



**SOUND OFF WITH THE
HOME FIRE SAFETY PATROL**

**IMPLEMENTATION GUIDE
2022**

Sound Off with the Home Fire Safety Patrol

Implementation Steps for FY20 Sound Off Team Partners

Implementation Steps	Notes
<p>1. Familiarize yourself with the program materials available at ymiclassroom.com/sound-off. (Items marked * are also available in print.)</p> <p>Sound Off Program Objectives</p> <ul style="list-style-type: none"> • To educate children and their families about smoke alarms, including the sounds they make, the need for monthly testing, and their life-saving importance • To foster a community approach to fire safety by forging partnerships among students, families, educators, fire personnel, and life safety educators • To connect families that do not have enough working smoke alarms in their homes with local fire safety officials <p>School Program Components</p> <p><u>Sound Off Team Instructor's Guide*</u></p> <ul style="list-style-type: none"> • Cover Letter and Overview (page 2) Introduces the purpose and goals of the program, describes the program components, and explains how to implement the program • Sound Off Team Presenter's Guide (page 3) Provides team members with directions/suggestions for using the simplified activity sheets in classroom and non-academic settings • Classroom Teacher's Guide (page 12) Provides teachers with directions/suggestions for using the standard activity sheets in class if the teacher will be implementing the activities after your visit • Five simplified activity sheets (pages 4-8) Students learn about smoke alarms, some typical home fire dangers, and home fire escape planning. Simplified for all reading levels and adaptable to non-academic settings. Downloadable in Spanish and English and as fillable PDFs. • Three standard activity sheets (pages 9-11) Cover the same topics as the simplified activity sheets in a standard classroom format. Downloadable in Spanish and English and as fillable PDFs. <p><u>Wall Poster*</u></p> <p>Focal point and long-term classroom reminder of safety messages</p>	

Storybook*

Reinforces key messages about smoke alarms and escape planning. Downloadable in Spanish and as a narrated PDF flipbook in English and Spanish

Classroom Presentation (PPT)

Provides team members with an interactive way to introduce the main topics of the program

Videos

Three short videos to support each activity to help deliver Sound Off lessons or to reinforce them in school, home, and other settings. Available in English and Spanish. Step-by-step video lesson plan for each one available

Digital Whiteboard Activity

Online game that teaches smoke alarm testing, placement, and sounds; for use in class or at home

Sound Off Safety App

Interactive games for kids and families based on the Sound Off lessons; available free for Android and Apple phones and tablets

Curricular Standards

Identifies how the Sound Off program aligns with Common Core State Standards

Backgrounder for School Administrators

Informs school principals and others about the Sound Off program to encourage participation

Fire Educator Tips

Provides team members with background on a broad range of home fire safety topics

Physical Activity Games

Ideas for teaching with games that get students up and moving

Caregiver Presentation PPT and Script

PowerPoint and accompanying script to introduce adults (parents, caregivers, community members) to Sound Off

Sound Off Overview Video

Describes development of Sound Off program

Resources for Home Visits

- Downloadable Take-Home Letter (in English and Spanish) that invites families to schedule a home visit
- Home Safety Visit How-To Guide at HomeSafetyVisit.org
- Home Safety Visits app for Android and Apple devices

