

# Age Appropriate Teaching Techniques

Age Group	Physical Environment	Social Skills	Learning Profile	Teaching Techniques
<b>Elementary Grades 1-2 (6-8 years)</b>	<ul style="list-style-type: none"> <li>✓ Presentation should last 20-30 minutes</li> <li>✓ Get down on their level (e.g. sit down on the floor with them in a circle, squat down)</li> <li>✓ Minimize distractions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Love, respect and influenced by authority figures (parents, teachers, etc.)</li> <li>✓ Like to anticipate events (birthdays, holidays...)</li> <li>✓ Somewhat egocentric- like to “be the best, the first, the only”</li> <li>✓ Follow the rules- Want to know what is good and what is bad.</li> <li>✓ Enjoys collecting things</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attention span increasing, but easily distracted</li> <li>✓ Need to stay focused</li> <li>✓ Activity oriented- seeing and doing</li> <li>✓ Need to practice what they learn</li> <li>✓ Very curious and fascinated about the world, therefore receptive to learning</li> <li>✓ Able to distinguish between real and imaginary</li> <li>✓ Able to master multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phrase messages positively</li> <li>✓ Provide opportunity to practice what they learn</li> <li>✓ Use repetition</li> <li>✓ Act as a positive role model</li> <li>✓ Be sincere and honest</li> </ul>

<b>Elementary Grades 3-6 (9-12 years)</b>	Presentation should be 45-60 minutes	<ul style="list-style-type: none"><li>✓ Verbal communicators</li><li>✓ Influenced by peers</li><li>✓ Increasing self-confidence</li><li>✓ Increasing level of responsibility.</li></ul>	<ul style="list-style-type: none"><li>✓ Begin to use abstract reasoning and thinking</li><li>✓ Able to understand concepts presented to them verbally</li><li>✓ Able to apply concepts to different situations</li></ul>	<ul style="list-style-type: none"><li>✓ Focus on realistic consequences of behavior</li><li>✓ Teach action, as well as knowledge</li><li>✓ Use real life examples and scenarios</li><li>✓ Be prepared to neutralize “shocking” and challenging comments</li><li>✓ Maintain focus on educational messages in the presentation</li><li>✓ Be consistent and honest</li><li>✓ Avoid using exaggeration to make a point; kids recognize exaggerations and will have difficulty accepting truth to what you say; they will not trust you.</li></ul>
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**Junior High  
Grades: 7-8  
(13-14 years)**

✓ Presentation should be 45-60 minutes

- ✓ Strive for peer acceptance
- ✓ Challenge adult authority
- ✓ Seek independence from adults
- ✓ View self as invincible- live in the present and take pride in lack of future planning
- ✓ Very emotional
- ✓ Risk-takers

- ✓ Influenced by their emotions
- ✓ Peers serve as role models
- ✓ Influenced by social icons and heroes
- ✓ Able to think in preventative terms
- ✓ Able to identify alternative ways to solve problems

- ✓ Present information in a straight-forward manner
- ✓ Use case studies and real-life experiences
- ✓ Avoid using scare tactics and gore
- ✓ Challenge the audience to draw their own conclusions
- ✓ Empower them to make responsible decisions
- ✓ Let them know that their opinion and voice matters
- ✓ Be honest
- ✓ Avoid using exaggeration to make a point: kids recognize exaggeration and will have difficulty accepting truth to what you say; they will not trust you.

<b>Senior High Grades: 9-12 (15-18 years)</b>	✓ Presentation should be 45-60 minutes	✓ Similar to Junior High School, increased sense of empathy	✓ Need to feel that there are some matters that they can influence ✓ Need sense of control over chosen actions and outcomes	✓ Present information in a straight-forward manner ✓ Use case studies and real-life experiences ✓ Avoid using scare tactics and gore ✓ Challenge the audience to draw their own conclusions ✓ Empower them to make responsible decisions ✓ Let them know that their opinion and voice matters ✓ Be honest ✓ Avoid using exaggeration to make a point: kids recognize exaggeration and will have difficulty accepting truth to what you say; they will not trust you.
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<p><b>Individuals with Developmental Disabilities (All Ages)</b></p>	<p>Presentations will be customized to meet the needs and abilities of the audience</p>	<ul style="list-style-type: none"> <li>✓ Wide range</li> <li>✓ Individuals may have different levels of functioning (some may have mental disabilities while others may have normal cognitive functioning and limited communication skills)</li> <li>✓ Some individuals may be very fearful and intimidated</li> <li>✓ Some individuals may be very affectionate and outgoing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respond well to positive messages and live demonstrations</li> <li>✓ Need opportunity to practice activities associated with safety message</li> <li>✓ Need to be provided the dignity of being openly and willingly approached as individuals with unique qualities and skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep messages simple, concrete and consistent</li> <li>✓ Include live demonstration with simple verbal message</li> <li>✓ Allow time for practice</li> <li>✓ Be flexible with presentation style (may need to try various communication methods)</li> <li>✓ It is normal to feel nervous or apprehensive regarding the needs of this audience, if in doubt whether audience members understand you, just ask</li> </ul>
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# PPE Demonstration

