



National Indigenous
Fire Safety Council

Conseil national
autochtone de la sécurité incendie

The LEAD Fire Safety and Prevention Community Toolkit

A workbook for planning fire safety and
prevention initiatives in community

June 2023



National Indigenous
Fire Safety Council
Conseil national
autochtone de la sécurité incendie

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The British Columbia Injury Research and Prevention Unit (BCIRPU) was established by the Ministry of Health and the Minister's Injury Prevention Advisory Committee in August 1997. BCIRPU is housed within the Evidence to Innovation research theme at BC Children's Hospital Research Institute and supported by the Provincial Health Services Authority and the University of British Columbia. BCIRPU's vision is to be a leader in the production and transfer of injury prevention knowledge and the integration of evidence-based injury prevention practices into the daily lives of those at risk, those who care for them, and those with a mandate for public health and safety in British Columbia.

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This report draws on data that are currently in place that were available for First Nations Populations on Reserve. There is a goal in moving beyond this current state and wherever possible by implementing new forms of data collection, drawing upon different data sources, and framing research questions that include Inuit and Métis populations and communities, and First Nations residents on and off reserve.

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Chapter 1 INTRODUCTION

The LEAD Fire Safety and Prevention Community Toolkit is designed for communities interested in reducing the number of fire incidents and the associated injuries and deaths. This step-by-step workbook will guide the process from assessing community needs, to planning and implementing fire safety and prevention activities, and evaluating the results.

The best approach in reducing the number and severity of fire incidents is to select evidence-based interventions based on community-level data. Research has demonstrated that the most effective first step in any community fire safety and prevention strategy is a community-wide smoke alarm installation and education program.

Framework & LEAD Strategies

The process of identifying and responding to community fire safety and prevention needs is guided by the *Fire Safety and Prevention Knowledge and Translation Framework* and four LEAD strategies. The framework and strategies are supported by the best available evidence in community fire safety and prevention practices.



LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

The LEAD strategies encompass the core components and targeted activities needed to develop and implement an action plan.



Measuring Progress

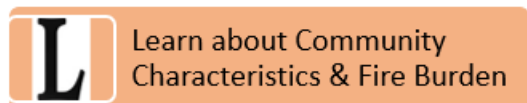
Learning about the fire burden and existing programs in community will assist in identifying gaps and selecting interventions. The following seven indicators can be used to document your baseline community fire burden and prevention activities. These initial measurements will then be used to track changes and assess the effectiveness of new or continuing fire prevention interventions in community.

1. Number of fire incidents (over a defined period of time)
2. Number of fire-related injuries (over a defined period of time)
3. Number of fire-related deaths (over a defined period of time)
4. Number of fire safety and prevention programs or initiatives implemented (over a defined period of time)
5. Number of smoke alarms installed / inspected (over a defined period of time)
6. Number of home safety checks completed (over a defined period of time)
7. Number of community members trained to support fire safety and prevention (over a defined period of time)

Baseline measurements reflect the period prior to implementing any new fire safety / prevention initiatives. Depending on the fire burden and recent prevention activities, this period can be one to five years prior to implementation.

When gathering the baseline measurements, you may not be able to collect all of the desired information. In this case, you may want to investigate how this missing information can be captured as you move forward.

Chapter 2 ESTABLISHING THE PATH



Establishing the Path looks to understand the community demographics and characteristics, and to assess the existing fire burden and existing fire safety / prevention programming. This will highlight the issues and the positive factors regarding fire safety and prevention in your community, help to prioritize issues, and support the assessment of protective and risk factors.

Establishing the Path also describes the ways in which the situational knowledge will be used to understand how you can best engage your community in the process ahead. Knowledge gathered at this stage will come from your Community Leadership, in their decision to move forward with a community fire safety and prevention initiative.

A community fire burden and response profile includes:

- Community demographics
- Baseline measurements of fire incidents, injuries, and deaths
- Descriptions of where and how fires occur in community
- Identification of existing fire response resources
- Identification of existing fire safety and prevention programs, initiatives, and resources
- Fire safety and prevention statement
- Priorities for fire safety and prevention



The following activities will help in the design of a fire safety and prevention strategy specifically tailored to your community's needs and priorities.

Activities

Document Community Demographics

What information about your community will help to inform a fire safety and prevention action plan? Research has shown that the following characteristics increase or decrease the risk of fire and fire-related injury:

Protective factors:

- Working smoke alarms
- Fire safety knowledge
- Fire safety practices
- Extended family support
- Good child supervision
- High socio-economic status
- Community fire safety programming
- Good emergency response systems

Risk factors:

- Older houses and building
- Poorly maintained housing
- Overcrowded households
- Single parent families
- Low socio-economic status
- No working smoke alarms
- Homes with young children aged 6 years and under
- Homes with older adults aged 65 years and over

Identifying populations at higher risk for residential fire within your community will help to target specific groups or neighborhoods for your fire safety and prevention program.

Adapt the following worksheet to include the community demographics you want to consider. You may not be able to collect all of the desired information.