	<ul style="list-style-type: none"> • Home Safety Visit Questionnaire to document home visits and alarm installation • Downloadable Smoke Alarm and CO Alarm Handouts (leave-behinds in English and Spanish) with important tips for families • Vision 20/20's CRR Materials Generator website (www.strategicfire.org/materialsgenerator) to create customized promotional and educational tools • Essentials of Community Risk Reduction modules for training basics of fire and life safety messages (at www.strategicfire.org/cressentials). Includes new module on Youth Firesetting Prevention. <p>Evaluation Tools</p> <ul style="list-style-type: none"> • Student Pre- and Post-Questionnaires with how-to directions and answer guide • Teacher Survey form • Home Visits Summary Report 	
<p>2. Identify community partners for program delivery</p> <ul style="list-style-type: none"> • Fire • Health • Others? 	<ul style="list-style-type: none"> • Consider resources that each partner can bring to the program • To deliver the program you will need: <ul style="list-style-type: none"> • Fire and life safety educators to make classroom presentations • Personnel equipped to make home visits and install smoke alarms and CO alarms • Support for preparing and distributing program materials to the schools • Support for record keeping and reporting 	
<p>3. Introduce the program to school personnel. Gain commitment from:</p> <ul style="list-style-type: none"> • Classroom teachers • School administrators • School nurses • School counselors 	<p>The downloadable Backgrounder for School Administrators and Curricular Standards chart are designed to help you inform educators about the importance and educational benefits of Sound Off.</p> <p>Some approaches that have worked for others:</p> <p><u>Build on existing relationships</u></p> <ul style="list-style-type: none"> • Share program materials with classroom teacher(s) or school nurses with whom you already have a relationship • Ask their advice or assistance regarding the best plan for gaining approval from administrators • Confirm that using the simplified activities will be appropriate for students at their school <p><u>Reach out through administrative networks</u></p> <ul style="list-style-type: none"> • Ask your department/agency administrators to meet with school administrators to explain the 	

	<p>benefits of the Sound Off program to their school community</p> <ul style="list-style-type: none"> • Enlist their help in identifying classrooms for implementation of the program and for planning orientation time for teachers 	
<p>4. Define roles</p> <ul style="list-style-type: none"> • Health and fire safety personnel • Classroom teachers • Support personnel 	<p><u>Duties to be assigned</u></p> <ul style="list-style-type: none"> • Conduct a Sound Off program orientation for everyone • Confirm the process to schedule classroom and home visits • Make photocopies for all students of the pre- and post-questionnaire sheets (labeled at the bottom), the activity sheets, and the Take-Home Letter. Write your town/community name and the school name on the pre- and post-questionnaire sheets before making copies. Customize the Take-Home Letter with your organizational information before making copies • Make photocopies of the Teacher Survey form for all teachers • Administer the pre-questionnaire to students before beginning the classroom presentation (Pre- and -post testing is not a requirement for Local Teams once they complete their initial Sound Off pilot in one classroom. We encourage use of the online Tabulator if they choose to track improvement in Student knowledge over time.) • Present the classroom lessons using the new SO lesson videos and lesson plans if possible. Ask the teacher to share a link to the videos with caregivers for reinforcement at home. Families can access the videos and additional Sound Off resources at https://ymiclassroom.com/lesson-plans/soundoff-families • Administer the post-questionnaire to students immediately after completing the lessons • Give students the Take-Home Letter to share with a parent/caregiver along with the smoke alarm safety patrol activity sheet • If appropriate, offer students/families an incentive like a small gift card or a branded fire department item for completing and returning the smoke alarm safety patrol activity sheet (if permitted, solicit local donors to sponsor these) • Ask teachers to complete the Teacher Survey form 	

	<ul style="list-style-type: none"> • Make arrangements to pick up completed pre- and post-questionnaires, completed Teacher Survey forms, and completed smoke alarm safety patrol activity sheets • Plan and conduct a special event for students at completion of the program (visit fire safety house or trailer; interactive safety demonstrations on the playground or in the gym; certificates; pizza party) • Make photocopies of the completed pre- and post-questionnaires for your records • Mail the originals of the completed pre- and post-questionnaires to: Dr. Dominic Kinsley, YMI, 605 Washington Avenue, North Haven, CT 06473. Or scan them and email them to: feedback@ymiclassroom.com • Schedule home visits and neighborhood “sweeps” using the information collected through the smoke alarm safety patrol activity • Maintain supply of smoke alarms and CO alarms – make them available to teams as needed and track distribution • Make home visits. Whenever possible, take time to observe and document the family practicing their fire drill – this promotes true BEHAVIOR CHANGE! • Summarize data from all Home Safety Visit Questionnaires on the survey form 	
5. Conduct orientation	<p>Acquaint your organization’s leadership and everyone involved in delivery with the program objectives, materials, procedures, and responsibilities</p> <ul style="list-style-type: none"> • Explain and commit to the Sound Off Program Objectives • Involve teachers (and, if possible, parent volunteers) who may have experience in implementing Sound Off • Encourage input from teachers and support personnel in planning • Utilize HomeSafetyVisit.org as a training tool for home safety visit team members • Review local procedures for conducting home visits and installation of smoke alarms and CO alarms • Review reporting forms: <ul style="list-style-type: none"> • Home Safety Visit Questionnaire for each home visit • Student pre- and post-questionnaires • Teacher survey • End of project summary 	

