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**[Sesame Street Fire Safety Station  
(audiocassette included, FA-165)]**

# Clinton Library Transfer Form

Case #, if applicable		Accession #			
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Elena Kagan		
Subgroup/Office of Origin	Domestic Policy Council	Subseries			
Folder Title	Sesame Street Fire Safety Station (audio c)	OA Number	10213	Box Number	

Description of Item(s)	One Cassette Tape - "Sesame Street Fire Safety Station Stories and Songs"
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Audio  
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CTW

SESAME STREET

More

safety

Station

THIRD EDITION

Sesame Street Fire Safety Project

CHILDREN'S  
TELEVISION  
WORKSHOP



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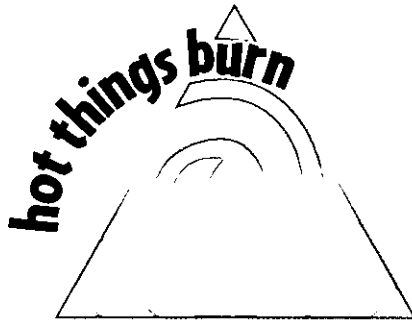
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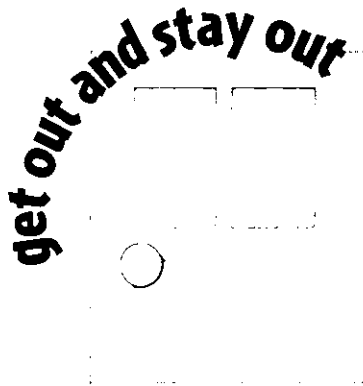


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# Introduction to SESAME STREET Fire Safety Station



Welcome to SESAME STREET Fire Safety Station, the third edition of the SESAME STREET Fire Safety Project. This activity book and the accompanying cassette of songs and stories helps educators reach preschoolers with simple, memorable fire safety messages. Both have been created with the resources and expert guidance of the Federal Emergency Management Agency's United States Fire Administration and the Community Education Services division of Children's Television Workshop (CTW).

The original SESAME STREET Fire Safety Project began in 1979 and has been well-recognized for its effectiveness in reaching and teaching preschoolers. We've updated and expanded upon this information to bring you SESAME STREET Fire Safety Station. Whether you're a child-care provider, fire safety educator, firefighter, fire department representative, nurse, or burn center administrator, these materials will support your preschool fire safety education efforts. Use them to form the core of your program or to supplement what you're already doing in this regard. The book and tape have both been designed to be effective in one-time teaching situations or on an ongoing basis. We hope SESAME STREET Fire Safety Station will make preschool fire safety education easier for you, and more fun for everyone.

## Work together to keep children safe:

We strongly encourage teachers and other fire safety educators to work together and incorporate a team approach. Plan your fire safety program with each other and share expertise in fire safety and appropriate practices for three- to five-year olds. Write the *non-emergency* phone number of your local fire department or fire education office here:

## An important reminder for those who have not previously worked with preschool children:

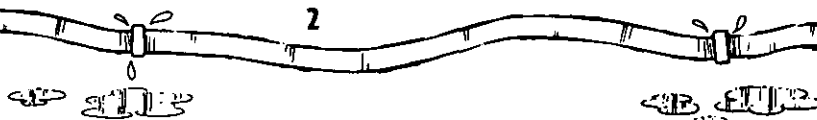
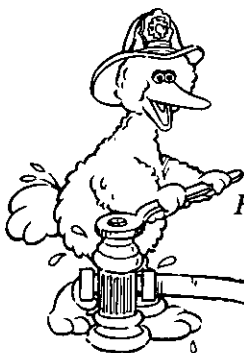
One of the best ways for preschoolers to learn is through play. You'll notice several "Play & Practice" lessons in this activity book. Research has shown that these adult-child interactions will be highly effective in teaching fire safety skills to preschoolers. Look for this icon that will point out these lessons



### Tips for creating effective fire safety lessons:

- Keep presentations short. Each session should last no more than 20 to 30 minutes.
- Sit on the floor with the children.
- Use short and simple words.
- Repeat messages in different ways.
- Actively involve the children whenever possible.

Read on to answer questions you may have about SESAME STREET Fire Safety Station.



## What are the essential fire safety messages included in SESAME STREET Fire Safety Station?

These materials include two principal messages which fire safety educators agree are most important: **Hot Things Burn** and **Get Out and Stay Out!** Other messages essential to appropriate preschool fire safety education included are:

- Matches and Lighters Are for Grown-ups
- Cool a Burn
- If Your Clothes Catch on Fire — Stop, Drop, and Roll!
- A Smoke Detector Warns About Fire
- Firefighters Rescue People and Put Out Fires
- Plan and Practice Fire Drills

While every message included is important, **Hot Things Burn** and **Get Out and Stay Out!** are most essential to convey to preschool children. By teaching children the fundamental idea that **Hot Things Burn**, you help them learn to stay away from fire and flames, and from household appliances which can get dangerously hot. **Get Out and Stay Out!** teaches children to get safely out of a burning or smoke-filled building, and to never to go back inside until a grown-up says it's okay. Teaching and reinforcing these two messages can go a long way in lessening the numbers of children who die or are severely injured from burns and smoke inhalation.

## How can I use SESAME STREET Fire Safety Station to convey these messages to children?

Because we know that children learn in different ways, the fire- and burn-prevention behaviors we'd like young children to learn are imbedded in a variety of friendly, fun, and flexible games, hands-on activities, field trips, songs, and stories. The program components are the *SESAME STREET Fire Safety Station Activity Book* and the accompanying audiocassette, *SESAME STREET Fire Safety Station Stories and Songs*. In both, we've taken advantage of the proven appeal of the SESAME STREET characters and format to present fire- and burn-safe behaviors. All materials highlight and repeat the eight essential messages outlined above. The book and tape can be used together or separately, according to your needs.

## What's covered in the SESAME STREET Fire Safety Station Activity Book?

Each preschool fire safety message are presented with supporting activities. Use the book as the foundation of your fire safety program or to supplement what you're already doing on the topic. You can work through the book from beginning to end or extract what you need to teach and reinforce a particular message. Each section provides an explanation of why the message being covered is important, along with a game, puppet skit, read-aloud story or poem, play & practice activity, and/or sing along. Each section also offers tips for combining the activities to reinforce the messages and for including families. Throughout the book we've suggested ways to use the audiocassette stories and songs to enhance children's learning.

*NOTE: If you care for young children at home or in a center, you can introduce ideas at relevant moments: after seeing or hearing a fire engine go by, when a child is talking about fire, or just after you've held a fire drill. Make fire safety education an integrated part of ongoing learning by reading related storybooks and providing relevant props for dramatic play.*



## What's included on SESAME STREET Fire Safety Station Stories and Songs?

SESAME STREET Fire Safety Station Stories and Songs provides you with creative tools to reach young children. Fire safety messages have been imbedded within the SESAME STREET stories and settings to help you teach them in a non-threatening way.

Children especially learn from and enjoy the audio stories when they are combined with interaction and repetition. When playing the audio stories, try one or more of the following:

- Act out the stories with your own facial expressions and hand motions.
- Use hand or finger puppets to play different characters.
- Hold up visual aids, such as pictures or actual fire safety objects.
- Pause the tape many times to discuss what has happened and to reinforce important points.
- Invite the class to play along with some of the actions from the stories.
- Teachers may want to play the tape before a visit to the fire station or from a firefighter.
- Firefighters may want to leave the tape and activity book with a preschool teacher after they visit.

### Side A: Stories

Five short stories, each approximately five minutes in length, feature children's favorite characters from SESAME STREET. Telly Monster, Baby Bear, Gina, the lovable Honkers, and Ruthie (starring Ruth Buzzie) discover good reasons to practice the fire safety messages they learn. Award-winning SESAME STREET writers have embedded simple, singable songs into each story to provide an opportunity for children to dance, move, and sing along. The stories are designed to be used independently or in combination, according to your needs.

**Story #1: What's That Sound?** Ruthie teaches Telly and friends to recognize the sound of a smoke detector and to crawl under the smoke to safety. Features Elmo singing "The Smoke Detector Song." (*running time: 5½ minutes*)

**Story #2: Telly Learns What's Hot:** Telly learns how to tell what gets hot and what does not when he plays "Red Dot, Blue Dot" at Gina's Day Care Center. Features Telly and children singing "Hot Things Burn." (*running time: 6½ minutes*)

**Story #3: A Fire Drill, A Fire Drill:** At Gina's, Baby Bear and his friends practice a fire drill, learning what it means to "get out and stay out!" when there's a fire. Features Oscar the Grouch singing "Get Out! Stay Out!" (*running time: 4 minutes*)

**Story #4: Baby Honker Rolls:** Baby Honker can't help joining in when Telly and Baby Bear practice "stop, drop, and roll." Features Oscar singing "Stop, Drop, and Roll." (*running time: 5 minutes*)

**Story #5: Firefighter Ruthie:** Ruthie shows her strange-looking firefighter suit to Telly and friends, then teaches them to "get low and go" under smoke. Features Ruth Buzzie as Ruthie singing "Get Low and Go." (*running time: 7 minutes*)





## Side B: Songs



Eight SESAME STREET fire safety songs, both from the stories on *Side A* and other favorites, are included here in an order which corresponds with the sequence of fire safety messages presented in the book. This facilitates repeated play of the songs, further enabling you to reinforce each message.

- ⊙ "Hot Things Burn"
- ⊙ "Cool Water"
- ⊙ "Stop, Drop, and Roll"
- ⊙ "Get Out! Stay Out"
- "Get Low and Go"
- ⊙ "Elmo's Smoke Detector Song"
- ⊙ "EXIT"
- ⊙ "Elmo's Fire Drill Song"

### How were the materials developed for SESAME STREET Fire Safety Station?

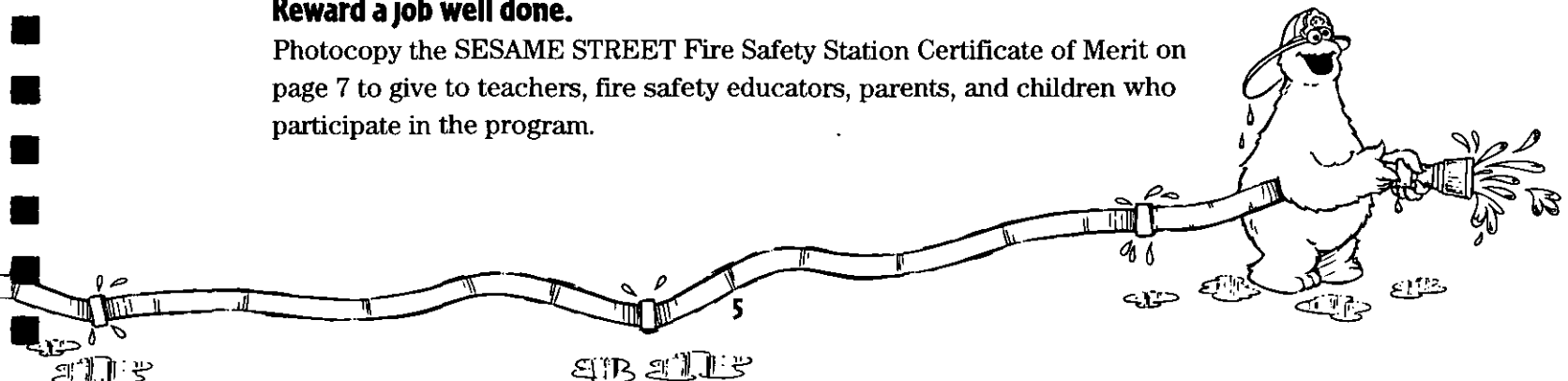
This activity book and the accompanying audiocassette have been reviewed by nationally-recognized preschool fire safety educators in order to ensure that the educational messages are up-to-date and conveyed in a way that is age-appropriate for and effective with young children. The materials have also been pilot-tested for appeal, comprehensibility, and ease of instruction with fire safety educators and preschool children across the United States. This invaluable approach to research is vital to all CTW educational programs and has helped us refine this program. Launched in 1979 and maintained with an eye toward the twenty-first century, SESAME STREET Fire Safety Station can help you educate a new generation of young children with fire safety practices they'll remember all their lives.

### How can children learn the most from SESAME STREET Fire Safety Station?

1. Get active! See tips for creating effective lessons on page 2.
2. Encourage families to become involved. Send home "Dear Families," "Smoke Detector Check List," and "Fire Drill Check List," on pages 6, 46, and 58.
3. On pages 62-68, you'll notice drawings of favorite Muppet characters. We encourage you to create puppets from these drawings. You can color them and post them to wooden craft sticks, paper bags, or socks. Use the puppets as visual aids to help you teach each lesson. *Look for SESAME STREET dolls and puppets in toy and gift stores; available from Applause, Inc.*

### Reward a job well done.

Photocopy the SESAME STREET Fire Safety Station Certificate of Merit on page 7 to give to teachers, fire safety educators, parents, and children who participate in the program.



photocopy  
for  
families



## Dear Families,

Welcome to SESAME STREET Fire Safety Station, a preschool safety project created by Children's Television Workshop (CTW) and the Federal Emergency Management Agency's United States Fire Administration. Your child will listen to stories, sing songs, engage in lively activities, and take part in skits with their favorite SESAME STREET friends—all while learning how to protect themselves from the threat of burns and fire.

Families can get involved in SESAME STREET Fire Safety Station, too. Here are ways you can help:

- Ask questions about the fire safety lessons your child is learning.
- Draw a plan of your home, create a fire exit route and practice it with your children.
- Choose a safe place to meet outside your home in case of an emergency.
- Install and maintain smoke detectors near the bedrooms in your home.
- Keep matches and lighters in a safe place away from children's reach.
- Visit the fire station near your home.
- Make sure you have the proper emergency phone numbers near the telephone.

Keeping your child safe begins at home. Teaching fire safety is vital to you and your children's well-being and it can be fun, too. Let Elmo, Big Bird, and the rest help you and your family learn how to beat the heat with SESAME STREET!

**A SPECIAL MESSAGE ABOUT MICROWAVE OVENS:** Don't be fooled by microwave ovens. They work quickly, and do not give out heat you can feel, but hot plates and splattering foods from a microwave can result in scald burns. Unfortunately, preschoolers like to push the buttons and hear the beeping sound made by some microwave ovens. They must be taught to avoid microwaves as they would any other potentially harmful appliance.

Sincerely,  
Children's Television Workshop

*This program was developed with generous funding by the United States Fire Administration of the Federal Emergency Management Agency, and guided by their fire prevention specialists as well as by child-care specialists and fire safety educators from around the nation.*



# Certificate of Merit

Awarded to

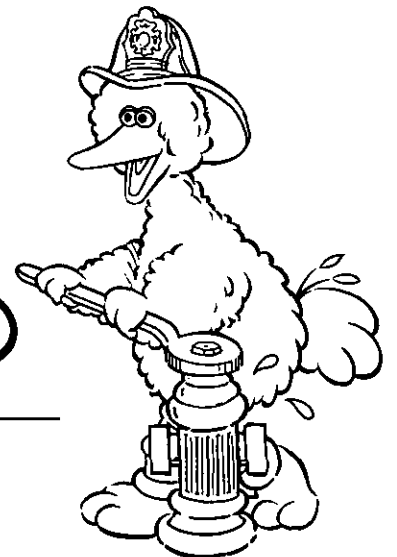
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for successfully completing the activities in the SESAME STREET Fire Safety Station.

We hope you come back again and again!

---

*BIG BIRD*





Often, very young children learn that hot things burn through direct and unpleasant experience—when they touch a hot stove, for example, or taste food that has not properly cooled. Steam can form in a “bubble” under the lid of a pot on the stove and can cause bad scald burns when released. The sun can heat objects such as the pavement and metal items which will burn when touched. We help children avoid painful scalds and burns when we help them begin to understand concepts such as this before injury occurs.