Community Profile Worksheet

1. Community demographics: Numbers / Proportions by age group and sex

	Female	Male	Total
0-5 years			
6-10 years			
11-19 years			
20-39 years			
40-59 years			
60+ years			
Total			

2. Family Structure: Proportions of households with:

- Adult living alone
- Multiple adults living together
- Single adult with child/children
- Multiple adults with child/children
- Multi generational families (grandparent/parent/child)

3. Persons with disability: Proportion of community members with

- Physical disability
- Developmental disability

4. Educational level: Proportion of community members 18+ years with:

- Less than high school
- High school diploma
- Trades/apprenticeship/training diploma or certificate
- University degree

5. Employment Status

6. Family income

7. Proportion of families with financial assistance

Document Community Fire Incidents, Outcomes, and Characteristics

An initial step towards ensuring an effective fire safety and prevention action plan is to understand the community fire burden. This will include the number of incidents each year, and the number of injuries or deaths resulting from the fire. Other information to inform an action plan include characteristics of the fires, such as where, how, and when they occurred, and any specific risk factors associated with the incidents.

Adapt the following worksheet to include the fire incident information you want to understand. You may not be able to collect all of the desired information.

Fire Incident Worksheet

The selected baseline period for the following indicators can be one to five years:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Number of fire incidents						
Number of injuries due to fire						
Number of deaths due to fire						

Primary locations of fires (e.g., rank top 3 locations):

- Home
- School
- Work
- Outdoors within community
- Areas surrounding the community
- On the land (hunting, gathering, fishing)
- During ceremonies
- Other: _____

Primary root causes of fires (e.g., rank top 3 root causes):

- House fires
- Wildfires
- Cooking indoors
- Cooking outdoors
- Arson
- Fires/burns related to substance use
- Other: _____

Primary times when fires occur:

- Spring
- Summer
- Autumn
- Winter
- Week days
- Weekends
- Early morning hours
- Daytime
- Evening
- Late at night

Existing fire risks (e.g., unattended cooking, smoking/cigarettes, playing with matches, etc.):

- Unattended cooking
- Smoking/cigarettes
- Playing with matches
- Other: _____

Document Community Fire Response Resources

Community fire response resources can include a fire department or volunteer firefighters, or resources available from a neighbouring community. This will include the number of fire stations, firefighters, fire trucks, and other resources.

Adapt the following worksheet to include the fire response information you want to collect.

Community Fire Response Worksheet

Community Fire Department: Yes No

 # Fire stations: _____

 # Fire trucks _____

 # Career firefighters: _____

 # Volunteer firefighters: _____

Other Community Fire Response resources:

Document Community Fire Safety and Prevention Programming

Existing community fire safety and prevention programming may include education sessions provided to children and youth in schools, community groups, or to community members through health services or community groups; smoke alarm programs; home safety checks; or public service announcements.

Adapt the following worksheet to include the fire safety and prevention programming information you want to collect.

Community Fire Safety and Prevention Programming Worksheet				
Program	Audience	Type of Program	Location/Means	Delivered by
Audience: children, youth, adults, seniors, community-wide Type: education, equipment/environmental modifications Locations: door-do-door, school, specific community groups, radio, social media, etc. Delivered by: firefighters, teachers, healthcare professionals, trained instructors, volunteers, etc.				



Draft Community Fire Safety Statement and Priorities

The information gathered during the previous activities will serve as the foundation for drafting your community fire safety and prevention statement and determining the community priorities. This statement is intended to inform the community why fire safety and prevention is critical for the health and wellbeing of the community, and to guide the development of your action plan.

Your statement should include information on:

- Who: Who is at highest risk of fire in community?
- What: What is the burden of fire and burn or inhalation injuries in your community?
- Where: Where in community do fires happen most often?
- When: When do fires happen in community?
- Why: Why it is important to address fire safety in community.

The fire safety and prevention priorities can address some or all of the seven indicators for documenting and evaluating community fire burden and prevention activities (from *Measuring Progress*, page 1-3).

Adapt the following community fire safety statement to describe the fire burden in community.

Sample Community Fire Safety Statement & Priorities

Our community of [insert name] is located in [insert location].

Our community population is approximately [insert number] individuals residing in homes and apartments that are more than [insert number] years old.

Our community is made up of [insert number] % children and youth and [insert number] % adults 65 years and older.

The proportion of lone parents with young children is [insert number] % in our community.

There are approximately [insert number] fire-related injuries every year, and [insert number] fire-related deaths every [insert number] years.

Most of these fires occur at [insert location(s)] .

Fires often occur during [insert season, day-of-week, and/or time-of-day].

The main root causes of fire are [insert causes] .

To support the health and wellbeing of the community, fire safety and prevention priorities are to:

1. Reduce the number of fire incidents
2. Reduce the number of fire-related injuries
3. Reduce the number of fire-related deaths
4. Increase the number of community fire safety and prevention programs / initiatives
5. Increase the number of smoke alarms installed / inspected in residences
6. Increase the number of home safety checks completed
7. Increase the number of community members trained to support fire safety and prevention

Sources of Information

Band Office / Village / Town / City Hall

The community Band Office or Village / Town / City Hall will have a record of community profile information, including demographic and housing information.

Fire Prevention Officer / Fire Chief

The Fire Prevention Officer or Fire Chief will have records of all community fire events, including the number of fires, locations where the fires occurred, root causes of the fires, existing fire risks, number of persons injured by fire, number of deaths caused by fire, etc.

They will also have information about current fire response resources, and may have information about current fire safety and prevention programs and initiatives in community.

