, Director

Rock Island

Rock Island Franciscan Hospital
Burn Unit (10 beds)
2701-17th Street
Rock Island, Illinois 61201
(309) 793-3173

Dr. Frank Miller, Director

Rockford

St. Anthony's Hospital
Burn Unit (8 beds)
1221 East State Street
Rockford, Illinois 61108
(815) 226-2000

Dr. Edward Sharp, Director

Springfield

Memorial Medical Center
Burn Unit (10 beds)
800 North Rutledge
Springfield, Illinois 62702
(217) 788-3325

Dr. Jack Baldwin, Director

Resource listings compiled by:

Consultant Service

Burn Concerns
4218 North Pulaski Road
Chicago, Illinois 60641
(312) 283-4112

Patricia Mieszala, R.N.

Consultant services for program development and general technical assistance provided to burn facilities, fire service agencies, educational programs, and professional groups. Presentations made on a variety of topics related to burn treatment, rehabilitation, psycho-social issues, staff concerns, and prevention education. Fee negotiable.

We would like to hear from you with comments about this package.

Please complete the information requested on this form and return it with your comments to:

Arson Control Assistance Program
Department of Law Enforcement
602 Armory Building
Springfield, Illinois 62706

school _____ teacher _____

grade _____ ages _____ no. of students _____

school district _____

type of class used in _____

package used in conjunction with _____

amount of class time used _____

student reaction _____

_____

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comments _____

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END