When children grasp the simple idea that **hot things burn** and then begin to learn **what's hot and what's not**, they will have a better foundation for understanding other fire safety messages that are essential to their well-being. That's why this message is presented first: it's a very good place to begin when first introducing fire safety to the preschoolers in your community.

#### **Important messages to teach preschoolers:**

- △ Teach preschool children to stay away from any surface or appliance that is hot, can get hot, or can send sparks (like an electrical outlet)—whether the item is hot to the touch at all times or not.
- △ Further, they must remember never to touch something if they're not sure whether or not it gets hot. Repeat the phrase “if you don't know, don't touch” to remind them.
- △ Some communities have been successful promoting a three-foot “no playing” zone around stoves and microwaves.

*Incorporate these ideas into your teaching and reinforce them regularly.*

#### **To help you introduce the idea that hot things burn:**

- △ Listen to “Telly Learns What's Hot” (*Side A on SESAME STREET Fire Safety Songs and Stories audiocassette*).
- △ Sing again with “Hot Things Burn” (audio *Side B*).
- △ Play “Red Dot, Blue Dot.” This is a game designed to help you teach young children to identify what gets hot and what does not.
- △ Perform the interactive puppet skit, “Bert Learns What's Hot,” featuring “Red Dot, Blue Dot” and starring Bert and Ernie, you, and your children (page 12).



Watch out, my little kitty friend. We must never touch hot things, like these candles. But we can count them! One very hot burning candle, two very hot burning candles...



# Red dot, blue dot

*Here's a game that everyone on SESAME STREET loves to play.  
You can play too! Learn what gets hot and what does not!*

## what you need:

- △ Red and blue construction paper
- △ Small round object for tracing
- △ Red and blue round stickers from an office supply store (optional)
- △ Tape
- △ 2 to 6 children
- △ 20-30 minutes to play

## before you play:

- △ Before the game, make lots of red and blue dots. If you like, have children tear their own dots from red and blue paper.
- △ Gather children together. It's time to play "Red Dot, Blue Dot." Let them know this game is fun, and important, too—it will help them learn what gets hot and what does not.
- △ Talk about what it means when we say that something is hot. Ask children to explain the word. Ask the question, "Who can name one thing that gets hot?"

## to play:

Walk around the room together. Point out various objects—for example, the base of a lamp, a bookshelf, the kitchen stove. Ask children: Can this get hot...or not? Be sure to include items that do and do not get hot.

2. An adult should use tape to place a red dot on an object the children have told you can get hot. (Use red stickers for objects that resist tape.) If the item is already hot, such as an oven or space heater, place the dot nearby and talk about having a "no playing zone" around it.
3. Now place a blue dot on an object that does not get hot.
4. Continue having the adult place red and blue dots around the room. During the game, ask children to remind you what the red dot means. Make sure every child in the group understands that this object can get hot, so children should never touch it or they could get a burn, which is very painful. Stress the idea that "if you don't know, don't touch!"—never touch unfamiliar objects, because they will burn you if they are hot.



△ Play this game listing and drawing pictures of hot and cold items. Children can tape on red and blue dots accordingly.

- △ Listen to "Bert Learns What's Hot" (audio Side A).
- △ Sing along with "Hot Things Burn" (audio Side B).
- △ Perform the puppet skit "Bert Learns What's Hot."





# Telly Monster sings: **Hot things burn**

Lyrics by Luis Santeiro/Music by Christopher Cerf  
© 1996 SESAME STREET Music, Inc. (ASCAP)/Spotched Animal Music (BMI)

*(Chorus)*

Hot things burn, yeah, hot things burn  
So what's hot and what's not is good to learn.  
If you touch something hot it could hurt you a lot  
'Cause hot (hot hot hot hot)...hot things burn.

Now fire and smoke—they're hot!  
The pots on the stove—they're hot!  
The water in the tub where you scrub-a-dub,  
That can be hot, too.  
So always have a grown-up  
Check that water out for you.

Hot things burn, so stay away.  
Hot things burn, they're not for play.

*(Chorus)*

Irons and toasters—they're hot!  
Cups of cocoa or tea—they're hot!  
The oven where they bake pies and birthday cake!  
That can be hot, too.  
So always have a grown-up  
Get those pies and cakes for you.

Hot things burn, so stay away.  
Hot things burn, they're not for play.

*(Chorus)*

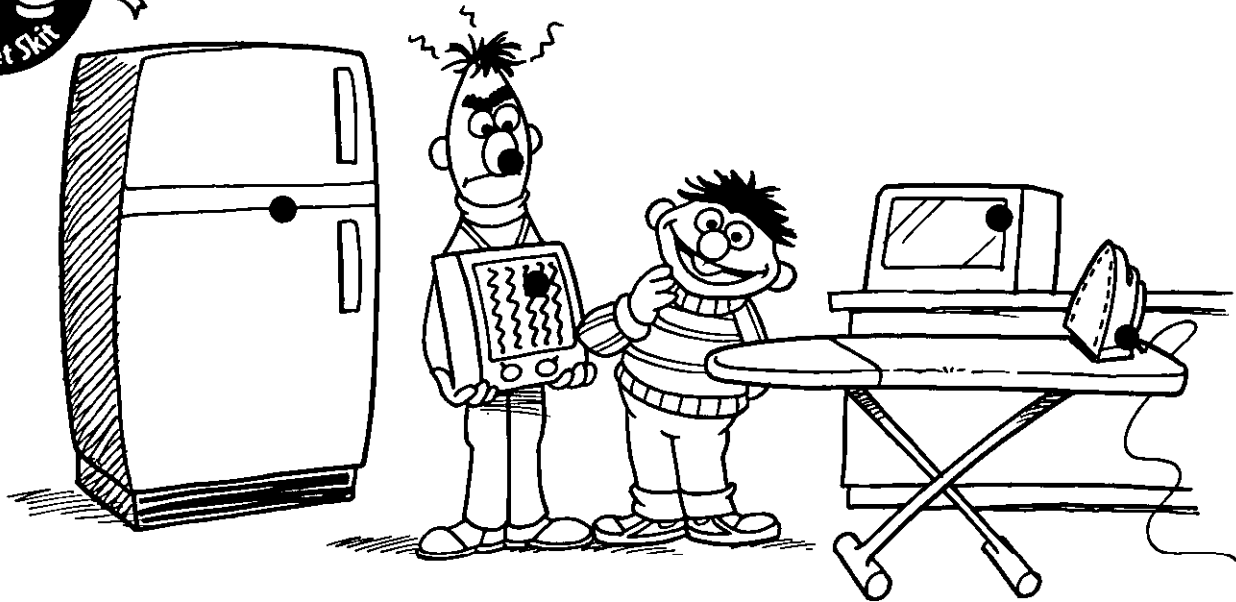
If you see fire or smoke  
You know it's no joke...  
'Cause hot (hot hot hot hot)...hot things burn!



△ Listen, sing, and dance along! (*Side B, SESAME STREET Fire Safety Station Stories and Songs*; also featured in the story, "Telly Learns What's Hot" *Side A*).

△ Cut out or draw pictures of the items mentioned in the song (such as pots and irons) and hold them up as they're mentioned. Exaggerate the action of staying away from a hot thing. Have the children put their hands behind them when you hold up the picture.





# Bert *learns what's hot*

Use the patterns on pages 66 and 67 to create puppets for this skit.  
Three adults can act out the roles of Bert, Ernie, and the narrator.

**STARS:** Ernie, Bert, three children, and one other adult (more if desired)

**PROPS:** Ernie and Bert puppets, red and blue dots (paper cutout circles), tape, pictures of hot and cold items drawn or cut from magazines

**NARRATOR:** Boys and girls, SESAME STREET presents Ernie and Bert in "Bert Learns What's Hot!"

**ERNIE:** Hey, Bert!

**BERT:** What, Ernie?

**ERNIE:** How would you like to play a game?

**BERT:** A game? What kind of game?

**ERNIE:** It's called, "Red Dot, Blue Dot."

**BERT:** Red-Dot-Blue-Dot?

**ERNIE:** Uh huh. It's lots of fun.

**BERT:** Well, great! How do you play it?



- ERNIE:** I'll show you. First we're going to need three kids. Raise your hand if you want to come up and play. (ADULT SHOULD HELP BRING UP THE CHILDREN.)
- ERNIE:** Okay! I think we're ready to start. Now you kids...and you too, Bert, will get to pretend to be different things people have in their house.
- BERT:** Like what things, Ernie? What things?
- ERNIE:** I'll tell you in a minute, Bert. Let me finish. Then, (TO OTHER KIDS IN GROUP) the rest of us have to think hard and decide what's hot and what's not.
- BERT:** What's hot and what's not, huh...
- ERNIE:** Yeah. And that's a very important thing for everyone to know. 'Cause if you touch something hot, it can burn you. And that hurts.
- BERT:** Oh boy, do I know that! I've burnt my fingers a couple of times.
- ERNIE:** See? But if you'd known the thing that burnt you could get hot, you wouldn't have touched it. Right?
- BERT:** Well, of course I wouldn't have touched it, Ernie. But can we get on with this game? I really want to know what I get to do.
- ERNIE:** You get to wait your turn, Bert. (POINT TO A CHILD) Because you're first. And you get to be...a microwave oven! Can you be a microwave oven?
- CHILD:** (STANDS AND HOLDS PICTURE OF MICROWAVE IF AVAILABLE)
- ERNIE:** (TO OTHER KIDS) Do you guys know what a microwave oven does?
- BERT, ERNIE, AND ADULT:** (AD LIB TO HELP KIDS) You put some food in it. Then it goes, rrrrrrrr...and then your food gets hot and is ready to eat!
- ERNIE:** So is the food that comes out of a microwave hot or not?



*Bert learns what's hot*

**KIDS AND BERT:** Hot!

**ERNIE:** You're right! The food from microwave ovens can be very, very hot! So we'll put a red dot on this microwave oven, to remind us never to touch it or the food inside until a grown-up says it's okay—'cause we could get burned.  
(ADULT TAPES A RED DOT OR CIRCLE ON THE CHILD'S CHEST)

**BERT:** Okay, Ernie. So now what do I get to be?

**ERNIE:** You get to be the one who waits very patiently, Bert...Because it's not your turn yet. (POINT TO ANOTHER CHILD) But you get to be...a heater! [OR OTHER HOUSEHOLD APPLIANCE] Can you be a heater?

**CHILD:** (STANDS AND HOLDS PICTURE IF AVAILABLE)

**ERNIE:** (TO ALL KIDS) Do you know what heaters do?

**BERT, ERNIE,  
AND ADULT:** (AD LIB TO HELP KIDS ) They make a room warmer when it's cold outside!

**ERNIE:** So are heaters hot or cold?

**KIDS AND BERT:** Hot!

**ERNIE:** You're right again! Heaters can get very hot! (TO CHILD) So let's put a red dot on this heater so we won't forget it's hot.  
(ADULT TAPES RED DOT OR CIRCLE ON CHILD)

**BERT:** Okay, Ernie! I'm all set now. What do I get to be? Huh?

**ERNIE:** You get to be a little more patient, Bert. Because it's still not your turn!

**BERT:** (SIGHS)

**ERNIE:** (TO ANOTHER CHILD) But you are going to be... a refrigerator! Can you be a refrigerator?

**CHILD:** (STANDS AND HOLDS PICTURE IF AVAILABLE)

- ERNIE:** (TO OTHER KIDS) Do you guys know what refrigerators do?
- BERT, ERNIE,  
AND ADULT:** (AD LIB TO HELP KIDS) Yes, they keep food inside...And juice, and milk bottles...They make ice, too!
- ERNIE:** Very good! So do refrigerators get hot...or stay cold?
- KIDS AND BERT:** Stay cold!
- ERNIE:** You're right again! Refrigerators stay cold. (TO CHILD) I guess you get a blue dot put on you. (TAPE BLUE DOT ON CHILD) 'Cause you don't get hot.
- BERT:** Well! I'm almost afraid to ask if it's finally my turn.
- ERNIE:** Oh, ask Bert, ask.
- BERT:** (DEADPAN) Is it my turn now, Ernie?
- ERNIE:** (EXCITEDLY) It's your turn, Bert! And not only is it your turn, but you get to be...an iron!
- BERT:** An iron?
- ERNIE:** You got it! Be an iron for us, Bert! (TO KIDS) Do you guys know what irons do? (DISPLAY PICTURE IF AVAILABLE)
- ERNIE AND ADULT:** (AD LIB TO HELP CHILDREN) They make clothes look nice and smooth and pressed...and take out all the wrinkles.
- BERT:** (PRESS PUPPET'S HEAD BACK AND FORTH OVER THE TABLE OR COUNTER, PRETENDING HEAD IS THE IRON)
- ERNIE:** What are you doing, Bert?
- BERT:** I'm getting out all the wrinkles, Ernie.
- ERNIE:** Boy! You make a really good iron.
- BERT:** Thanks.
- ERNIE:** (TO KIDS) So do you think irons are hot, or cold?
- KIDS AND BERT:** Hot!



*Bert learns what's hot*

**ERNIE:** You're right yet again! Irons can get very hot. (TO ADULT)  
So let's put a red dot on this iron...(POINTS TO BERT'S  
NOSE) right here! (ADULT TAPES RED DOT OVER BERT'S  
NOSE.)

**BERT:** Ernie!

**ERNIE:** Gee, you know something, Bert? You remind me of someone.

**BERT:** (DEADPAN) Oh, yeah? And who would that be?

**ERNIE:** Rudolph the Red Nosed Reindeer. Hey, Bert?

**BERT:** (NOT AMUSED) What, Ernie?

**ERNIE:** Wanna go for a sleigh ride? (CHUCKLES)



△ Vary the skit according to the situation, using more kids, for example, and incorporating as many items as desired: candle, pot on the stove (full of soup), bathtub (full of water), light bulb, barbecue grill, and so on.

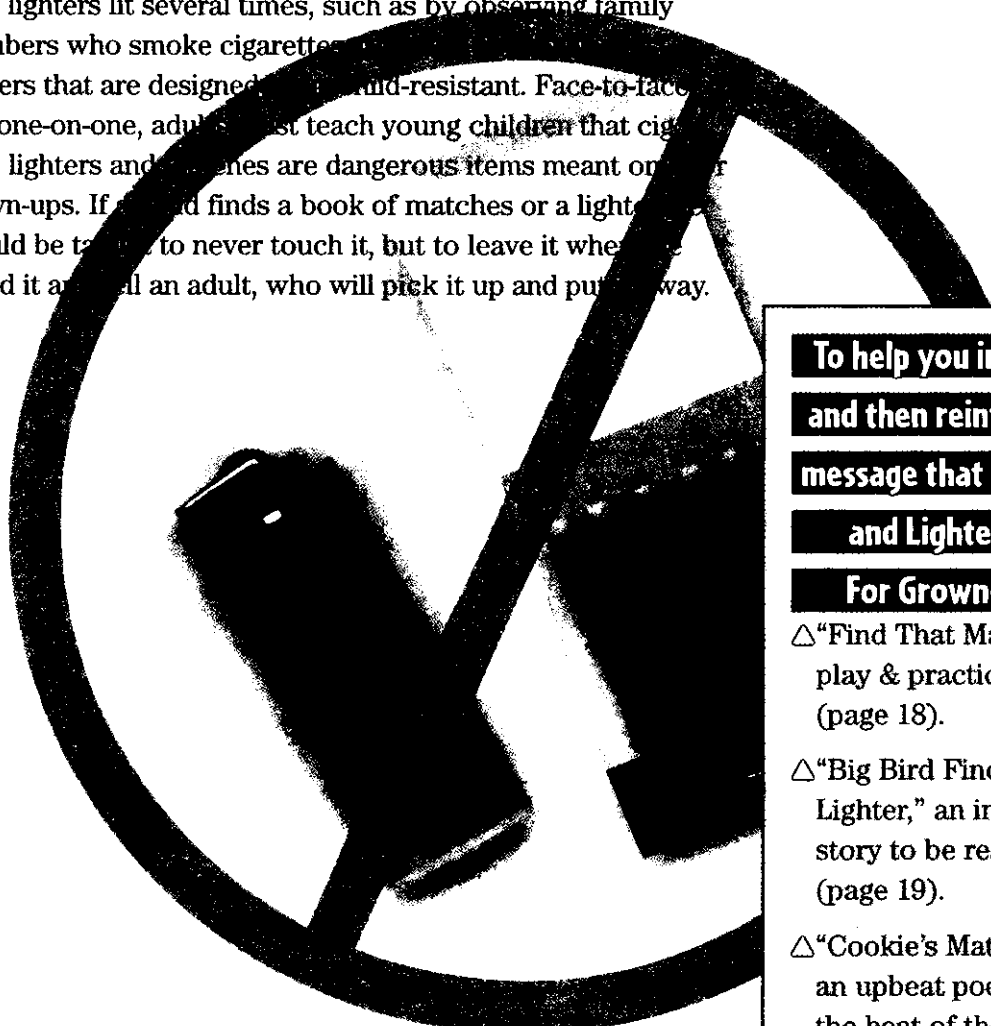
△ Play "Red Dot, Blue Dot" again (page 10) after presenting this skit.