Community Leadership

Community leadership and key participants with knowledge about fire, and fire safety and prevention in the community can include:

- Chief / Reeve / Mayor and Council
- Fire Prevention Officer / Fire Chief
- Elders
- Housing (e.g., Manager / Director for Operations and Maintenance)
- Emergency Response Network
- Police Chief / RCMP
- Healthcare Services
- Insurance Agency
- Justice
- Others, as identified by the community

Ways of Gathering Information

Key Participant Interviews

Key participant interviews can be a more successful way of gathering information rather than survey. Challenges with surveys include low response rates, and limited internet access in some communities.

The Fire Safety and Prevention Key Participant Interview Guide was developed to gather information from key participants and leadership.

A Safety Plan should be developed prior to implementing data collection in community. Participants may have experienced trauma or loss from fire or burns, and may need support if feeling emotional distress during this information gathering process.

Elements of a safety plan may include:

- *Conditions that will trigger a safety plan, such as verbal or non-verbal expressions of distress if in-person, virtual meeting or by telephone; or self triggering if participating via on-line survey.*
 - *Immediate response to a safety plan: persons to be contacted; available resources.*
 - *Long term response to a safety plan: plan for follow-up with participant.*
 - *Tailoring the plan to the setting, such as an interview, online survey, or community event.*
 - *Training and monitoring to ensure that the safety plan is adequate.*
-

Fire Safety and Prevention Key Participant Interview Guide

We are gathering information to learn about the community fire safety priorities, resources, and needs.

If you have experienced previous fire or burns, you may find it difficult to participate in this interview. If this is the case, we have arranged for support. You can call this number for a confidential conversation with trained health professionals.

We want to talk with you today and learn about fire and burns within our community.

Ask yourself, who can share knowledge about fire and burn prevention, response, and/or risk? These people might include community members working in various settings (e.g. schools or healthcare), elders or other community champions. The idea is to gather all relevant information and may include:

- Fire or burn prevention
- Fire response
- Residential fires or burns
- Wildfires and prescription burns
- Fires or burns among older adults, children and youth
- Fires or burns at school or work

Are there any other fire safety and prevention topics that should be considered, or community members consulted?

Who can share knowledge about resources for fire or burns safety and prevention, such as what is available to fight house fires or wildfires, public safety campaigns, or rehabilitation requirements when a house burns down?

Who can tell us about fire safety and prevention resources that are needed?

What are the most effective ways to gather information from the community?

- Previous surveys / existing information (as available)
- Community gatherings (Sharing Circle, Storytelling, etc.)
- Online survey
- Printed survey

Are there other ways to gather information from the community?

Continue with Fire Safety and Prevention Leadership Survey questions.

Key Participant Survey

The Fire Safety and Prevention Leadership Survey was developed to gather information from key participants and leadership. Surveys can be administered online or as hard copy mailouts.

Providing the opportunity to enter a draw for a prize upon survey completion helps to increase the response rate and is highly encouraged.

A Safety Plan should be developed prior to implementing data collection in community. Participants may have experienced trauma or loss from fire or burns, and may need support if feeling emotional distress during this information gathering process.

Elements of a safety plan may include:

- *Conditions that will trigger a safety plan, such as verbal or non-verbal expressions of distress if in-person, virtual meeting or by telephone; or self triggering if participating via on-line survey.*
 - *Immediate response to a safety plan: persons to be contacted; available resources.*
 - *Long term response to a safety plan: plan for follow-up with participant.*
 - *Tailoring the plan to the setting, such as an interview, online survey, or community event.*
 - *Training and monitoring to ensure that the safety plan is adequate.*
-

Fire Safety and Prevention Leadership Survey

We are gathering information to learn about the community fire safety and prevention priorities, resources, and needs.

If you have experienced trauma from fire or burns, you may find it difficult to complete this survey. If this is the case, we have arranged for support. You can call this number for a confidential conversation with trained health professionals.

Have you, or other community members, experienced or talked about fire safety or burn prevention concerns for the community?

- Yes
- No
- Don't remember

Does the community have a process to determine or create general health and safety priorities, such as responding to extreme weather or addressing COVID-19 safety measures?

- Yes
- No
- Not sure

How does the community establish health and safety priorities?

[open text response]

Are there known issues to identifying community priorities, or barriers to acting on community priorities?

[open text response]

Is fire and burns safety and prevention one of the topics the community has discussed?

- Yes
- No
- Not sure

If yes, where or when has this been discussed?

[open text response]

What resources are available to address fire or burns situations?

- Career Fire Services within community
- Volunteer Fire Services within community
- Combination Career/Volunteer within community
- Outside Fire Services from neighbouring municipalities/regions
- Ambulance / Paramedics within community
- Outside Ambulance / Paramedics from neighbouring municipalities/regions
- Health Services
- Community Fire Safety Programs

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

- Youth Groups (such as Junior Fire Brigade, Cub Scouts, Girl Guides)
- Other: [open text response]

If the community receives services from neighbouring municipalities/regions, what is the average response time?

[open text response]

Are you aware of any community fire or burn safety or prevention programs?

- Yes
- No
- Not sure

If yes, please describe these programs:

[open text response]

Which settings pose the most risk for injuries or death due to fire or burns?

Please rank the top three settings of concern:

Setting # 1 – dropdown list

Setting #2 – dropdown list

Setting #3 – dropdown list

Dropdown list:

- Home
- School
- Work
- Outdoors within community
- Areas surrounding the community
- On the land (hunting, gathering, fishing)
- During ceremonies

Are there other settings you believe are high risk for fire and burns?