<p><b>Uniforms and PPE</b></p>	<p>Firefighters wear different uniforms depending on the job we are doing. Wearing uniforms is not only important for our safety, but for yours as well. When you see a community helper like a firefighter or a police officer, you recognize us by our uniform and you know if you need our help, you can trust us. You're probably most familiar with our turn-outs or bunker gear we wear when fighting fires. But my station uniform, like the one I'm wearing now, is also designed for safety. My shirt is fire resistant and keeps me cool when I'm doing chores at the station or working outside on hot days. My pants are made from special fire-resistant material. These boots provide extra protection for my feet when I'm working around the station or on emergencies other than fire.</p>	<p>Our firefighters wear different types of uniforms depending on the job that we're doing. We have 'station wear' or 'Class B uniforms' like I'm wearing today. We wear these types of uniforms for general use around the station and calls not requiring additional protection, like motor vehicle accidents. Although it looks simple, it's designed for safety. My shirt is made from fire-resistant material and has buttons so it can be removed quickly to put on my turnouts. My pants are made from a special fire-resistant material called Nomex. The waistline is fitted with special rubber to help keep my shirt tucked in while active and to ensure my pants stay up if I'm wearing personal tools like a Leatherman, flashlight, or radio. I wear these 'uniform' boots when working here at the station and when responding to calls not requiring full turn-outs. They have steel toes and shanks. The shank, which is built in between the inner and outer sole, protects my feet from sharp penetrating objects like nails. It also supports my arches when we are standing on objects like ladders for long periods of time. The laced-in zippers allow me to quickly change out of them when we receive an alarm. <i>You may choose to explain Class A uniforms and when these should be worn. If applicable, you may choose to explain the difference between your structural and your wildland gear when demonstrating PPE to older children and adults.</i></p>
<p><b>Boots</b></p>	<p>Like my uniform boots, my turnout boots protect my feet from things that are sharp, heavy, or hot. They have steel in the toe that protect them from things that might fall and steel under the sole to protect my feet from sharp things that might poke up through the bottom like a nail. They're rubber so my feet stay dry and have straps that help me pull them on quickly.</p>	<p>Like our uniform boots, our turnout boots have steel toes and steel shanks to protect our feet from heat, sharp objects, and heavy objects that might fall. Like many work and military boots, they are made from a special rubber compound called Vibram, which can grip almost any surface without slipping and is resistant to heat, abrasives, and corrosives.</p>
<p><b>Pants</b></p>	<p>These are my 'turnout' pants that help protect my lower body when fighting a fire. They are designed with snaps and Velcro so they can be put on quickly and easily. They're made from a special fire-resistant material and have large pockets for my</p>	<p>The pants we use when fighting fires are called 'turnout' or 'bunker' pants. The name 'turnouts' came from the way we 'turn out' our pants over our boots so we can get them on quickly. 'Bunker' gear comes from the days when we stored our gear next to our bunks. We now keep them in the Engine Bay/Locker Area to ensure chemicals from smoke and fire</p>

<p><b>Pants (cont'd)</b></p>	<p>gloves, tools, or any other equipment I might need. Smoke is dark and dangerous. These reflective stripes help other firefighters see me when we are in dark smoke or when it is dark outside. It's important for us to be able to see one another in case I need their help or they need mine. We use suspenders so that we can get dressed quickly and keep our hands free while fighting fires. Do you know why they are called 'turnouts'? Because we keep them turned inside out and attached to our boots, so when we get a call we can pull them up with the right side out quickly.</p>	<p>do not contaminate our living area. They have multiple protective layers. The outer layer is made from special material called Nomex, or sometimes Kevlar. The material was first introduced by scientists in the 1960's. Its chemical structure makes it extremely resistant to heat. It neither melts nor ignites. It's resistant to tears, abrasions, and corrosives. The middle layer provides a moisture barrier that keeps water, germs, and chemicals out. Because of the intense heat of the fire, if water were allowed in, it would turn to steam and burn my skin. The inner-most thermal layer insulates my body from the heat, allowing my skin to sweat and breathe.</p>
<p><b>Coat</b></p>	<p>Our coats are made of the same protective material as our pants. The outer layer keeps me safe from water and heat from the outside. Inner layers keep me cool when it's hot and warm when it's cold. We use the large pockets for our radios, gloves, hose straps or other tools that we might need. They have special wrists and thumb holes to protect my hands and wrists. My jacket also has protective striping so that other firefighters can see me at night and through black smoke. You'll notice most of our gear has our names on it. This is important for a couple reasons. Besides helping us find our own gear, it helps us to recognize one another when we are wearing everything. When we are fully dressed, we all look pretty much the same.</p>	<p>Our coats are made from the same protective materials and layers that our pants are made from. Additional pockets allow us to carry our radio, gloves, hose straps, or other tools we might need while allowing our hands to be free. Reflective striping makes it possible to see one another at night or in smoke. We label all our gear with our names. This helps us to identify our own gear and helps us to identify one another when we're on scene. You can imagine how difficult it is to recognize one another when we're fully suited up.</p>
<p><b>Hood  Hood (cont'd)</b></p>	<p>Under our helmets we wear a special hood to protect our head, ears, neck, and face from fire.</p>	<p>A fire resistant hood covers the firefighter's head and neck, protecting ears and other parts that would be exposed under a helmet. When properly worn, no part of the firefighter's skin is exposed or unprotected. Without the hood, hot embers can burn my ears or get down the back of my jacket. It provides protection from fire and heat. It also protects my skin from smoke filled with hazardous chemicals. The hood is also made from Nomex, the same material used in the outer layer of the turnout gear. The hood may be the smallest and least expensive piece of our gear but is no less important to our safety.</p>