## MATCHES AND LIGHTERS ARE FOR GROWN-UPS

*a*

Adults must keep lighters and matches out of the reach of children. Recent data from the International Association of Arson Investigators suggests that up to 85% of child fire fatalities are caused by children with lighters and matches. Although child-resistant lighters have been required by law as of July 12, 1994, an older model still in use can be ignited when a young child moves its wheel back and forth across a table at a 90° degree angle. And once children have seen lighters lit several times, such as by observing family members who smoke cigarettes, they may be tempted to use lighters that are designed to be child-resistant. Face-to-face and one-on-one, adults must teach young children that cigarette lighters and matches are dangerous items meant only for grown-ups. If a child finds a book of matches or a lighter, it should be taught to never touch it, but to leave it where it was found it and call an adult, who will pick it up and put it away.



**To help you introduce  
and then reinforce the  
message that "Matches  
and Lighters Are  
For Grown-Ups":**

- △ "Find That Match," a play & practice game (page 18).
- △ "Big Bird Finds A Lighter," an interactive story to be read aloud (page 19).
- △ "Cookie's Match Rap," an upbeat poem set to the beat of the "Jack Be Nimble" nursery rhyme (page 22).



# Find *that* match

## what you need:

- △ cotton swabs, wooden craft sticks, and/or empty matchbooks
- △ red paint or nail polish
- △ real matches and lighters *for demonstration only*
- △ small group of children
- △ 20-30 minutes

## before you play:

- △ Before children arrive for the day, prepare “pretend” matches for your “Find That Match” game by painting tips of several cotton swabs or tongue depressors with red paint or nail polish. Let them dry. Remove and destroy matches from several matchbooks.
- △ Hide these “pretend” matches and empty matchbooks in the room (keep it simple—on a chair, in the coat area, on top of books on a shelf). Keep one of each as examples to show children before you play.

## to play:

1. Gather children and show them your book of real matches and the lighter. Say, “Does anyone know what these are called? What do they make? Fire! Do we ever touch them? No! What do we do when we find a match or lighter? Never touch them! Leave them where they are! Tell a grown-up! Now it’s time to play a game that will help you practice what to do if you ever find matches or lighters.”
2. Now show children your examples of “pretend” matches and empty matchbooks. Tell children you have hidden some in the room, that you want them to go looking for matchbooks with a buddy. If they find one, they must not touch it, but come tell you what they’ve found—you will come and pick it up.
3. Let children choose a buddy and have them play this hide-and-seek game until they have found all the hidden items.
4. On other days, without telling the children, place a pretend match or empty matchbook in the room. When a child discovers it, use the opportunity to review what children should do when they find the real item.



△ While you play, sing along with the “Hot Things Burn” song (audio *side B*, lyrics page 11).



## Big Bird *finds* a lighter

One bright, blue, beautiful morning, Big Bird looked out from his nest and smiled. The sky was clear with some little, puffy, white clouds. The sun was yellow and warm. Big Bird and his best pal, Snuffy, were planning to spend the morning together, looking for funny faces in the clouds. After all, it was the first day of spring!

Big Bird began collecting all of the things he would need for his very important morning. He took out his straw basket, the one with the big handle, and opened it up. Then he looked around. What would he need to have with him for this lovely first day of spring?

Big Bird took out his butterfly net. “Oh, yes, Snuffy loves to catch butterflies,” Big Bird thought. “He likes to say hello to them, and then let them fly free again. That Snuffy—he makes friends everywhere,” he thought, and he put the butterfly net in the basket.

Big Bird saw his box of bird seed. “Hmm,” he thought. “Looking at faces in the clouds can make a bird and a snuffleupagus very hungry. I’d better take some birdseed along for us to munch on, just in case.”

Big Bird thought about what else he and Snuffy might need on their morning out. “Yep, I might need my blue plastic sunglasses,” said Big Bird. “Nope, I don’t need my red snow boots on the first day of spring.”

[ASK CHILDREN TO NAME THINGS BIG BIRD MIGHT WANT TO TAKE ALONG. YOU CAN PRETEND TO ADD THEM TO THE BASKET.]



**Big Bird finds a lighter**

Suddenly Big Bird noticed something that did not belong in his nest. It was long but small, about the size of a grown-up's thumb, and it was smooth and shiny. One end had a tiny metal wheel. Big Bird bent down and looked at it very closely. He blinked his big eyes. "My goodness!" he exclaimed. "It's a lighter. How did a lighter get into my nest? What should I do? Lighters are for grown-ups. What should I do? Should I bring it along on the first day of spring?"

[ASK CHILDREN IF BIG BIRD SHOULD BRING ALONG THE LIGHTER.]

"Should I pick it up and give it to someone?"

[ASK CHILDREN IF BIG BIRD SHOULD PICK IT UP.]

Big Bird was worried. He knew that a lighter lying in his nest was not safe. Then he got a very good idea. "I know what to do," he thought. "I'm not going to touch it. I'll go get Luis. He's a grown-up, and he'll put away this lighter for me."

"Oh, Luis," Big Bird called as he climbed out of his nest and skipped off in a hurry to find him.

Big Bird found Luis at the Fix-It Shop, hard at work, repairing a toaster. "Luis!" he said, out of breath, "You won't believe what I found in my nest!"

"What is it, Big Bird?" asked Luis. He was busy and he didn't look up.

"It's a lighter!" answered Big Bird, and he pulled Luis toward the door.

"A lighter!" said Luis, glancing up with surprise. "I guess I'd better see this!"

Big Bird pulled on Luis' arm all the way back to his nest. He pointed to the lighter, lying in the same place on the ground.

Luis picked up the lighter and put it in his pocket. Then he smiled. "Gee, Big Bird, you knew just what to do when you saw this lighter. And you would do the same thing if you found a match. Right, Big Bird?"

Big Bird glowed. "That's right! I remember what you told me: lighters and matches are for grown-ups, and I should never, ever touch them. So I ran quickly to find a grown-up. That's you, Luis."



Luis laughed. "That's right, Big Bird. You did the right thing. You left the lighter and got me to pick it up for you." Big Bird and Luis smiled at each other. They both felt very proud.

"Hello, Bird," came a deep, rumbling voice from behind the nest. It was Snuffy! He had on his blue plastic sunglasses, all ready for the first morning of spring.

"Hello, Snuffy!" said Big Bird. "Boy, here it is the first day of spring, and so much has already happened." Big Bird began to tell Snuffy all about his morning. "I found a lighter in my nest, but I knew what to do. I ran and found a grown-up—that's Luis—and he picked it up and put it away."

"Gee, Bird," Snuffy said slowly, "I'm so proud of you." Big Bird blinked his big eyes, picked up his basket all packed for the first morning of spring, and walked off with Snuffy to look for faces in the puffy, white clouds in the sky.



△ Read this story after playing "Find That Match" to reinforce the message (page 18).





# Cookie's *match* rap

(to the rhythm of "Jack Be Nimble")

Cookie is smart, Cookie is quick  
Because me know about that stick.

Me know not to play with that match.  
It's not a toy like a ball to catch.

Me tell grown-ups about matches and lighters.  
They take them away, so they won't cause fires.

Cookie plays safe, me won't get burned,  
Me go get a grown-up—see what I've learned?

When you see a lighter  
or a match in your way,

Tell a grown-up.  
They'll put it away!

(AD LIB WITH CLASS. YOU MIGHT WANT TO TRY A CALL AND RESPONSE, SUCH AS, "WHAT SHOULD YOU DO WHEN YOU FIND A MATCH? WHAT SHOULD YOU DO WHEN YOU FIND A LIGHTER?")

(RESUME RAP RHYTHM)

If you find a match  
or a lighter today  
Remember what Cookie Monster say:

Me won't play with that match!  
Me love cookies!  
Want to eat the whole batch!



△ Add hand clapping or rhythm instruments to "Cookie's Match Rap."

△ Use the puppets as you sing the song.

△ Remind children that Cookie Monster also never plays with lighters.

△ If you're feeling creative, write your own "lighter" rap!



## PUT A BURN IN COOL WATER



Explain to young children that a hurt from something very hot is called a burn. Ask preschoolers if they have ever been burned by something hot. How did it feel? How did it happen?

To help children understand how cool water can make a hot burn feel better, let them experience the feeling of cool water running over their hands. (See the "Cool Water" activity on the next page.) Discuss how cool water could help make a very hot, painful part of their skin feel better. Ask them to remember how they felt after being in the sun on a hot day, and how good it felt to jump into cool water.

### Note:

When addressing a real burn, apply cool, not cold, water IMMEDIATELY after the affected area is burned. The best way to soothe the burn is to fill a sink or a bowl with cool water and soak the burned area. Keep it there as long as is comfortable. The cool water will soothe the burn and prevent it from traveling deeper into the skin. Determine whether the burn will need to be seen by a doctor. If the answer is yes, bring the child to a physician sooner, not later.

**To help you introduce  
and then reinforce the  
message "Put a Burn in  
Cool Water":**

△ "Cool Water," a play & practice activity for reinforcing the use of cool water in the event of a burn (page 24).

△ Lyrics to "Cool Water" (audio *Side B*, lyrics page 25).

△ An interactive puppet skit, "Oscar Cools Down," starring Big Bird, Oscar the Grouch, you, and your children (page 26).



# Cool water

*The sooner a burn is cooled, the sooner it begins to heal.  
You can teach very young children this safety trick!*

## what you need:

- △ smocks or large T-shirts for protecting clothes
- △ large bowls
- △ towels
- △ access to tap water
- △ newspaper on the floor (optional)
- △ red or orange finger paint
- △ table and chairs
- △ small groups of children
- △ 10 minutes

## hint:

On a warm sunny day, do this activity outside, letting children remove their shoes and put in their toes.  
Ahhhh, cool water!

## to play:

1. Gather children together. Have them put on their smocks. Ask: Have you ever touched something that was very hot? What did it feel like? What did you do? What is the best thing to do when we get a burn? Put it in cool water!
2. Ask children if they know where we get cool water. We get it from the *cold* faucet at the sink. Walk children to the sink and fill large bowls with cool (not ice cold) water. Place the bowls on the table.
3. With red or orange finger paint, put a tiny “burn” on each child’s finger, elbow, hand, or forearm. Now let children put their “burn” in the soothing cool water. They can test it with their fingers, the palms of their hands, or roll up their sleeves and put in their elbows. Ask them to tell you how the water feels against their skin.
4. After a few minutes, dry off, remove smocks, clean up the area. Ask children to tell you why you practiced putting a burn in cool water. Remind children that cool water will make a burn feel better and will help it start to heal. Remind them that they must tell a grown-up about their burn, and that the grown-up may take them to a doctor.



△ Try this activity using bowls of cool and warm water to let the children compare and feel the difference.

△ Act out “Oscar Cools Down” with puppets and other adults (page 26).

△ While you play, sing along with the “Hot Things Burn” song (audio side B, lyrics page 11).



# Gordon sings: *Cool water*

Lyrics by Jim Thurman/Music by Dave Conner  
© 1981 SESAME STREET Music, Inc. (ASCAP)

If you burn your skin  
There's no use worrying  
Just put it into water  
Cool water.

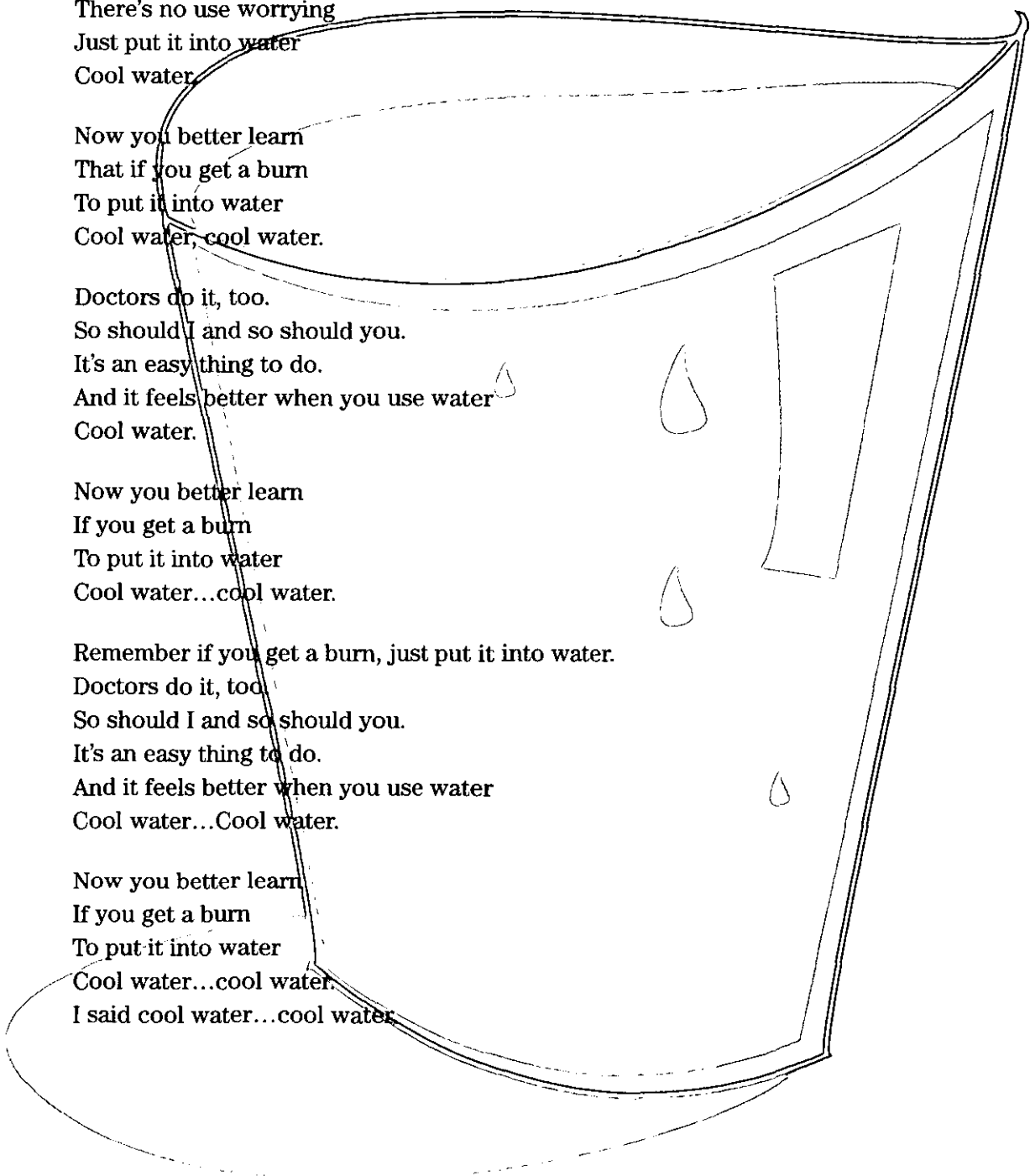
Now you better learn  
That if you get a burn  
To put it into water  
Cool water, cool water.