[open text response]

Which types of fire or burn incidents are the biggest issues?

Please rank the top three types:

Type # 1 – dropdown list

Type #2 – dropdown list

Type #3 – dropdown list

Dropdown list:

- House fires
- Wildfires
- Cooking indoors
- Cooking outdoors
- Arson
- Fires/burns related to substance use

Are there other types of fire or burn incidents in the community?

[open text response]

What are the major causes of fires in community?

[open text response]

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Who are most at risk for injuries or death from fire or burns?

Please rank the top three groups of concern:

Group # 1 – dropdown list

Group #2 – dropdown list

Group #3 – dropdown list

Dropdown list:

- Ages <5 years
- Ages 5-12 years
- Ages 13-17 years
- Ages 18-30 years
- Ages 30-55 years
- Ages 56-69 years
- Ages 70+ years
- Older Adults
- Those experiencing a disability
(such as physical, mental health, or emotional challenges)

Are there other people who are at risk for injuries or death from fire or burns, such as those in certain occupations or practices?

[open text response]

What are the main risks for fire or burns in the community?

[open text response]

What should be done to reduce injuries and/or deaths from fires and burns in the community?

[open text response]

Thank you for participating in this work!

Logic Model: Establishing the Path

Using a logic model can be helpful when planning your activities:

Inputs	Activities	Sources	Outputs	Outcomes
Human resources / Project Coordinator	Document community demographics	Band Office/ Village/Town/ City Hall	Summary of community demographics	Community fire burden and response profile: <ul style="list-style-type: none"> • Community demographics • Baseline measurements of fire incidents, injuries, and deaths • Descriptions of where and how fires occur in community • Fire safety and prevention statement • Baseline measurements of fire safety and prevention resources, programs, and initiatives • Priorities for fire safety and prevention
Human resources / Project Coordinator	Document community fire incidents	Band Office/ Village/Town/ City Hall Fire Chief	Baseline measurements: <ul style="list-style-type: none"> • Number of fire incidents • Number of fire-related injuries • Number of fire-related deaths Priorities for fire safety and prevention	
Human resources / Project Coordinator	Document: <ul style="list-style-type: none"> • Community fire response resources* • Community fire safety and prevention initiatives* *Sources also include key participants interviews & leadership survey (below)	Band Office/ Village/Town/ City Hall Fire Chief	Audit of community fire response resources Audit of community fire safety and prevention initiatives Baseline measurements: <ul style="list-style-type: none"> • Number of fire safety/prevention programs implemented • Number of community members trained • Number of homes visited • Number of smoke alarms installed/inspected Priorities for fire safety and prevention	
Human resources / Project Coordinator	Conduct key participant interviews	Leadership / Key Participants	Audit of community fire safety and prevention initiatives Audit of community fire response resources	
Human resources / Project Coordinator Survey Platform	Implement leadership survey		Baseline measurements: <ul style="list-style-type: none"> • Number of fire safety/prevention programs implemented • Number of community members trained • Number of homes visited • Number of smoke alarms installed/inspected Priorities for fire safety and prevention	

Chapter 3 ENGAGING THE VOICES

E Engage with Community Members & Build Support

Engaging the Voices looks to engage your community fire safety knowledge users and knowledge keepers, understand your community priorities, develop and strengthen your community fire prevention capacity, and raise community awareness.

Knowledge gathered at this stage will come from the community at large.

Engaging with community members includes:

- Gathering situational knowledge about fires, and fire safety and prevention
- Raising community support for a fire safety / prevention initiative
- Confirming the priorities for fire safety and prevention
- Finalizing the community fire safety and prevention statement
- Building a fire safety and prevention network of knowledge users and knowledge keepers



By confirming the community priorities for fire safety and prevention with situational knowledge provided by the community at large, you may learn about barriers or facilitators to implementing a future initiative. You will also start to

raise community support for future initiatives. The final Community Fire Safety and Prevention statement should reflect the whole community's perspectives of the needs and priorities.

Through the community engagement process, you will have an opportunity to identify potential knowledge users and knowledge keepers in fire safety and prevention beyond those in leadership positions.

Activities

Gather Community Knowledge & Raise Support

Engaging with the community-at-large provides an opportunity to learn about community experiences with fire and community members' situational knowledge of fire safety and prevention. This information will be used to confirm the fire safety and prevention priorities and finalize the Community Fire Safety and Prevention Statement. Gathering community knowledge can be approached as an in-person event, or by gathering knowledge by survey. Connecting with the community before attempting to develop and implement an action will help to raise community support of the future initiatives.

Confirm Priorities and Community Fire Safety and Prevention Statement

Your draft Community Fire Safety and Prevention Statement may need to be updated after you learn more about community members' experiences and situational knowledge. Ensuring that the final statement aligns with the community's perspectives will support buy-in for future efforts, as well as provide the foundation for measuring future success.

Build a Fire Safety and Prevention Network

A fire safety and prevention network can serve to advocate for, support, and promote a community fire safety and prevention action plan by leveraging the wisdom, connections, and social networks. Engaging community members can boost the credibility, effectiveness, and sustainability of the action plan.

Engage Fire Safety Knowledge Users and Knowledge Keepers:

Fire safety knowledge users and knowledge keepers are those community members with an interest in addressing the community fire burden and who have good relationships with other community members and organizations. They will support the work of designing a fire safety and prevention action plan, determining the resources needed to implement the action plan, and securing access to these resources, such as smoke alarms.