<b>Face Mask</b>	The face piece or mask protects our lungs from the heat of the fire and chemicals in smoke. It protects our face and eyes from the intense heat of a fire. The webbing on the back holds the mask securely to my face and is made from the same fire-resistant material as my coat and pants.	The face piece is a positive pressure mask. When it is connected to the SCBA, air is always flowing in whether I'm inhaling or exhaling. This prevents contaminants from entering in the side seals. The mask serves other functions: it protects our face and eyes from debris, embers, and the intense heat of the fire. The mask also protects our lungs from heat and toxic chemicals in smoke.
<b>SCBA/Air Tank</b>	Smoke is dark, dangerous, and deadly. It is critical we have fresh air to breathe when fighting a fire. My air tank allows me to go into a smoke-filled environment without hurting my lungs. It's also called an SCBA. Does anyone know what that stands for? (Self-Contained Breathing Apparatus). It holds enough air for me to breathe safely for about 30 minutes depending on how hard I'm breathing. It's strapped to a pack made of fire-resistant materials that is worn over my shoulders and buckled across my waist. The hose connects the tank to my mask. If I run out of air or if I get hurt and stop moving, a loud piercing sound notifies other firefighters that I may need their help.	The SCBA has a number of vital parts. The air tank or cylinder holds ____ psi. That's about ____ minutes of fresh air. When turned on, it automatically activates a safety device called a PASS (Personal Alert Safety System) or ADSU (Automatic Distress Signal Unit). If a firefighter runs out of air, a loud, piercing noise sounds to notify other firefighters that help is needed. The tank is affixed to the harness and can be quickly swapped out. We often go through several tanks when fighting a fire. The harness is made from Kevlar or Nomex, like our pants and coat, to protect it from heat and corrosion.
<b>Helmet</b>  <b>Helmet (cont'd)</b>	Fire helmets come in many shapes, sizes, and colors. Although helmets look different, they all have similar characteristics. They are specially designed to keep debris, water, and embers away from our face. Our helmets are hard and durable to protect us from falling objects, fire, water, and debris. Protective flaps hang down to protect our ears and neck. The face shield protects our face and eyes from heat and debris. Just like our coats, our helmets have our name on them so that we can identify one another. It also has the number of our department, company, and is color coded for our rank, or position in the department.	Fire helmets come in many shapes, sizes, and colors. Although helmets look different, they all have similar characteristics. They are specially designed to keep debris, water, and embers away from our face. <i>(Describe the helmets your department use such as material, color, cost).</i> It's hard to protect me from anything that may fall and it also protects my head from the fire. The chinstrap ensures it stays firmly on my head and the protective flaps that hang down protect my ears and neck. Each helmet is equipped with a face shield to protect our face and eyes from heat, debris, and water. Our helmets are color coded by rank or position in the department. They also have our name and the number of our department and company.
<b>Gloves</b>	Our gloves are the last thing we put on before fighting a fire. Like the other pieces, they are made from fire-resistant material. They protect our hands from heat and from sharp objects. All of our gear	Our gloves are the last piece of gear we put on. The outer layer of our gloves is heavy duty leather and the inner layer is made from a fire-resistant material like Nomex or Kevlar. Our gloves protect us from sharp objects, heat, liquids, and chemicals. The total weight of our

	<p>together weighs about 50 pounds. The extra weight makes it necessary for us to be healthy and in good physical shape.</p>	<p>turnout gear is about 50 pounds. That doesn't include tools or the weight of a hose. The gear is not easy to maneuver in. Training is essential to be able to do our jobs well. The total cost of a complete set of turn-outs is well over \$3,000. This doesn't take into consideration routine cleaning and repairs. Our gear must meet national standards established by the National Fire Protection Association (NFPA 1971) for design, testing, performance, and certification. We have additional standards (NFPA 1851) for selecting, cleaning, inspecting, and repairing gear.</p>
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