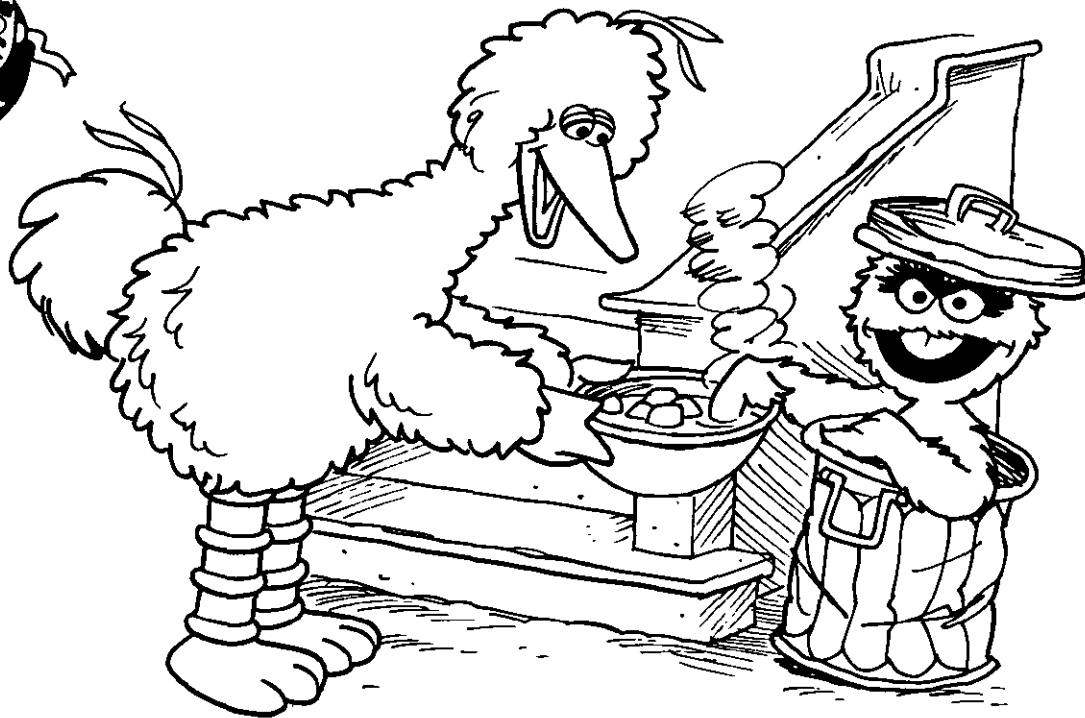
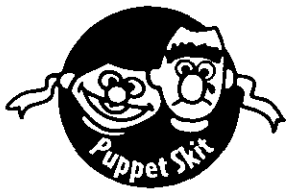
Doctors do it, too.  
So should I and so should you.  
It's an easy thing to do.  
And it feels better when you use water  
Cool water.

Now you better learn  
If you get a burn  
To put it into water  
Cool water...cool water.

Remember if you get a burn, just put it into water.  
Doctors do it, too.  
So should I and so should you.  
It's an easy thing to do.  
And it feels better when you use water  
Cool water...Cool water.

Now you better learn  
If you get a burn  
To put it into water  
Cool water...cool water.  
I said cool water...cool water.





## Oscar *cools* down

Use the patterns on pages 63 and 64 to create puppets for this skit.  
Three adults can act out the roles of Oscar, Big Bird, and the narrator.

**STARS:** Oscar, Big Bird, Narrator

**PROPS:** Oscar and Big Bird puppets, bowl of cool water

**NARRATOR:** Boys and girls, SESAME STREET presents Oscar and Big Bird in "Oscar Cools Down!"

**OSCAR:** (WHO HAS A HURT FINGER): Ouch! Ouch-ouch....

**BIG BIRD:** What's the matter, Oscar? Something wrong?

**OSCAR:** Waddaya think, ya overgrown canary? Do you hear me whistlin' while I work? Does this look to you like the face of joy and happiness?

**BIG BIRD:** I guess not. But being that you're a grouch, I wasn't too sure.

**OSCAR:** For your information, beak face, I just burned my finger and it hurts.

- BIG BIRD:** Well, gee, Oscar, don't you know what you're supposed to do? Put it in *cool water*.
- OSCAR:** Cool water?
- BIG BIRD:** That's right. (ASK CHILDREN) Does anybody here know where we can get some *cool water* for Oscar's burned finger?
- (ENCOURAGE CHILDREN TO NAME VARIOUS SOURCES OF WATER LIKE THE SINK, THE BATHTUB, THE LAKE, THE DRINKING FOUNTAIN, THE HOSE)
- OSCAR:** Okay, hurry it up.
- (OSCAR PUTS HIS FINGER IN THE COOL WATER. THIS CAN ALSO BE DONE BY SIMPLY PRETENDING THERE IS WATER IN THE BOWL.)
- OSCAR:** Ooooooh. That does feel better already. Aaaaahhhh....
- BIG BIRD:** (TO HIMSELF) Oh, boy. Here it comes now.
- OSCAR:** Now what are you grumbling about?
- BIG BIRD:** Well, I can just tell what's coming. You're glad your finger feels better. But now that it does, I bet you're going to get angry at me for telling you about cool water and making you feel so good.
- OSCAR:** Well, featherhead, you're wrong. Shows how little you really know me.
- BIG BIRD:** Oscar, are you sure you're feeling okay? You're going to thank me?
- OSCAR:** That's right. 'Cause you've given me something to shout about. And you know how much we grouches love shoutin' and making noise.
- BIG BIRD:** Making noise? I don't get it, Oscar.



Oscar *cools down*

**OSCAR:** Don't worry. I'll show ya. (TO AUDIENCE) Hey, kids. Where's the best place to put a burn?

(ADULTS SHOULD ENCOURAGE THE CHILDREN TO SAY, "COOL WATER.")

**OSCAR:** I can't hear you.

**KIDS:** COOL WATER!

**OSCAR:** Think you can say that a little louder?

**KIDS:** (LOUDER) COOL WATER!

**OSCAR:** What's the matter with you guys? Is that the loudest you can say it? Come on. Let's really hear it this time. Where's the best place to put a burn?

**KIDS:** (LOUD) COOL WATER!

**OSCAR:** Not bad. (TO BIG BIRD) These kids make almost as much noise as a room full of grouches. He-he-he. I love it.

**BIG BIRD:** (SIGHS) I should have known.

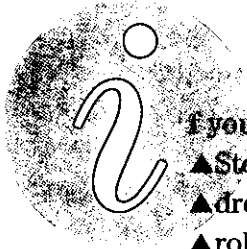


△ After the skit, sing along with "Cool Water" (audio *Side B*, lyrics page 25).





## IF YOUR CLOTHES CATCH ON FIRE—STOP, DROP, AND ROLL!



If your clothes catch on fire, the lifesaving technique is to:

- ▲ Stop where you are,
- ▲ drop to the ground, and
- ▲ roll back and forth, left to right and back again, until the fire is out. When the fire is completely out, put any burns in cool water immediately, then get help.

The SESAME STREET Fire Safety project has been instrumental in teaching preschool children the message **stop, drop, and roll**. However, our research suggests that preschoolers are often confused about when to stop, drop and roll. They need to be reminded again and again that this is what you do *only if your clothes catch on fire*.

Each age group requires continual practice before the children understand when to stop, drop, and roll. In our experience, three-year-olds need to be physically helped several times before they can perform this life-saving technique by themselves. Four-year-olds initially need assistance, while the five-year-olds generally catch on quickly. Be certain they understand that this action is to be taken only when flames are on their clothing. If they simply see flames, they must get out and stay out of the area. Make sure that an adult demonstrates the stop, drop, and roll technique during the activity, song, story, and skit to communicate the correct way to do it. Emphasize the need to roll repeatedly until the fire is completely out.

\* Some fire safety educators also teach children to put their hands over their faces during this procedure to protect them from burns—yet some feel this may actually cause more burns to the face. For a method your community can agree on, invite local firefighters to teach **stop, drop, and roll** to your children. See section “Firefighters Rescue People and Put Out Fires” for more information (pages 48-56).

### To help you reinforce

### the message, this

### section includes:

- △ “Stop, Drop, and Roll” play & practice activity for reinforcing the behavior (page 30).
- △ Lyrics to “Stop, Drop, and Roll,” sung by Oscar the Grouch (page 31). This song is included in “Baby Honker Rolls” on *Side A* and is included on *Side B* of *SESAME STREET Fire Safety Station Stories and Songs*.
- △ “Cookie Rolls,” an interactive puppet skit that reinforces the message, starring Cookie Monster, Big Bird, you, and your children (page 32).



# Stop, drop, and roll

## what you need:

- △ red or orange felt or construction paper
- △ tape
- △ small group of children
- △ 20 minutes to play
- △ (optional) *SESAME STREET Fire Safety Station Stories and Songs* audiocassette
- △ cassette player

## what you do:

1. Make “flames” out of red or orange felt or construction paper strips.
2. Gather children together at the edge of the exercise mat. Explain that if our clothes catch on fire, we stop, drop, and roll—it’s the quickest way to put out the flames. Running makes the flames and “the hurt” bigger, so we don’t run. Take time to be sure each child understands the idea. (If you like, play the “Baby Honker Rolls” story that includes the “Stop, Drop and Roll” song on audio *Side A*. Let children enjoy moving to the music. Later, play the song again from *Side B* as they practice the actions.)
3. Tape the play flames to your own arm or leg and demonstrate the way to stop, drop, and roll back and forth. Remove the flames when you have finished and explain again that this action has put out the fire.
4. With one child, tape the flames to the arm or leg of her clothing; ask the child to show everyone what to do. As the child rolls, pull the flames off of her clothing. She should keep rolling until all the flames are removed.
5. Now have two or three children at a time practice stop, drop, and roll. Very small groups of children can take turns so that you can easily assist each one where necessary. Children observing can help by removing the flames from the children who are rolling. They may also enjoy singing or chanting along.

stop



drop



roll



△ Children may see this as a game. You want them to have fun, but be sure to remind them that this is *not* just a game. As you practice, tell them that they are learning how to be safe from fire.

- △ Be sensitive to a child’s reactions to having a “pretend” fire on his or her clothes. If it is too frightening, have the child pretend without the visual aid.
- △ Link this activity to the message **put a burn in cool water** by pointing out sources of water in the room and displaying pictures of water sources, indoors and out.
- △ *Don’t* link this activity to the messages in the “Get Out and Stay Out” section. They are unrelated behaviors and may only confuse children if taught together.



# Oscar the Grouch sings: *Stop, drop, and roll*

Lyrics by Jim Thurman/Music by Dave Conner  
©1981 Sesame Street Music, Inc. (ASCAP)

Do you know what you should do if your clothes catch on fire?  
You gotta stop right where you are, drop on the floor, and roll over and over.  
That'll put the fire out before it can hurt you.  
Remember—stop, drop, and roll, over and over—or to put it another way:

You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
Don't run—just drop, and roll.

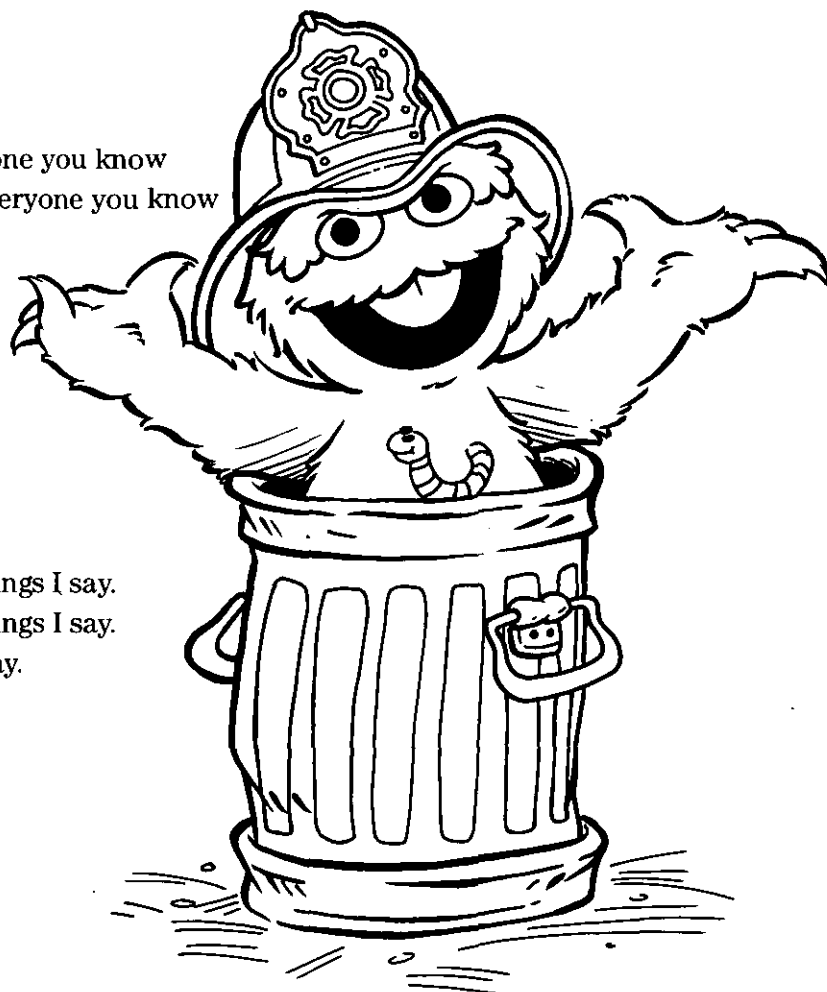
Tell your mama and your papa and everyone you know  
Tell your sisters and your brothers and everyone you know  
To take the time to learn  
How to stop, drop, and roll.

You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
Don't run—just drop and roll.

If your clothes catch fire, better do the things I say.  
If your clothes catch fire, better do the things I say.  
So listen to me 'cause there's no better way.

You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
You gotta stop, drop, and roll.  
Don't run—just drop and roll.  
Don't run—just drop and roll.

Listen to what I tell you now  
Don't run—just drop and roll.



△ Sing this song while practicing the **stop, drop, and roll** technique.





## Cookie rolls

Use the patterns on pages 64 and 65 to create puppets for this skit.  
Three adults can act out the roles of Big Bird, Cookie Monster, and the narrator.