These community members are:

- Passionate advocates for safety and prevention
- Knowledgeable about the community's resources
- Willing to support planning and implementing an action plan
- Influential in motivating other community members

To identify potential fire safety and prevention network members, reflect on the following questions:

1. Who can provide leadership, guidance, shared vision, and support?
2. What key skills are needed?
3. What is the geographic location we want to cover?

4. How many people are needed?

Hold a Fire Safety and Prevention Planning Meeting

Once you have identified your potential fire safety and prevention network members, invite them to a meeting.

When planning and preparing for your meeting:

1. Set the meeting objectives and desired outcomes
 - Objectives may include: reviewing the community fire burden and need for action; discussing potential partnership and funding opportunities
 - Outcomes may be: determine the support to address the community fire burden, to establish a Community Fire Safety and Prevention Committee
2. Prepare the meeting agenda
3. Develop open-ended questions
4. Give participants the opportunity to share their insights and suggestions

Keep your message simple and clear, emphasizing the contribution a fire safety and prevention network can make to the community.

Adapt the following letter of invitation to describe the fire burden in community.

Invitation Letter Template

Date

Address

Dear _____,

The community of _____ is developing a community Fire Safety and Prevention action plan to address the burden of fire and to prevent fire-related injuries and deaths.

We are pleased to invite you to our first meeting that will serve to mobilize the efforts of committed individuals like yourself to have a substantial impact on the reduction of fire problem and protection of individuals in the community.

Your knowledge, expertise, and commitment are valuable for the mission of our intended fire safety and prevention program and will be an added value to the enhanced safety and well-being of your community.

This meeting will be held at [time] on [date], located at [location].

Thank you again for offering your time and efforts to promote fire safety and prevention in the community.

Sincerely,

Sources of Information

Community members at large, and fire safety and prevention knowledge users and knowledge keepers, are good sources of information.

Community at Large

All community members can hold knowledge about the community's fire risk and burden, including children, youth, adults, and older adults, and elders.

Fire safety and prevention knowledge users and knowledge keepers

Fire safety and prevention knowledge users and knowledge may include:

- Housing workers
- Healthcare workers
- Recreation centre workers
- Schools
- Community organizations
- Elders / Parents
- Local champions
- Others, as identified by the community

Ways of Gathering Information

Ways of gathering fire safety information in community include:

- Community Gatherings
- Online survey via websites, distribution lists
- Hardcopy surveys via mailout, public locations, community gatherings

Community Gatherings

Community gatherings are a successful way to engage with and learn from community members.

The suggested format is to bring the community together to:

- Introduce the project, including the objectives and the importance fire safety and prevention.
- Moderate an open discussion, providing participants an opportunity to ask questions or share thoughts.

- Option A
 - Invite everyone gathered to fill out a survey (hardcopy or online)
 - Serve refreshments or a meal
- Option B
 - Invite small group discussions while sharing refreshments or a meal together
 - Have a note taker for each small group to document key points from the discussion

Food plays an important role in community gatherings, offering a way to continue the dialogue “at the same table, as equals”, showing respect for those in attendance.

Another option is to hold an open house, where community members can drop in to learn more about the project and provide their input in a more informal setting.

Community Survey

Surveys can be administered online or as hard copy. Challenges with surveys include low response rates, and limited internet access in some communities. The option to enter a draw for a prize upon survey completion is highly encouraged to increase the response rate.

The target audience in community includes community members of all ages.

The Fire Safety and Prevention Community Survey was developed to gather information from community members on fire and burns concerns and resources in the community:

Fire Safety and Prevention Community Survey

We are gathering information to learn about the community fire safety and prevention priorities, resources, and needs. If you have experienced trauma from fire or burns, you may find it difficult to complete this survey.

Have you, or other community members, experienced or talked about fire safety or burn prevention concerns for the community?

- Yes
- No
- Don't remember

Which settings pose the most risk for injuries or death due to fire or burns?
Please rank the top three settings of concern:

Setting # 1 – dropdown list
Setting #2 – dropdown list
Setting #3 – dropdown list

Dropdown list:

- Home
- School
- Work
- Outdoors within community
- Areas surrounding the community
- On the land (hunting, gathering, fishing)
- During ceremonies

Are there other settings you believe are high risk for fire and burns?
[open text response]

Which types of fire or burn incidents are biggest issues?
Please rank the top three types:

Type # 1 – dropdown list
Type #2 – dropdown list
Type #3 – dropdown list

Dropdown list:

- House fires
- Wildfires
- Cooking indoors
- Cooking outdoors
- Arson
- Fires/burns related to substance use

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Are there other types of fire or burn incidents in the community?
[open text response]

What are the major causes of fires in community?
[open text response]

Who are most at risk for injuries or death from fire or burns?
Please rank the top three groups of concern:

Group # 1 – dropdown list
Group #2 – dropdown list
Group #3 – dropdown list

Dropdown list:

- Ages <5 years
- Ages 5-12 years
- Ages 13-17 years
- Ages 18-30 years
- Ages 30-55 years
- Ages 56-69 years
- Ages 70+ years
- Elders
- Those experiencing a disability
(such as physical, mental health, or emotional challenges)

Are there other people who are at risk for injuries or death from fire or burns, such as those in certain occupations or practices?
[open text response]

What are the main risks for fire or burns in the community?
[open text response]

Can you tell us about a fire or burn situation that occurred in the community, and how it was handled?