	<ul style="list-style-type: none"> • Discuss potential hurdles and how to negotiate them 	
<p>6. Schedule</p> <ul style="list-style-type: none"> • Where • When • Who 	<ul style="list-style-type: none"> • Scheduling classroom visits is very dependent on the school calendar and other demands such as required testing • Identify and work around dates that present a conflict for the school or for your partners • Assign location, date, time, and personnel to accomplish the tasks below. Use the checklist below to plan, and in the notes column to the right, list who is doing each task, where it takes place, and when. <ul style="list-style-type: none"> • Conduct program orientation for everyone • Make photocopies of the pre- and post-questionnaire sheets, the activity sheets, and the Take-Home Letter for all students, and the Teacher Survey form for all teachers • Administer the pre-questionnaire to students • Present classroom lessons • Administer the post-questionnaire to students • Give students the Take-Home Letter to share with a parent/caregiver along with the smoke alarm safety patrol activity sheet • Offer incentive to students/parents such as home safety check/visit, a pizza party, small gift cards, etc. for completing and returning the smoke alarm safety patrol activity • Give teachers the Teacher Survey form • Make arrangements to pick up completed pre- and post-questionnaires, completed Teacher Survey forms, and completed smoke alarm safety patrol activity sheets • Plan and conduct special event for students at the end of the program • Schedule home visits (best if one person handles scheduling to avoid confusion) • Maintain supply of smoke alarms and CO alarms – make them available to teams as needed • Make home visits • Complete Home Safety Visit Questionnaire for each home visit and summarize final results on survey form • Post-Program evaluation and planning 	

<p>7. Visit classrooms</p> <ul style="list-style-type: none"> • Deliver letters, pre- and post-questionnaires, and other materials • Make classroom presentations 	<ul style="list-style-type: none"> • Deliver photocopies of the pre- and post-questionnaire sheets, the activity sheets, and the Take-Home Letter for all students, and the Teacher Survey form for all teachers • Adhere to school policy for visits. • Know the preferred time and procedure for leaving materials or talking with the teacher(s) • Ask the teacher to remain in the classroom when making presentations to the students • Make classroom presentations • Stick to the script – lessons are based on the latest research and designed to be short, focused, and based on national consensus messaging 	
<p>8. Make home visits</p>	<ul style="list-style-type: none"> • See Resources at ymiclassroom.com/sound-off: How-To Guide for Home Safety Visits, Home Safety Visit app for Apple and Android devices, Smoke Alarm and CO Alarm Leave-Behinds for families • Refer to students' completed smoke alarm safety patrol activity sheets for requests for a home safety visit • Contact families to arrange time for your visit • Schedule crews for the visits (have at least 2 people per visit) • Collect materials and tools needed for smoke alarm and CO alarm installation • Make photocopies of the Smoke Alarm and CO Alarm Leave-Behinds in the Home Safety Visit Resources folder at https://ymiclassroom.com/lesson-plans/sound-off-resources2 • You might increase the response for home visits if you can arrange additional contact with parents and caregivers, such as presenting the Caregivers Presentation PPT to parents and caregivers, arranging to welcome caregivers and kids and promote Sound Off at the beginning of school PTA/PTO meetings and other school functions. • Make an effort to include representatives on the safety team who share the cultural background of families you most want to reach • Consider making a short presentation at parent meetings, field days, back-to-school night (see Fire Safety Educators' Tip Sheet at ymiclassroom.com/sound-off for more in-depth discussion of safety messages for adults) • If possible, be available during morning drop-off or afternoon pick-up to speak personally with parents 	