**STARS:** Big Bird, Cookie Monster, Narrator

**PROPS:** Big Bird and Cookie Monster puppets

**NARRATOR:** Boys and girls, SESAME STREET presents “Cookie Rolls!”

**COOKIE MONSTER:** (ENTERS HUMMING) Dum dee, dum-dum!

**BIG BIRD:** Oh, hello, Cookie Monster.

**COOKIE MONSTER:** Hello, Big Bird. What’cha doing?

**BIG BIRD:** I was just about to tell everybody here about something that’s very, very important.

**COOKIE MONSTER:** Oh! You mean—cookies?

**BIG BIRD:** No, Cookie Monster. I’m going to tell them about what you should do when fire gets on your clothes.

**COOKIE MONSTER:** When fire gets on your clothes?

**BIG BIRD:** That’s right. Do you know what to do if fire gets on your clothes?

- COOKIE MONSTER:** Sure. Me say, "Fire, get off Cookie Monster clothes."
- BIG BIRD:** No, I'm afraid that's not it.
- COOKIE MONSTER:** You mean, me have to say, "Fire, *please* get off Cookie Monster clothes?"
- BIG BIRD:** No. That won't do it either, Cookie Monster, 'cause fire doesn't understand words. There's only one thing to do if your clothes catch on fire—and that is to *stop, drop, and roll*.
- COOKIE MONSTER:** *Stop, drop, and roll*.
- BIG BIRD:** That's right. *Stop, drop, and roll*.
- COOKIE MONSTER:** Wait a minute. That not one thing. (COUNTS) *Stop*—that one thing. *Drop*—that two things. And *roll*—that three things!
- BIG BIRD:** Gee, I guess you're right. That is three things—stop, drop, and roll. But they sure are important things to remember. So right now I thought we'd practice them a little.
- COOKIE MONSTER:** Oh. Me love to practice.
- BIG BIRD:** Good. Then you can help me show everyone how it's done.
- COOKIE MONSTER:** How me do that?
- BIG BIRD:** Well, try imagine that there you are one day...
- COOKIE MONSTER:** Okay, me imagine. Dum-dee-dum...
- BIG BIRD:** Imagine, fire gets on your clothes. What do you do then?
- COOKIE MONSTER:** Don't tell me! Me know...(MOVES AROUND, THEN STOPS) Cookie stop!
- BIG BIRD:** Good!
- COOKIE MONSTER:** Yeah. Cookie very good at *stop*.
- BIG BIRD:** Okay. So what do you do next?
- COOKIE MONSTER:** Uh. Me forget what come next.
- BIG BIRD:** Kids, what comes after *stop*? (KEEP ASKING UNTIL THEY ANSWER, "DROP")

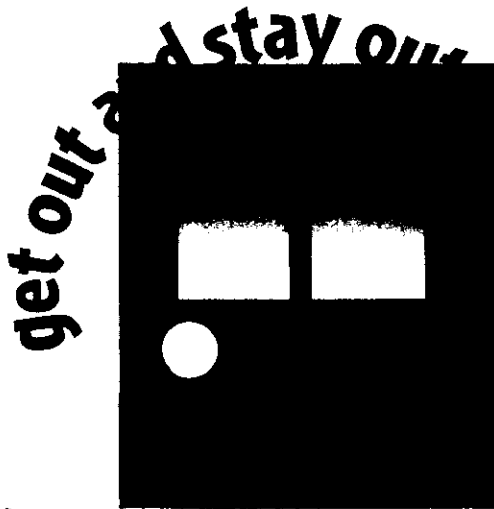


*Cookie rolls*

- COOKIE MONSTER:** Oh, yeah. Drop! (THEN PUZZLED) Drop what?
- BIG BIRD:** Why, you drop yourself. You know. On the floor. Is there a grown-up who can show Cookie Monster what I mean?
- ADULT:** I can, Big Bird. (DEMONSTRATES STOP, DROP, AND ROLL TECHNIQUE, SAYING EACH STEP AS YOU GO.)
- COOKIE MONSTER:** Oh! Okay. First Cookie Monster stop, then Cookie Monster drop. (DROPS FLAT) Okay. What me do now?
- BIG BIRD:** Kids, what do you do after stop and drop? (KEEP ASKING UNTIL THEY ANSWER, "ROLL")
- BIG BIRD:** That's it. The next thing you do is roll. (COOKIE MONSTER DOESN'T DO ANYTHING)
- BIG BIRD:** Come on, Cookie Monster. What's the matter?
- COOKIE MONSTER:** Uh, me not understand the "roll" part.
- BIG BIRD:** Oh, that's easy. After you drop to the floor, you just roll your body back and forth until the fire is completely out.
- COOKIE MONSTER:** You mean, like this? (ROLLS BACK AND FORTH)
- BIG BIRD:** Yeah. That's very good, Cookie Monster.
- COOKIE MONSTER:** (LIKING IT) Roll...roll...roll....
- BIG BIRD:** Okay, Cookie...Cookie Monster. That's enough! (COOKIE MONSTER FINALLY STOPS) Okay. Now that you've practiced stop, drop, and roll, let's see how well everyone can put them all together. Okay kids, let's all stand up and practice. Let's pretend that your clothes catch on fire. What do you do?
- COOKIE MONSTER AND KIDS:** *We stop, drop, and roll.* (ALL PRACTICE ONCE)
- BIG BIRD:** Again!
- COOKIE MONSTER AND KIDS:** Stop, drop, and roll! (PRACTICE AND SAY)
- BIG BIRD:** Again!
- COOKIE MONSTER AND KIDS:** Stop, drop, and roll. (PRACTICE AND SAY)

- BIG BIRD:** Hey, you're getting real good at this, everyone—you too, Cookie Monster. Now there's just one more thing I want you to practice before we finish, Cookie Monster.
- COOKIE MONSTER:** What that?
- BIG BIRD:** Try to imagine again that fire gets on your clothes. Only this time—you're eating a cookie.
- COOKIE MONSTER:** A cookie?
- BIG BIRD:** That's right. What do you do then?
- COOKIE MONSTER:** But me love cookie. Me love eating cookie more than anything in the whole world.
- BIG BIRD:** I know that, Cookie Monster.
- COOKIE MONSTER:** (WITH RESIGNATION) But me also know that putting out fire more important than anything—even eating cookie. So me...(DEMONSTRATES) *stop, drop, and roll.*
- BIG BIRD:** Hey, that was great, Cookie Monster. You should be real proud of yourself.
- COOKIE MONSTER:** Oh, Big Bird?
- BIG BIRD:** Yes?
- COOKIE MONSTER:** Now that me put fire out...maybe me can finish eating cookie?
- BIG BIRD:** Yes. Cookie Monster. You can finish eating your cookie.
- COOKIE MONSTER:** Goody! (CHOMPS ON PRETEND COOKIE) Hmmm! This pretend cookie delicious. (TO BIG BIRD) Wanna taste?





Fire safety experts agree: above all, we must teach all children, even the very young, to get out and stay out of a burning or smoke-filled building. The inhalation of smoke and toxic gases are more often the cause of death in a fire than burns. When fire fills a room with smoke, it very quickly becomes difficult to see and breathe.

Smoke tends to rise, leaving breathable air closer to the floor. This is why we must also teach children to get low and go under smoke, and to crawl to safety. Getting across these essential messages early and often may help to lessen the numbers of young children who die from injuries related to smoke and fire.

**Children need repeated practice to remember**

**these ideas and apply them to an emergency situation.**

**Here are some ways you can help them:**

- Have fire drills to allow children and adults to quietly locate the nearest exit, get outside to a prearranged meeting place, and wait until told it's okay to go back inside (see page 58).
- Use these times to discuss getting low under smoke and to learn how to recognize a helpful firefighter even in a dark, smoke-filled room (see pages 38 and 48).
- Impress upon children that in the case of a real fire, they must get out immediately, leaving behind personal belongings like hats and coats, toys, and pets. Use specific examples to explain this concept, such as a favorite toy, the family pet, or even the child's coat.
- Stress to children that they go to the same meeting place they went to during their practice fire drills.
- Finally, remind children that they must never go back inside until an adult tells them it is safe to do so.

**In this section of**

**the book you'll find:**

- "Be a Smoke Detective" play & practice activity ideas for reinforcing the fire safety behavior of crawling low under smoke (page 38).
- Lyrics to "Get Out! Stay Out!" (page 40, from "Baby Bear's Fire Drill" on audio *Side A* and alone on *Side B*).
- Lyrics to "Get Low and Go" (page 41, from "Firefighter Ruthie" on audio *Side A* and alone on *Side B*).
- "Oscar's Favorite Message" an interactive puppet skit starring Elmo, Oscar the Grouch, you, and your children (page 42).







# Be a *smoke* detective

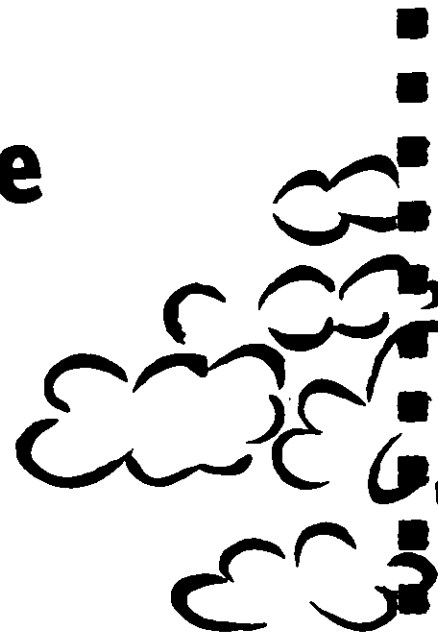
## Cool ways to practice:

Preschool children need to experience smoke firsthand—what it smells and looks like—in order for the message **get low and go under smoke** to have any meaning. They also need to practice crawling under smoke. National preschool fire safety educators shared with CTW how they've been able to effectively teach children to be "smoke detectives"—to recognize smoke, and to get under and away from it:

- A trusted teacher or adult can begin simply by lighting a candle, blowing it out, and having the children watch the smoke. Explain that the candle's little flame makes a small amount of smoke, but a big fire in a building makes a lot of smoke.
- Teach children that when there's fire and smoke in a building, there is "bad" air higher up in the room and "good" air lower to the floor. If they are ever in a fire, they'll want to breathe the "good" air, so they'll need to get below the smoke and "bad" air—and that's why you're all practicing **get low and go**. If there is a fire safety expert present, have him or her set off real smoke detectors as each child crawls.
- Use a blanket as "smoke" and, stretching it between you and another adult, wave it slightly a few feet above the ground for a rolling smoke effect. Starting at one end, have children *one-by-one* practice getting low, then crawling under the smoke to the other end—to safety.
- NOTE: Avoid crawling under regular classroom furniture (such as tables). Practicing with objects preschoolers see every day may confuse the children and lead to misconceptions about when to **get low and go**.
- The smell of smoke can linger on firefighting equipment after a fire. When you visit a fire station as a group, ask children if they can smell the strong odor when they stand near those items, such as the fans which are used to clear smoke from a building after a fire.



Sing "Get Low and Go" or "Get Out! Stay Out!" (audio *Side B*) during or after practicing crawling under smoke.







# Oscar the Grouch sings: **Get out! Stay out!**

Lyrics by Luis Santeiro/Music by Chirstopher Cerf  
© 1996 SESAME STREET Music, Inc. (ASCAP)/Splotched Animal Music, Inc. (BMI)

If there's a fire in your house, or any place you've just been—  
Get out! Stay out! Don't go back in.

If there's a fire anywhere, there's danger there—  
Get out! Stay out! Don't go back in.

And, once you get outside, that's where you should stay—  
"Til a grown-up says that it's okay.

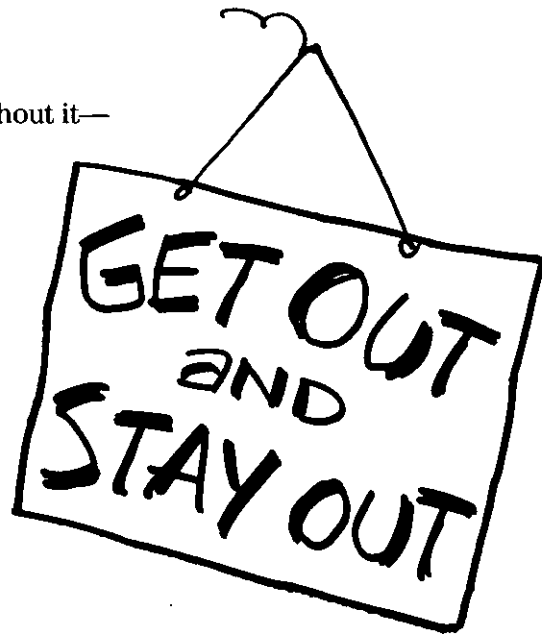
There's no two ways about it, so let me hear you shout it—  
Get out and stay out.  
Don't go back in!

Yeah, get out and stay out.  
Don't go back in!

If you left your teddy bear on your favorite chair—  
Get out! Stay out!  
Don't go back in!

And if you lost one shoe, or your toy kangaroo—  
Get out! Stay out!  
Don't go back in!

And if you left your truck or your favorite doll—  
Or your rubber duck or your basketball.  
There's no two ways about it, so let me hear you shout it—  
Get out! Stay out!  
Don't go back in!  
(EMPHATIC)  
Get out and stay out.  
Don't go back in!





# Ruthie sings: **Get low and go**

Lyrics by Luis Santeiro/Music by Christopher Cerf  
© 1996 SESAME STREET Music, Inc. (ASCAP)/Spotched Animal Music, Inc. (BMI)

If there's smoke in the house, uh-oh;  
There's one thing that you should know.  
If there is fire or smoke, you know, that's no time to be slow.

Get down on your hands and knees,  
So you can be under the smoke.  
Get low just like a mouse,  
Then crawl out of the house.  
Don't be a slow poke.

Get low and go.  
Get low and go.  
Get low and go.  
Get low and go.

See, the smoke from the fire, it usually stays higher,  
That's what getting low is all about.  
If things get fiery or smoky,  
That's no time to be poky.  
So get low and go and then stay out.

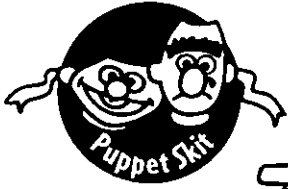
Get down on your hands and knees,  
So you can be under the smoke.  
Get low just like a mouse,  
Then crawl out of the house.  
Don't be a slow poke.

Get low and go.  
Get low and go.  
Get low and go.  
Get low and go.



After listening to the story "Telly Gets Out" from *Side A* of *SESAME STREET Fire Safety Station Stories and Songs*, reinforce this message by playing the song again (*Side B*). Then practice the behavior **get low and go** by using the ideas on page 38.





## Oscar's *favorite* message

Use the patterns on pages 62 and 63 to create puppets for this skit.  
Three adults can act out the roles of Oscar, Elmo, and the narrator.

**STARS:** Oscar, Elmo, Narrator

**PROPS:** Oscar and Elmo puppets, Oscar's "can" made from an empty box (with back cut out) or a piece of cardboard

- NARRATOR:** Boys and girls, **SESAME STREET** presents Elmo and Oscar the Grouch in "Oscar's Favorite Message: Get Out And Stay Out!" (ELMO KNOCKS ON OSCAR'S CAN)
- ELMO:** (CHEERFUL, FRANTIC) Oscar! Oh, Oscar! Oscar?
- OSCAR:** (POPS UP, GROUCHY) Yeah? What is it?
- ELMO:** Elmo has something very important to say to Oscar.
- OSCAR:** Yeah? Well, guess what? I don't want to hear it! (POPS DOWN)
- ELMO:** (KNOCKS AGAIN) Oscar! Oh, Oscar!
- OSCAR:** (POPS UP) What is it now?
- ELMO:** Why doesn't Oscar want to hear the very important thing that Elmo has to say?

**OSCAR:** Because! It's probably gonna be some nice, cute thing. Just the kind us grouches hate to hear, like, "Hi, Oscar! Great to see you," or "Gee, Oscar, isn't it a beautiful day today?" Am I right or what?

**ELMO:** Ding dong, Oscar's wrong! He-he. Did Oscar get that? Elmo said what Oscar always says, "Ding dong!"

**OSCAR:** (CUTS IN) I got it! I got it! So what were you gonna say, fuzzy face?

**ELMO:** Elmo was going to say, (LOUD & EMPHATIC) "Get out and stay out!"

**OSCAR:** Hey, that sounds like something I would say.

**ELMO:** That's why Elmo thought Oscar would like it.

**OSCAR:** But, wait. Why was it so important for you to tell me that?

**ELMO:** Because, Oscar. That's what everybody should do if there's a fire in the house...or in the day-care center, or any place you're in.

**OSCAR:** Like a trash can?

**ELMO:** Yeah. Like a trash can. And once you're out, you stay out!

**OSCAR:** What? Are you telling me that I couldn't go back into my own place?

**ELMO:** Not 'til a grownup tells you that it's safe again.

**OSCAR:** Well, what if I suddenly remember that I left my favorite dirty sneakers in there?

**ELMO:** Gotta stay out.

**OSCAR:** What if I remember I forgot my fuzz-ball collection?

**ELMO:** Gotta get out and stay out! 'Cause if Oscar goes back in, Oscar could get burnt...and that hurts a lot! But if Oscar stays out, then Oscar will be okay!