Who was involved?
[open text response]

If a similar fire or burn situation was to happen again, would you like to see something done differently in terms of how it was handled?

- Yes
- No
- Not sure

If yes, what would you change?
[open text response]

What should be done to reduce injuries and/or deaths from fires and burns in the community?
[open text response]

Are you aware of any fire or burn safety or prevention programs?

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- Yes
- No
- Not sure

If yes, please describe the fire or burn safety or prevention programs in the community:
[open text response]

Does the Fire Department do Fire Prevention Week activities in the community?

- Yes
- No
- Not sure

Have you every had a home visit from the Fire Department?

- Yes
- No
- Not sure

Do you know the phone number for the community fire department?

- Yes
- No
- Unsure

Thank you for participating in this work!

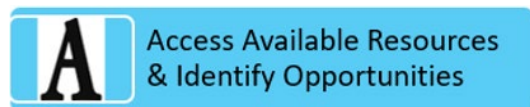
Logic Model: Engaging the Voices

Using a logic model can be helpful when planning your activities:

Note: You may not be able to collect all of the desired information.

Inputs	Activities	Sources	Outputs	Outcomes
Human resources / Project Coordinator Funding Venue Survey Platform	Engage with Community at Large: <ul style="list-style-type: none"> Community gathering (may include refreshments) Community survey 	Community members	Situational knowledge of: <ul style="list-style-type: none"> Fires Fire safety / prevention Identify potential knowledge users/keepers Learn about barriers/facilitators to implementing an action plan 	Information to inform priorities and the fire safety and prevention statement Raise community support
Human resources / Project Coordinator	Confirm priorities and the community fire safety and prevention statement	Situational knowledge	<ul style="list-style-type: none"> Final list of priorities Final Community fire safety and prevention statement 	Finalized priorities and fire safety and prevention statement
Human resources / Project Coordinator	Identify potential knowledge users/keepers	Leadership contacts Situational knowledge	List of potential knowledge users/keepers	Fire Safety and Prevention Network Fire Safety and Prevention Planning Committee
Human resources / Project Coordinator Funding Venue	Hold a fire safety and prevention planning meeting	Potential fire safety and prevention network members	Confirm members of the fire safety and prevention network Recruit members for a Fire Safety and Prevention Planning Committee Learn about barriers and facilitators to implementing an action plan Raise community support	Community support

Chapter 4 LOOKING TO THE FUTURE



Looking to the Future looks at accessing available resources both within and outside of community, addressing priorities for action, and identifying opportunities.

Identify Available Resources and Opportunities:

- Review and assess available community resources
- Review and assess available external resources
- Identify potential opportunities



Prior to developing your fire safety and prevention action plan, it is important to be aware of available community resources, resources outside of community, and to identify opportunities for your community.

Having established a Fire Safety and Prevention Planning Committee in Chapter 3 – *Engaging the Voices*, the following activities will build upon the information discussed at the initial meeting, and lay the foundation for developing an action plan.

Activities

Review and Assess Available Community Resources

Compile a list of existing resources in community. These typically include:

- Human resources such as people's knowledge, skills, and time
- Infrastructure such as organizational structures, equipment, technology, and other assets
- Community fire response resources
- Community fire safety and prevention programs / initiatives

Also consider any partnership or funding opportunities available to the community.

Human Resources: Identify fire safety knowledge users and knowledge keepers, and organizations (such as NGOs, schools, or businesses) that can assist with a fire safety program through their existing connections and social networks. Support will be needed in roles such as coordinators, trainers, and trained volunteers to promote and implement the action plan. Information on who these community members may be has been gathered in Chapter 2 – *Establishing the Path*, captured in the community fire safety and prevention programming worksheet, and in Chapter 3 – *Engaging the Voices*, when building a fire safety and prevention network.

Infrastructure: Compile a list of fire infrastructure that are available and can serve to respond to the needs and address the fire safety problem. Information on existing fire response resources has been gathered in Chapter 2 – *Establishing the*

Path, captured in the community fire response worksheet and the community fire safety and prevention programming worksheet.

Partnership & Funding Opportunities available to the Community: These may have been discussed in Chapter 3 – *Engaging the Voices*, at the Fire Safety and Prevention Planning Meeting. Partnership opportunities may include insurance agencies, retail stores, fire safety manufacturers, etc. Funding opportunities may include community funding or grants, or external sources of funding.

Community fire response resources: Information on community fire response resources has been gathered in Chapter 2 – *Establishing the Path*, captured in the community fire response worksheet.

Community fire safety and prevention programs / initiatives: Information on community fire safety and prevention programs and initiatives has been gathered in Chapter 2 – *Establishing the Path*, captured in the community fire safety and prevention programming worksheet.

Review and Assess Available External Resources: Home Safe

The HomeSafe fire safety and prevention program was developed in 2008 by the Surrey Fire Service in British Columbia. Based on international best practices, this award-winning program is centred around home visits to ensure working smoke alarms, and provide fire safety information. Information is also provided to those wanting to request a follow-up home inspection.

This program expanded from door-to-door visits in targeted neighbourhoods based on fire data, to soliciting resident requests for smoke alarm installations and home inspections. Other activities included providing fire safety information, specifically the importance of a working smoke alarm, at the Surrey Food Bank and at Surrey City Hall when residents paid their annual property taxes. HomeSafe also ran a telemarketing campaign in targeted neighbourhoods to promote fire safety information and to offer home inspections and smoke alarm installations.