	<ul style="list-style-type: none"> To increase alarm installations consider conducting a high-visibility “sweep” or “blitz” in the neighborhoods surrounding participating schools and/or other high-risk areas of the community 	
<p>9. Wrap up</p> <ul style="list-style-type: none"> Complete delivery to students and homes 	<ul style="list-style-type: none"> If you have not already done so, submit your Pre- and Post-Questionnaires to YMI. Be sure the forms include the name of your community and the school name at the top of the page; photocopy completed questionnaires for your records, then mail the originals to: Dr. Dominic Kinsley, YMI, 605 Washington Avenue, North Haven, CT 06473. Or scan them and email them to: feedback@ymiclassroom.com Record scores and knowledge gain Gather feedback from teachers, parents, administrators, your support team Submit forms and other data to Project Manager Celebrate! Reward teachers, students, and members of your team (may use stipend to purchase small gifts) 	
<p>10. Plan for expansion</p>	<ul style="list-style-type: none"> Meet with your team Review student scores and feedback from others involved in the program Prepare final report for the Sound Off Management Team containing numbers of classes reached, numbers of students reached, number of alarms installed, and number of home safety visits Consider additional partners who can help with program delivery or facilitation as you expand 	
<p>11. Extend the benefit</p>	<p><u>Virtual Presentations</u></p> <ul style="list-style-type: none"> You can present Sound Off to students who are attending class remotely from home and in circumstances where you are not able to visit the classroom in person Start by talking with the teacher about the school’s tech abilities — what platform does the school use for remote instruction? What options are available for a virtual classroom visit? Zoom, Microsoft Teams, and Google Hangout are some popular platforms, though many schools use proprietary solutions for virtual learning Discuss with the teacher how you will retrieve the information students gather when they complete Activity 1 with a grown-up at home. Ideally, the teacher will collect the completed activity sheets and send them to you by mail or email; some 	

	<p>teachers may prefer that you provide an email address where families can send you this information directly</p> <ul style="list-style-type: none"> • Schedule a virtual presentation to introduce the program to students • Begin with the Classroom Presentation PPT; reinforce this overview by showing the videos and/or reading the storybook to the class • Guide students through the three activity sheets using screenshare or ask the teacher to share the activity sheets on screen with you and the students • Alternatively, you can provide an overview of the activities and arrange for the teacher to complete them with students after your presentation. Students working from home can use the fillable PDF versions of the activity sheets on their own devices • To conduct pre/post evaluation remotely, ask the teacher to have students complete the pre-survey questionnaire before your virtual visit and the post-survey questionnaire afterwards, and then send you both sets of completed questionnaires by mail or email. Teachers may find it convenient to have students use the fillable PDF version of the pre/post questionnaires <p><u>Alternative Delivery</u></p> <ul style="list-style-type: none"> • Brainstorm ideas for presenting the program in non-academic settings such as at after-school programs, camps, and through other organized programs that serve the high-risk families you want to reach <p><u>Expanded Home Visits</u></p> <ul style="list-style-type: none"> • Consider the “sweep” or “blitz” approach - visiting school neighborhoods with apparatus and a crew to conduct unscheduled home visits <ul style="list-style-type: none"> • Promote the date and time that fire safety teams will visit a selected neighborhood to offer free smoke alarm tests and install new alarms in homes that need them • Work within the fire department to integrate smoke alarm testing and installation by on-duty fire service personnel as part of emergency response, when appropriate 	
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