Oscar's favorite message

**OSCAR:** I guess you've got a good point, Elmo. (SUDDEN CHUCKLE)  
He-he. Ya know what? I've told lots of people to get out and stay out...but there's only one thing I'm going to enjoy even more.

**ELMO:** What's that, Oscar?

**OSCAR:** Telling myself to get out and stay out!

**ELMO:** That's great!

**OSCAR:** In fact, I'd like to do a little practicing right now.

**ELMO:** What does Oscar mean?

**OSCAR:** Watch (TO KIDS) What do you do if there's a fire in your house? (KIDS JOIN IN.)

**OSCAR, ELMO,  
AND KIDS:** Get out and stay out!

**OSCAR:** Ah! Music to my ears. But I think we can make that sound even better. (TO KIDS) Let me hear it really loud this time. Whaddaya do if there's a fire in your house? I can't hear you! (KIDS JOIN IN, LOUDER)

**OSCAR, ELMO,  
AND KIDS:** Get out and stay out!

**OSCAR:** I love it!

**ELMO:** See? Elmo knew that Oscar would like what Elmo had to say.

**OSCAR:** Oh, I liked it all right. But now *Oscar* has something that he would like to say to *Elmo*.

**ELMO:** Oh, yeah? What's that, Oscar?

**OSCAR:** (EMPHATIC) Get out and stay out...AND LEAVE ME ALONE! (POPS DOWN INSIDE CAN)

**ELMO:** (CHUCKLES/TO KIDS) That Oscar will never change.



Sing along with the "Get Low and Go" song after presenting this skit (audio *Side B*).

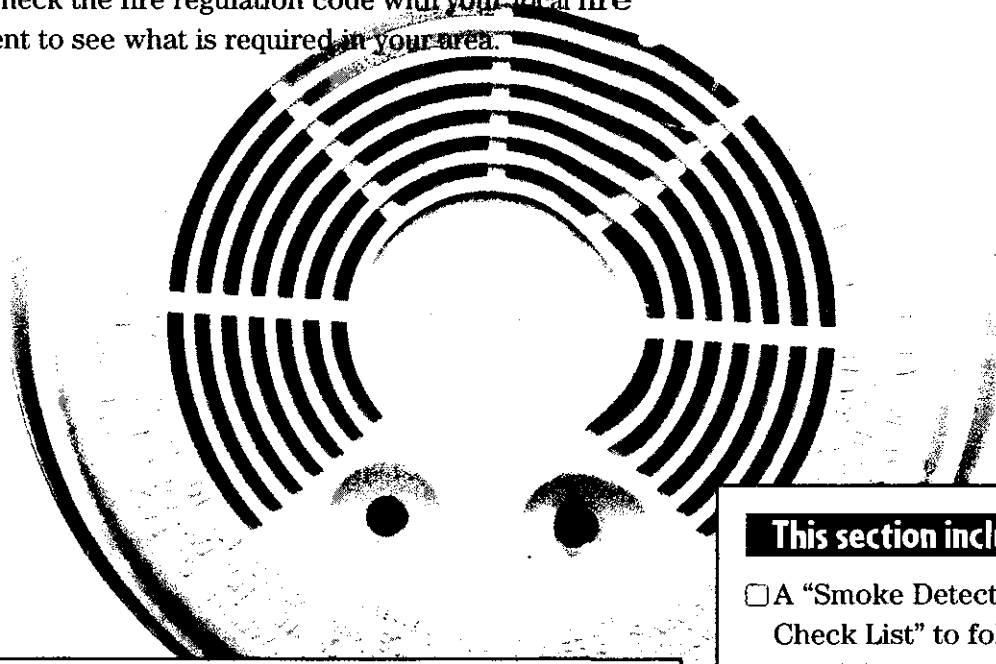




## A SMOKE DETECTOR WARNS ABOUT SMOKE OR FIRE



It is a fact—a smoke detector can save your life. Most states have passed laws which adopt “model” codes requiring smoke detectors to be mounted outside every sleeping area in homes, apartments, and other residential occupancies. Smoke detectors should be installed near the ceiling on every level of a house; if you do not have them in your child-care setting, install them immediately. Check the fire regulation code with your local fire department to see what is required in your area.



- Use the “What’s That Sound?” audio story to reinforce this message. Ruthie teaches Telly how to recognize the sound of a smoke detector and to crawl out of the building to safety. Play “What’s That Sound?” for your children at storytime, and talk together about what happens to Telly and what he learns.
- Demonstrate for children the sound of your own smoke detectors.
- Learn “Elmo’s Smoke Detector Song” and sing it together.
- Practice group fire drills using a smoke detector to sound the alarm (see section “Plan and Practice Fire Drills”).

### This section includes:

- A “Smoke Detector Check List” to follow in the child-care setting, then send home with children (page 46).
- Lyrics to “Elmo’s Smoke Detector Song” (featured in “What’s That Sound?” and “Firefighter Ruthie” on *Side A*, alone on *Side B* of *SESAME STREET Fire Safety Station Stories and Songs*).

photocopy  
for  
families!



# smoke detector check list

*A working smoke detector doubles your chances of surviving a fire. Maintaining your smoke detector is just as important as installing it. Here's how:*

- When the battery in your smoke detector needs replacing, you will begin hearing a few short beeps now and then, even though there is no smoke or fire.**  
This is a signal to put a new battery in the smoke detector.
  
- A good way to remember (one that children can learn and use to help remind families) is to change the batteries at least once a year.**  
Even better, change the battery every time you set your clocks forward or back between standard and daylight saving time.
  
- Even homes with electric smoke detectors should have back-up battery detectors in case of a power outage.**  
Some new smoke detectors have batteries that last as long as ten years; their use should be encouraged.
  
- There are different kinds of smoke detectors for people with special hearing and visual needs.**  
For more information, contact a local association which represents the visually- or hearing-impaired.

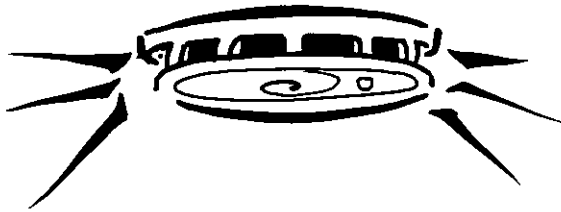
*Post this check list in a visible place as a reminder.*

**Remember, a smoke detector can save your life!**



## Elmo sings: *Elmo's smoke detector song*

Lyrics by Luis Santeiro/Music by Luis Santeiro  
© 1987 SESAME STREET Music, Inc. (ASCAP)



Smoke detectors sound this way.  
That's how smoke detectors say,  
"There could be a fire somewhere around."  
That's what they mean when they make this sound.

Hear that!

Remember! When you hear this sound,  
It could be there's a fire around.  
Ask a grown-up, they'll tell you  
What you're supposed to do.

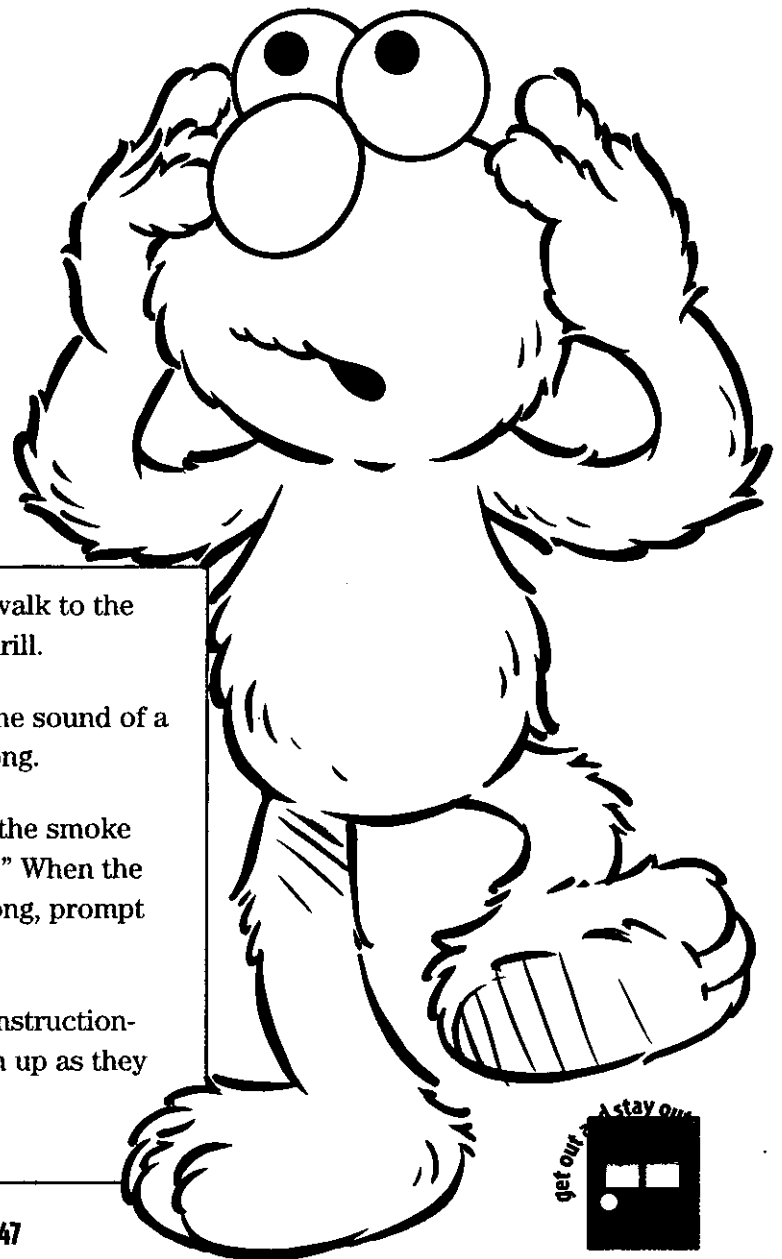
Here it comes again!

Smoke detectors in your house,  
Keep as quiet as a mouse,  
Unless smoke or fire gets them to shout.  
That's what they do so that you'll find out.

I hope you have one in your house!



- Sing this song together after your walk to the fire station or after practicing a fire drill.
- Ask a fire safety educator to demonstrate the sound of a real smoke detector as children sing this song.
- Point to your nose and sniff. Then point to the smoke detector and say, "Its job is to smell smoke." When the term smoke detector is mentioned in the song, prompt the children to sniff for smoke.
- Have children draw and color their own construction-paper smoke detectors. They can hold them up as they sing the song.





## FIREFIGHTERS RESCUE PEOPLE AND PUT OUT FIRES



When preparing to fight a fire, a firefighter wears special clothing, called personal protection equipment (PPE) or turnouts. Turnouts consist of:

- a heavy, hard helmet
- a flame-resistant coat and pants with glow-in-the-dark stripes
- rubber boots and leather gloves
- an air tank with a facial air mask

The firefighter may carry a variety of tools such as an ax to help enter burning rooms, or a hose to extinguish the fire.

Unfortunately, the firefighter in this turnout suit looks and sounds more like a space creature than the friendly, recognizable face at the local fire department. The air mask, which grossly distorts the sounds of the firefighter's breathing and speech, is the scariest part of all. Firefighters in these special protective clothes can inadvertently frighten young children.

SESAME STREET research found that three- to five-year-olds were generally able to identify a picture of a firefighter in turnouts and breathing gear. Yet we also know that in actual fire situations, children are often known to run and hide from firefighters, the very people who can help them in those crucial moments. Much can be done to anticipate and lessen children's fears in this regard.

- Invite a firefighter to visit your day-care setting. Your guest can try on the turnout for the children and demonstrate how the mask sounds when it's worn over the face.
- Children are distracted and amazed during a display of fire gear or equipment. Be sure that you repeat fire safety messages with children before and after a firefighter's visit to be sure they understand the life-saving concepts you are teaching.
- Children may be frightened by the firefighter's appearance even during a demonstration. Be sensitive to their fears; perhaps wear the mask as little as possible.

- Demonstrate the glow-in-the-dark feature of the suit to show that, in a smoke-filled room, children will see that element of the firefighter before he or she sees the child.
- Children can be taught to grab hold of a firefighter's leg in this extreme situation.

*Teaching preschool fire safety necessarily includes reminding children that, even in that strange-looking gear, a firefighter is a very important friend who could help them get to safety.*

### This section includes:

- "Take a Walk: Visit the Fire Station" activity for child-care providers and their children (page 50).
- "Strange-looking Things," an interactive puppet skit starring Cookie Monster, Grover, you, and your children (page 53).

*SESAME STREET Home Video™ Visits the Fire House is available in children's toy and book stores through Sony Wonder. (Selection #LV51252)*



**A Firefighter**



**TAKE A WALK:**  
**Visit *the fire station!***

*Help children get to know your friendly firefighters—  
pay them a visit!*

**what you need:**

- blank paper
- small group of children
- crayons
- 1-2 hours
- one planning day
- transportation to fire station
- protective clothing (if needed for weather)
- permission slip signed by adult family members (if needed)

**before the visit:**

- 1. Call the fire department.** Tell them you're using the SESAME STREET Fire Safety Station program and ask them to allow your group to visit the local fire station. Set this up well in advance and coordinate the entire visit with them. Together:
  - **PLAN THE VISIT.** Plan age-appropriate activities for the visit; for example—trying on turnout boots and coat, learning and practicing fire safety behaviors, sitting in the fire truck, and meeting the firehouse dog. Discuss removing the children quickly and safely should a real fire alarm sound during your visit.
  - **WHAT TO AVOID:** Some activities might be too frightening for very young children, like testing sirens or riding in the truck. Before your visit, be very clear with the firefighter you're working with about what activities would not be appropriate, based on what you know about your group.

**2. Talk to the children.** Tell children some of the things they will see and do during the visit, based on your planning discussion with the fire station. Encourage imaginative play by including child-size firefighter clothing in your dress-up area. Read books together about the fire station and related themes. Write down on large paper questions children might have and bring them along: Why do firefighters wear those strange-looking suits? What do they do while they're waiting for the fire bell to ring? What is the name of the firehouse dog?

### during the visit:

- 1. Prepare.** Be sure all permission slips are in. Bring lunches and other necessary items, as well as the children's questions for the firefighters. Bring paper and crayons, if you'd like.
- 2. Reflect.** At the fire station, talk about what children see and do. Help them learn descriptive words: firefighters, fire engine, pumper truck, hose, sirens, and so on. Save time to answer children's questions. Give children the opportunity to draw pictures of what they see and do (this can also be done after the visit).

### after the visit:

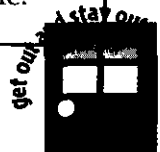
- 1. Talk.** What did children like best about the day? What new things did they learn?
- 2. Make a book.** Put drawings of the visit together with a cover and give the book a title. Leave the book where children can look at it on their own and show to family members. Read the book to the group as you would another storybook. Read other books about the fire station.



After your walk, play the stories "What's That Sound?" and "Elmo's Smoke Detector Song" from *Side A* of the audiocassette.

Practice fire drills using a smoke detector to sound the alarm (see "Plan and Practice Fire Drills" page 57).

If you like, invite a representative from the fire station to visit your children. You can use that visit to demonstrate the turnouts (see previous page), review the **stop, drop and roll** technique, and talk (without children present) about making the setting as fire-safe as possible.