Review and Assess Available External Resources: NIFSC Community Fire Safety Programs

Community Fire Safety programs are focused on specific fire safety issues and are designed to increase awareness. There are programs addressing specific areas such as cooking and heating, and programs designed for everyone in the community — Elders, youth, children, and adults.¹

The National Indigenous Fire Safety Council (NIFSC) provides programs to support communities to implement a range of fire safety initiatives, including those developed by:

- BC Office of the Fire Commissioner (BC OFC)
- United States National Fire Protection Association (NFPA)
- Underwriters Laboratories (UL) and Firefighters Safety Research Institute (FSRI)

¹ <https://indigenousfiresafety.ca/en/community-fire-safety-education>

There are seven types of program delivery:

- A. Programs are delivered by an experienced Fire Prevention/Public Education Officer.
- B. No fire prevention/public education experience required with Delivery Manual
- C. Teacher developed curriculum (could be utilized by fire department or prevention practices).
- D. Public educators or fire department personnel.
- E. Indigenous Fire Marshal Service Delivery Specialist (IFMS DS, relevant certification)
- F. Public educators, fire department personnel, or community safety champion with HSA training and support from IFMS DS
- G. Public educators, fire department personnel, or community safety champion with Delivery Manual

The following NIFSC programs have been rated, using a 5-star system, according to the evidence supporting effectiveness. The detailed evidence review is presented in Appendix A.

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Program	Evidence & Outcome	Description	Target Population	Delivery
114 Home Safety Assessment	★★★★★ Reduces fire incidence and fire-related injury Increases safety behaviours and working smoke alarms in households	Provide recommendations to mitigate identified and potential hazards and the community administration is provided a summary report that identifies home safety trends and gaps.	All	E
110 Smoke Alarm and Carbon Monoxide Installation	★★★★★ Reduces fire-related injury, death and fire incidence	Assist a community or fire department to implement a smoke and carbon monoxide alarm installation program. The program educates participants with the proper installation, use, and maintenance of residential smoke alarms and carbon monoxide detectors.	All	A
111 Home Escape Planning (NFPA)	★★★★★ Improves fire escape planning, behaviours for escaping from fires.	Educate both adults and children on the awareness, planning, use, and practice of home escape plans.	Parents & Children	G
109 Electrical Safety	★★★★★ Improves fire preparedness in homes	Focus on basic prevention activities specific to common electrical hazards.	All	G

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Program	Evidence & Outcome	Description	Target Population	Delivery
107 Cooking Safety (NFPA)	★★★★ Improves knowledge among parents and older adults	Educate adults with safe cooking tips, dangers of cooking-related fires, and basic kitchen safety based on resources designed and maintained by NFPA	Adults	D
108 Heating Safety in the Community	★★★★ Improves knowledge among parents and older adults	Educate adults with hazards of heating sources within the home	All	D
112 Senior and Elder Safety (NFPA)	★★★★ Improves fire safety knowledge among older adults	Educate on fall prevention and fire safety for seniors. The program covers senior living, common hazards and prevention, and fire-related occurrences.	Seniors & caregivers	G
113 Multi-Generation Residence Safety	★★★★ Improves fire safety knowledge	Educate all demographics living within one residence. The program focuses on hazards associated with multiple generations within one household and combines other age-specific programs using resources from NFPA and other providers.	All	G
115 Wood Heat Safety	★★★★ Improves heating safety knowledge	Shown how to remove or reduce the risk with their heating units, focusing on wood heating appliances safety.	All	G
116 Wood Heat Maintenance	★★★★ Improves heating safety knowledge	Focus on the proper maintenance for wood heating units.	Home occupants & building maintenance staff	G

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Program	Evidence & Outcome	Description	Target Population	Delivery
101 Youth Fire Setter Intervention Awareness	★★★ Reduces arson re-offenses but not general re-offenses for youth fire setters	Workshop to introduce communities to the two established YFSI programs, and to identify the specialized resources and community roles required to effectively utilize the YFSI programs.	Youth	A
102 Getting to Know Fire (BC OFC)	★ (no evidence)	Introduce community fire departments / fire prevention resources to the BC Office of the Fire Commissioner <i>Getting to Know Fire</i> curriculum and how to effectively use the program.	All	A
103 Learn Not to Burn (NFPA)	★ (no evidence)	Introduce community fire departments / fire prevention resources to the <i>Learn Not to Burn</i> curriculum and how to effectively use the program	All	A
104 Close Before You Doze (UL & FSRI)	★ (no evidence)	Focus on closing bedroom doors while sleeping to reduce risks associated	All	B
106 Sparky in the Community (NFPA)	★ (no evidence)	Provide instruction on how to use National Fire Protection Association <i>Sparky in the Community</i> and lesson plans	All	B
117 Seasonal Safety	★ (no evidence)	Focus on known and emerging issues pertaining to seasonal fire safety issues, using existing media platforms or sole delivery in communities.	All	G

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Program	Evidence & Outcome	Description	Target Population	Delivery
118 Fire Smart & Indigenous Ecology	★ (no evidence)	Utilize the FireSmart Canada program and Indigenous focused ecology to help communities mitigate the impact of wildland fires	All	G
119 Introduction to Fire and Life Safety Educator	★ (no evidence)	Provide the foundation for participants to advance into certified Fire Life Safety Educator programs	Firefighters, teachers, safety officers	E
120 Traditional Fire Knowledge	★ (no evidence)	Focus on cultural and traditional land management methods.	All	G
105 Fire Prevention Week (NFPA)	*	Annual fire safety campaign held the week containing October 9 th , ending with Fire Service Recognition Day		C

*An evidence review was not performed on annual safety campaigns, which may incorporate various components of prevention programming.