# Our own firefighter

## what you need:

- a large sheet of paper
- colored construction paper
- crayons
- scissors
- 20-30 minutes
- tape

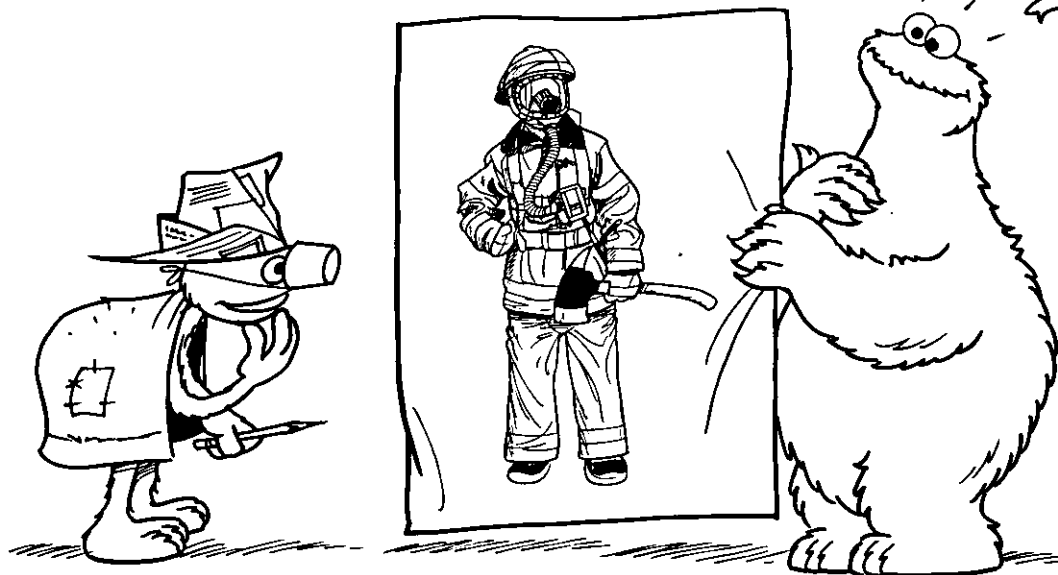
## what you do:

1. Have the children trace around another child as she lies down on the sheet of paper.
2. Color the outline together. Then post the "firefighter" in your classroom. You may want to choose a name for the firefighter and write it above the figure.
3. Draw and cut out a hat, boots, coat, and mask from the construction paper. You can also draw and cut out any other firefighter equipment you and your class have learned about.
4. Let children take turns dressing their firefighter.



Keep a child-sized firefighter suit handy (boots, hose, jacket, paper or plastic hat) for pretend play. *SESAME STREET's Fire Chief Set* is available from Tyco Preschool Toys, Inc. (product #62203). Call (800) 488-8697 for store information.





## Strange-looking *things*

NOTE: Because of the use of props, this skit might work best if adults perform the main characters (Cookie Monster, Grover, Narrator) or use larger hand puppets.

**STARS:** Cookie Monster, Grover, Narrator

**PROPS:** Paper hat, pencil, paper cup, string or rubber band, firefighter illustration on page 49

**NARRATOR:** Girls and boys, ladies and gentlemen, SESAME STREET presents Cookie Monster and Grover in "Strange-looking Things!"

**COOKIE MONSTER:** (ENTERS) Dum dee, dum-dum...

**GROVER:** Hello, Cookie Monster. I'm glad you're here, because there is something I want to talk to you about.

**COOKIE MONSTER:** (THRILLED) You mean....

**GROVER:** No, wait a minute. Before you get too carried away, it is not about cookies.

**COOKIE MONSTER:** Gee. How come nobody ever want to talk to Cookie Monster about cookie?

**GROVER:** I don't know, Cookie Monster. And I am very sorry. But the thing I want to talk to you about is a very important thing. What I want to tell you about is firefighters.



Strange-looking things

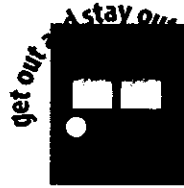
- COOKIE MONSTER:** Firefighters? Oh, me know all about them, too. Firefighters nice helpful people who put out fires.
- GROVER:** That's right. They are nice, helpful people who put out fires. But I want to make sure you know what firefighters look like so you'll know one when you see one.
- COOKIE MONSTER:** Oh, me know what firefighters look like. They have eyes, nose, mouth....
- GROVER:** Yes, Cookie Monster. They do have all that. And they have hands and feet, and teeth, and hair, and they can be a man or a woman, and they can be happy or sad. But you see, Cookie... (TRAILS OFF) Oh, dear, where was I?
- COOKIE MONSTER:** You still on the part about what firefighters look like.
- GROVER:** Yes, of course, thank you. (CLEARS THROAT, STARTS OVER) When firefighters try to put out a fire they can look very strange, because they have to wear some very strange-looking things.
- COOKIE MONSTER:** What strange things?
- GROVER:** Well, for instance, they wear great big hats...to make sure that they won't get hurt if something falls on their head. (DUCKS BEHIND TABLE OR COUNTER, THEN COMES BACK WEARING A PAPER HAT OR OTHER SUITABLE COMMON ITEM, TO BE REFERRED TO AT THE POINT OF ITALICIZED WORDS)
- COOKIE MONSTER:** (STARES A MOMENT) That no look like a firefighter hat. That look like *paper hat*.
- GROVER:** Well, maybe that's because it is a *paper hat*. I just wanted to give you an idea of what their hats might look like.
- COOKIE MONSTER:** Well, Cookie Monster get idea. And me think *paper hat* on head look a lot stranger than firefighter hat.
- GROVER:** Well, in that case, I guess I'll move on to the next thing.
- COOKIE MONSTER:** What that?

- GROVER:** (SELF-CONSCIOUS) Sometimes, Cookie Monster, in case they have to go through a locked door, firefighters carry... (GETS PENCIL FROM BEHIND TABLE) an ax!
- COOKIE MONSTER:** That no look like ax. That look like little pencil and it look pretty funny, too. (GIGGLES)
- GROVER:** Cookie Monster, I would appreciate it if you could try to control yourself.
- COOKIE MONSTER:** Okay. Me control myself. (STOPS GIGGLES)
- GROVER:** Thank you. Now there's just one more thing I wanted to show you.
- COOKIE MONSTER:** What that?
- GROVER:** Since fires make lots of smoke, sometimes firefighters have to wear special masks on their faces so they can breathe better. (DUCKS BEHIND COUNTER, RETURNS WITH A BOTTOMLESS PAPER CUP ATTACHED OVER HIS FACE WITH A STRING OR RUBBER BAND. IF OTHER ITEM IS USED, SUBSTITUTE FOR ITALICIZED WORDS.)
- COOKIE MONSTER:** (STARES) Hmm. That kind of remind me of *paper cup without bottom*.
- GROVER:** (LOSING PATIENCE, WITH MUFFLED VOICE) It is a *paper cup without a bottom*, Cookie Monster. I'm just trying to....
- COOKIE MONSTER:** (CUTS IN) Yes, me know. Me know. You just trying to give idea of what firefighter mask look like, so me not think they strange when me see one. But you know what, Grover? Me think nothing look stranger than your funny paper cup mask. (GIGGLES)
- GROVER:** (MIFFED) Well! If I'd known that's the way you were going to feel about it, instead of going to all this trouble I would have just shown you a picture of a real firefighter. (DUCKS BEHIND COUNTER AND BRINGS UP PICTURE) There!



*Strange-looking things*

- COOKIE MONSTER:** (STARES AT PICTURE) Why—me not think that look strange at all.
- GROVER:** You don't?
- COOKIE MONSTER:** No. But Grover, me suddenly getting a little worried about something.
- GROVER:** What's that?
- COOKIE MONSTER:** When me go to bed, me wear big fuzzy pajamas and big fuzzy sleeping cap so me keep warm.
- GROVER:** I think that's very wise, Cookie Monster. What's the problem?
- COOKIE MONSTER:** Me worried firefighter see me like that and not know it me.
- GROVER:** Somehow, I don't think you need to worry about that, Cookie Monster.
- COOKIE MONSTER:** Well, just in case, me go now and show Cookie Monster pajamas to firefighters. Bye-bye, Grover! (EXITS HUMMING)
- GROVER:** (TO KIDS) Well, how do you like that? Let me ask you something else. How do you like me? Don't I look adorable in this outfit? I think maybe I'll become a firefighter. (AD LIB)



## PLAN AND PRACTICE FIRE DRILLS



Everyone should plan and practice fire drills to learn how to get out of a building during a fire. Children and grown-ups should make an escape map and try out escape plans and practice them regularly. Children who practice fire drills are less likely to panic and more likely to remember what to do in the event of a fire. Here are some things to remember:

- Since every fire scenario is different, you need to create an escape plan and practice a fire drill for every room.
- Be sure to choose a specific spot outside of your building as your “meeting place,” where everyone will gather after getting out of the building. This is a difficult concept that deserves attention and discussion.
- Tell children that a grown-up will tell them when it’s safe to go back inside after a fire drill occurs.
- Follow the guidelines on the check list we’ve provided on page 58 and call your local fire station for further assistance.
- Make sure children’s families will be better prepared in the event of a fire in their own home by copying the check list and sending it home with children.

Many preschoolers are unfamiliar with the term “fire drill,” but the activities in this section will help them learn it. On *SESAME STREET*, we teach children to recognize the word “EXIT.” It’s very important for preschoolers to know that this word signals the closest way out of a room or building. Seeing the familiar “EXIT” sign in a fire should signal to preschoolers the way to get out.

### This section includes:

- A “Fire Drill Check List” to follow in the child-care setting, then send home with children (page 58).
- “Exit Means Go Out,” a play & practice activity that helps children create EXIT signs for practicing fire drills at home (page 59).
- Lyrics to “EXIT” and “The Fire Drill Song” (pages 60 and 61, featured on *Side B* of *SESAME STREET Fire Safety Station Stories and Songs*).



- Use the audiocassette stories (*Side A*) to reinforce this message! In “Baby Bear’s Fire Drill,” everyone at Gina’s Day Care practices one together.
- Listen to the story with children, then talk about what Telly and the other children learn.
- Make EXIT signs to send home to families with their own copy of the “Fire Drill Check List.”

photocopy  
for  
families!



## Fire drill check list

*Everyone at SESAME STREET wants you to find the best ways to get out of your home safely in case there's a fire. Here's what you can do to get ready:*

- Draw a simple map of your home or child-care setting, marking all doors and windows.
- Discuss and draw two ways out of every room, either by door or window. Make sure that windows and screens are able to be unlocked and opened by everyone in the household and that they lead to the ground, a roof, a porch, fire escape, or another safe space. Hang EXIT signs over important exits, such as in children's rooms.
- Apartment dwellers: Never use the elevator. Be sure everyone is familiar with your external fire escape system or the emergency stairs. If both are blocked, cover all cracks where smoke might enter, call the fire department and signal your location by hanging a light-colored piece of cloth from a window.
- Choose a meeting place outside your home where everyone can meet. Make sure it is nearby and specific, like a corner lamppost, a tree, or a neighbor's home.
- Practice your fire escape route until everyone understands the plan. Practice your drill at least twice a year after that.
- Post your plan in a visible place as a reminder.

**Good luck with your fire safety plan!**

# Exit means go out



## what you need:

- white construction paper
- small group of children
- red crayons
- 20-30 minutes
- tape

## what you do:

1. Make a model EXIT sign using big red block letters on white paper. Help the children make similar signs. Ask them to verbally repeat each letter as they draw it, and discuss the use of the sign. You may create the signs for your children who are still learning to write.
2. Discuss with the children where to hang the EXIT signs in their homes (above the front door, the back door, the door to the garage, and so on). Tape a sign to the doors that will be used to leave the child-care setting.
3. Have children take home their EXIT signs along with a copy of the "Fire Drill Check List" (see previous page).

EXIT

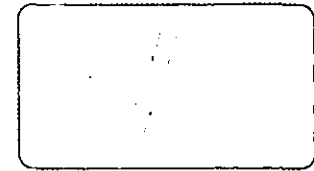




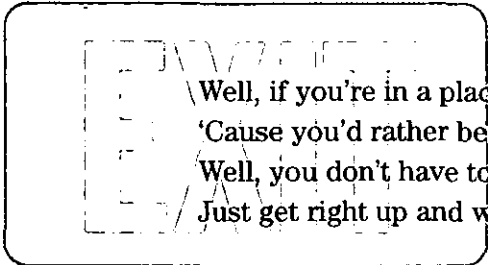
# EXIT

Chrissy and the Alphabeats sing:

# exit



Lyrics by Norman Stiles/Music by Christopher Cerf  
© 1974 SESAME STREET Music, Inc. (ASCAP)/Spotched Animal Music, Inc. (BMI)



Well, if you're in a place that you really do not like,  
'Cause you'd rather be outside, just playin' on your bike.  
Well, you don't have to hang around, no, you don't have to sit.  
Just get right up and walk right out that good old EXIT.

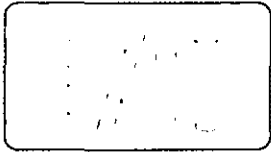
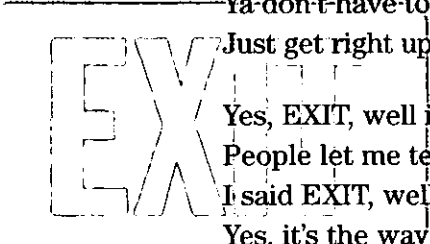
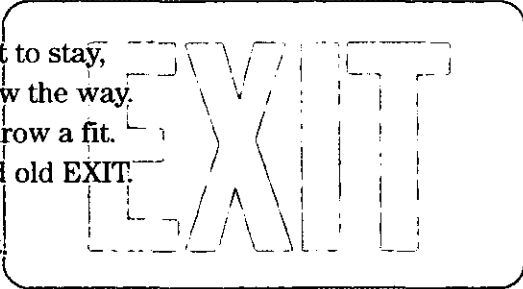
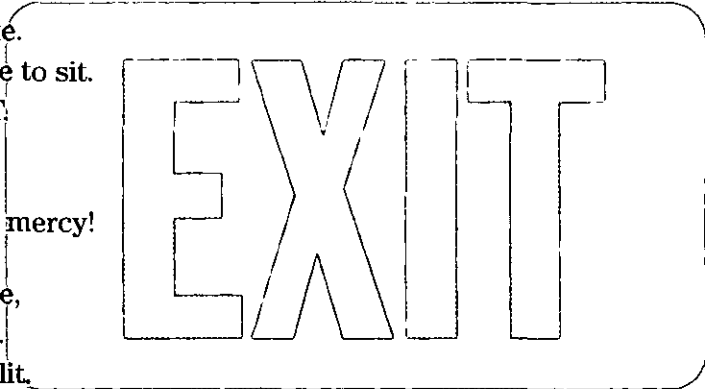
Yes, EXIT is the way, way out, way out—yes it is.  
I said EXIT, well it's the way, way, way, way out—have mercy!

Now, if there's someplace else that you would rather be,  
Like in the park or playground, or swimmin' in the sea.  
No, you don't have to stay there, you know you can split.  
Just get right up and walk right out that good old EXIT.

Yes, EXIT, well it's the way, way out, way out.  
Ya gotta listen to what I'm telling ya now.  
I said EXIT, it's the way, way, way, way out.  
Well, make no mistake about it now.

So if you're in a room where you do not want to stay,  
Well, it's easy to get out, 'cause now you know the way.  
Ya-don't-have-to cry or scream; no need to throw a fit.  
Just get right up and walk right out that good old EXIT.

Yes, EXIT, well it's the way, way out, way out.  
People let me tell it to you one more time.  
I said EXIT, well it's the way, way, way, way out.  
Yes, it's the way out. I said it's the way out.  
Well, it's the way out, yes it is—have mercy!



Use hand signals as you sing this song and ask children to point to the exits in the room you are in.







Elmo sings:

# The fire drill song

Lyrics by Luis Santeiro/Music by Dave Conner  
© 1987 SESAME STREET Music, Inc. (ASCAP)

A fire drill, a fire drill  
Is what this song's about.  
A fire drill will show you  
The way to get out.

A fire drill, a fire drill  
We need to have a plan.  
So everyone can get out  
As fast as they can.

If there's a fire, you need to know,  
To move real fast, get low and go.

A fire drill, a fire drill  
Let's practice once and then,  
We'll check our plan and practice  
Getting out again.

If there's a fire, you need to know  
To move real fast, get low and go.

A fire drill, a fire drill  
Is what this song's about.  
A fire drill will show you  
The way to get out.

A fire drill, a fire drill  
Let's practice once and then,  
We'll check our plan and practice  
Getting out again.  
Getting out again.

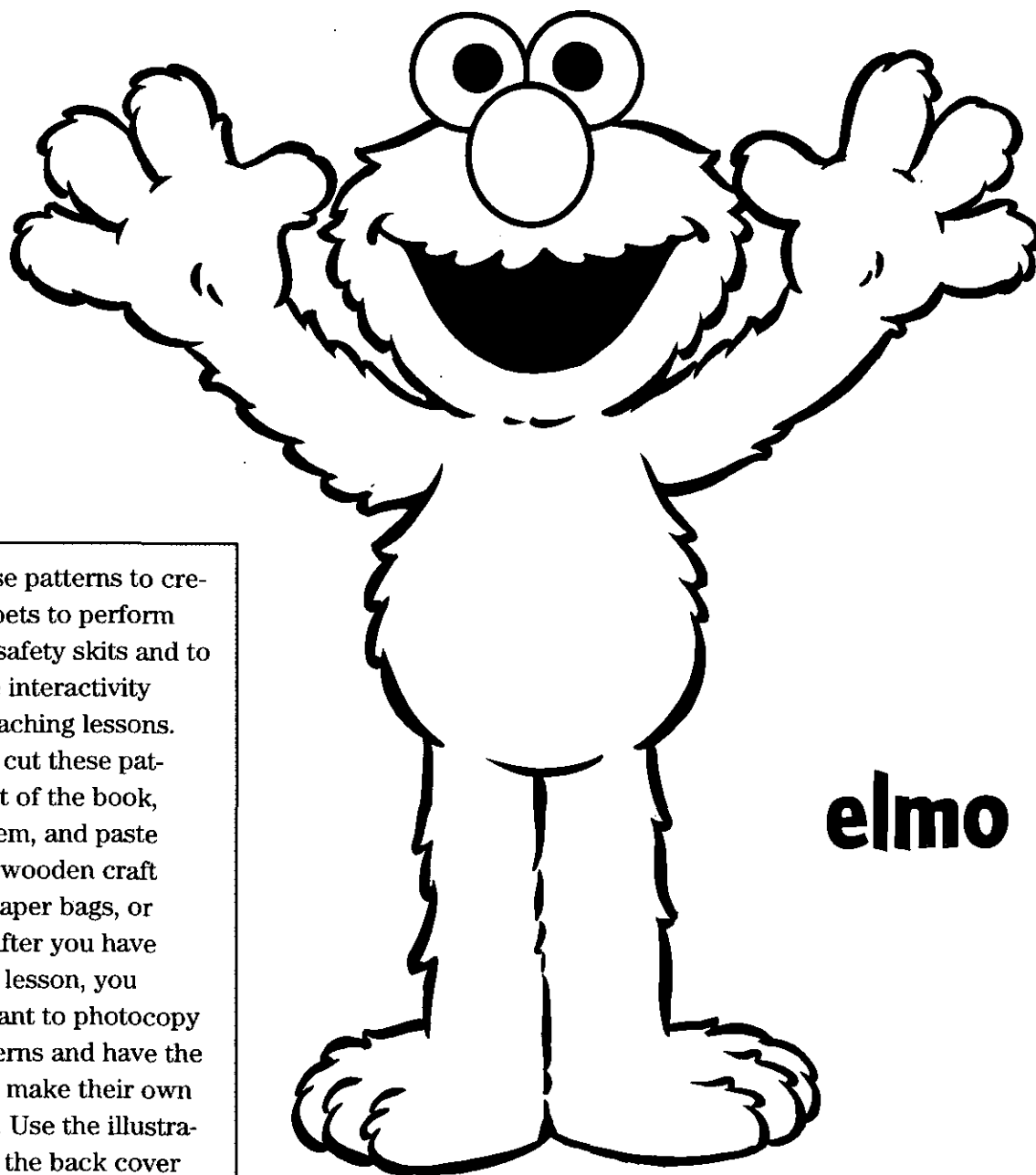


- Sing this song as you proceed with your fire drill.
- Ask children to tell you what they should do if they smell smoke.
- Have children drop down into the positions they have previously practiced when they hear the words "get low and go."



# SESAME STREET

## *Muppet* puppets



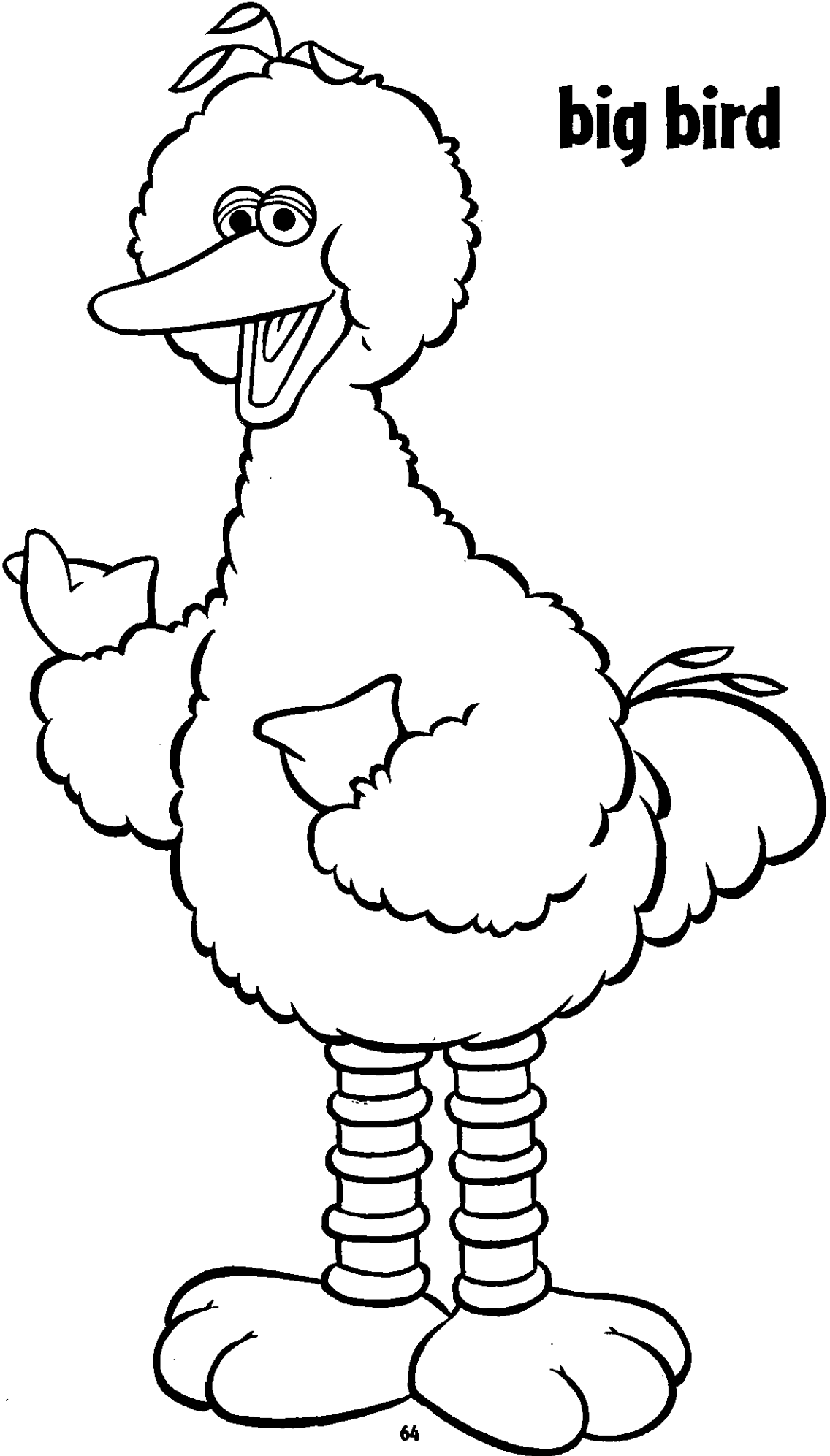
**elmo**

Use these patterns to create puppets to perform the fire safety skits and to increase interactivity when teaching lessons. You can cut these patterns out of the book, color them, and paste them to wooden craft sticks, paper bags, or socks. After you have taught a lesson, you might want to photocopy the patterns and have the children make their own puppets. Use the illustrations on the back cover as a guide for each Muppet's color.

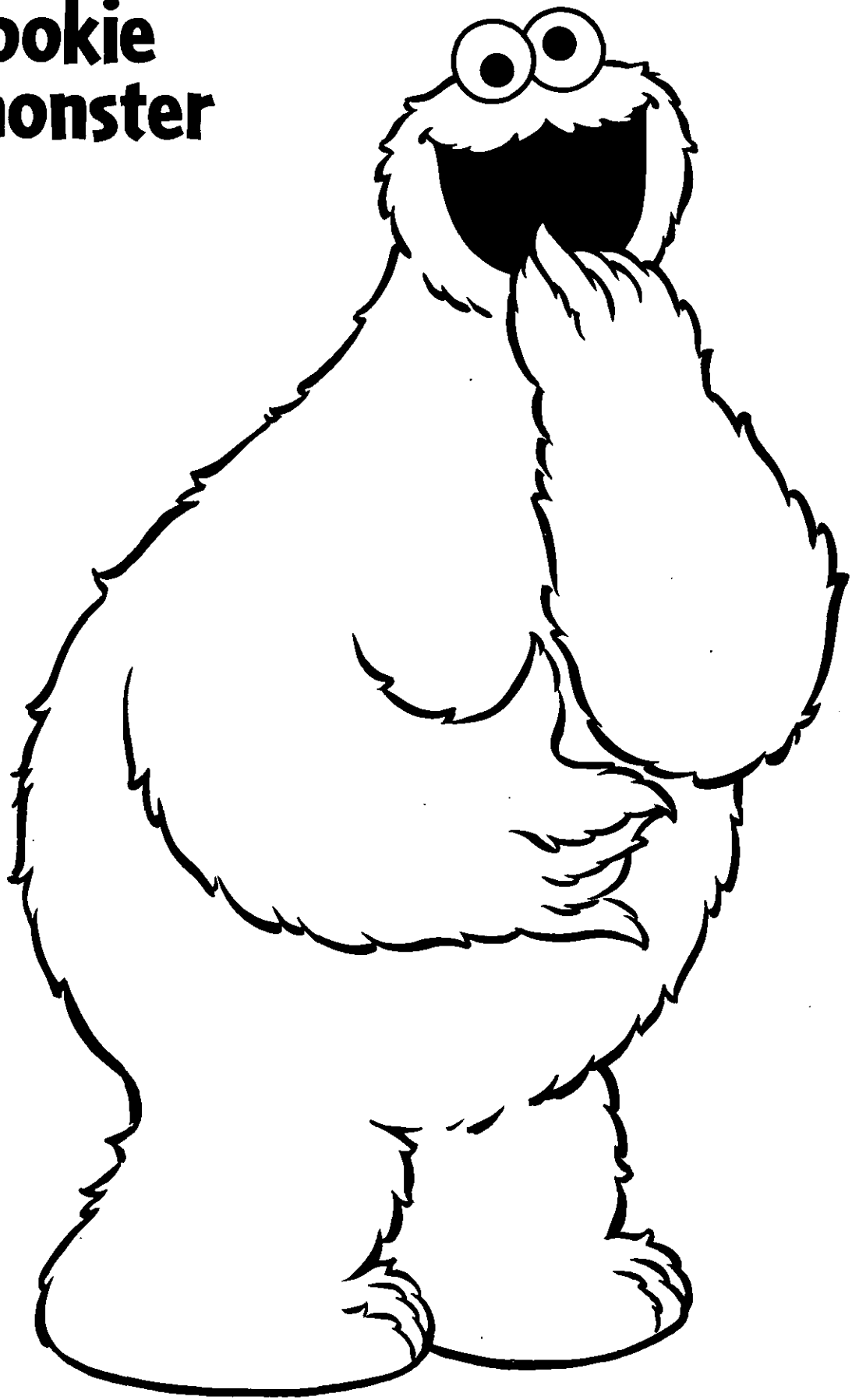
**oscar**



**big bird**



**cookie  
monster**



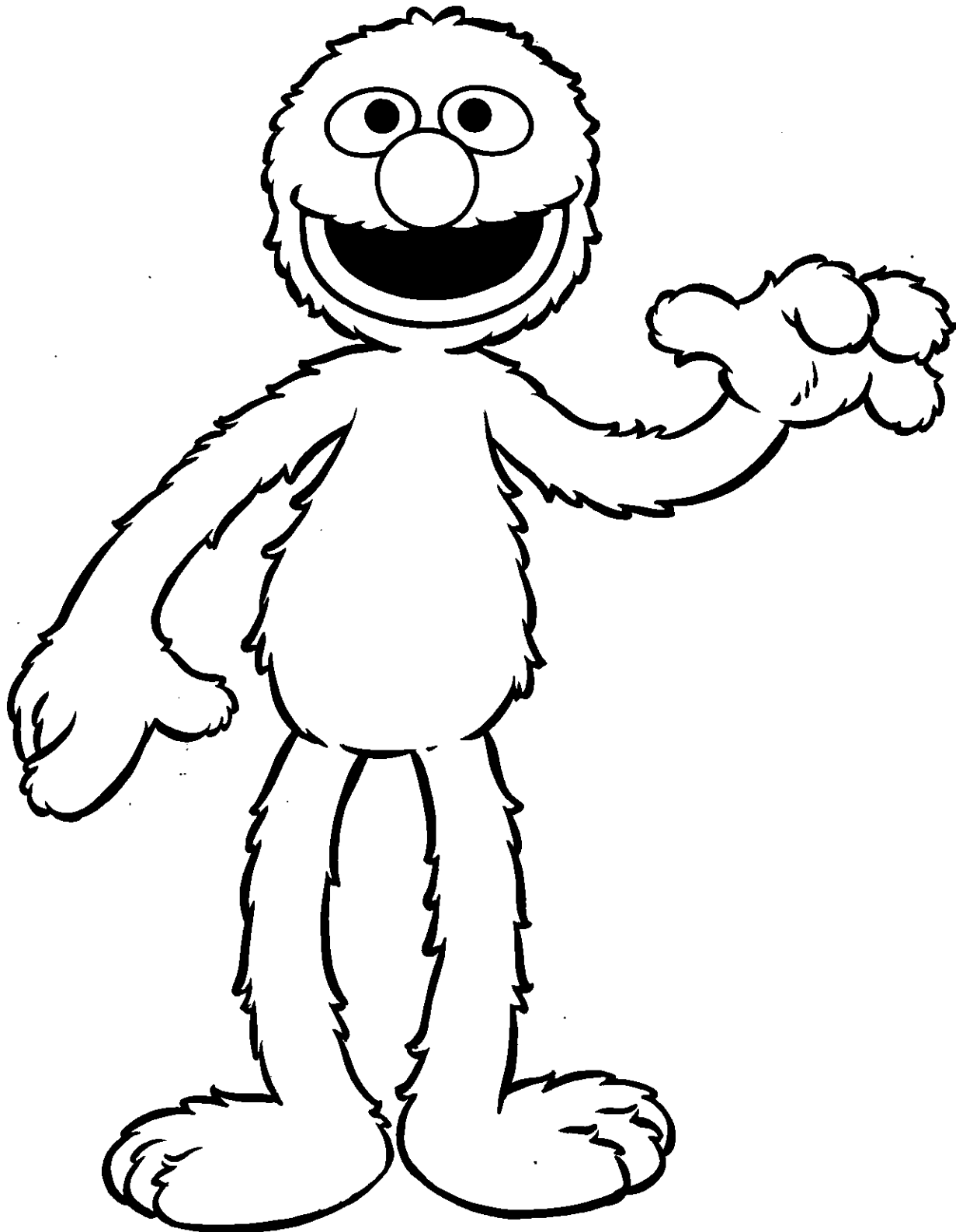
**bert**





**ernie**

**grover**





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Illustration by Gordon Jones

# SESAME STREET *Muppet puppets*