Identify Potential Opportunities

Conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to understand your community strengths and weaknesses in terms of fire safety and prevention, and to identify opportunities and threats to your ability to deliver and sustain a fire safety and prevention action plan in community.

1. Make a list of opportunities to tackle fire safety and prevention in your community by using information compiled in the Community Fire Burden and Response profile, and the Community Fire Safety and Prevention Statement. Start by focusing on the most at-risk neighborhoods and populations.
2. Tap into existing community resources and strengths. Community resources that can contribute to the success of a fire safety and prevention action plan include: people's knowledge, skills, time, and commitment; equipment and materials; funding sources; and support from community leadership.
3. Examine existing fire safety and prevention programs in community. Is there information about the effectiveness of the programs?
4. Consider if the community would benefit by sustaining or scaling up current fire safety and prevention programs, or introducing new initiatives to reflect the identified priorities.
5. Consider opportunities for external funding, additional resources, or partnerships.

Adapt and complete the following SWOT analysis.

<p>STRENGTHS</p> <p>Current fire response resources</p> <p>Current fire safety programming</p> <p>Support from leadership / community</p> <p>Resources (e.g., knowledge users/keepers, funding, etc.)</p>	<p>WEAKNESSES</p> <p>Gap in fire response resources</p> <p>Gap in fire safety programming</p> <p>Risk factors, e.g., older buildings</p> <p>Gap in resources (e.g., capacity, funding, etc.)</p>
<p>OPPORTUNITIES</p> <p>Relevant evidence-based programming options</p> <p>Potential funding sources</p> <p>Potential partnerships</p>	<p>THREATS</p> <p>Lack of support (e.g., leadership, community)</p> <p>Lack of capacity (e.g., people to do the work)</p> <p>Lack of funding</p> <p>Competing priorities</p>

The SWOT analysis summarizes the information reviewed in the previous activities, and will assist in the development of an evidence-based Fire Safety and Prevention Action Plan.

Document the results of these activities for use in Chapter 5 *Sharing the Knowledge*.



Logic Model: Looking to the Future

Using a logic model can be helpful when planning your activities:

Inputs	Activities	Sources	Outputs	Outcomes
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Review/assess available community resources	Summary of information from: <ul style="list-style-type: none"> Band Office/Village/Town/City Hall Fire Prevention Officer / Fire Chief Key participant interviews Key participant survey Community gathering / survey 	List of available: <ul style="list-style-type: none"> Human resources Infrastructure Funding & partnerships Community fire response resources Community fire safety and prevention programs / initiatives 	Summary of potential fire safety and prevention resources and programs / initiatives (available community resources and external resources), and opportunities that could be implemented in community to address: <ul style="list-style-type: none"> Education Equipment / Environmental modifications
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Review/asses external resources and opportunities as they line up with the identified priorities	External programs: <ul style="list-style-type: none"> HomeSafe NIFSC community fire safety programs Other programs 	Summary of external programs that are in line with the community priorities for fire safety and prevention	
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Identify opportunities for implementing fire safety and prevention initiatives	Fire Safety and Prevention Planning Committee	SWOT analysis	



Chapter 5 SHARING THE KNOWLEDGE

D Develop & Implement Fire Safety & Prevention Action Plan

Sharing the Knowledge looks to develop a community Fire Safety and Prevention action plan, and its key components: public education and equipment / environmental modifications. Inherent in the implementation is the development of a sustainability plan to ensure sufficient funding, and an evaluation plan to monitor how well the fire safety plan is functioning.

Develop and Implement Evidence-based Fire Safety and Prevention Action Plan:

- Set goals for fire safety and prevention
- Select fire safety and prevention actions
- Develop an implementation & evaluation plan
- Implement the selected program(s) / initiative(s)
- Evaluate the program(s) / initiative(s)
implementation and outcomes
- Document the work in a progress report



The action plan will be evaluated in three ways:

1. An evaluation of the implementation of the programs / initiatives
2. An evaluation of the short-term outcomes of the programs / initiatives, using the stated priorities and goals.
3. An evaluation of the long-term impact of the programs / initiatives, using the stated priorities and goals.

The community priorities for fire safety and prevention may address some or all of the seven indicators identified in *Measuring Progress* (page 1-3), for example:

1. Reduce the number of fire incidents
2. Reduce the number of fire-related injuries
3. Reduce the number of fire-related deaths
4. Increase the number of community fire safety and prevention programs / initiatives
5. Increase the number of smoke alarms installed / inspected in residences
6. Increase the number of home safety checks completed
7. Increase the number of community members trained to support fire safety and prevention

The confirmed community priorities will be documented in the community fire safety and prevention statement.

Activities

Set Goals for Fire Safety and Prevention

The first step in developing an action plan for community fire safety and prevention is to define the overall goals. Set goals for the change you want to achieve in relation to the selected priorities, for example:

1. Goal 1: 25% reduction in the number of fire incidents each year
2. Goal 2: 50% reduction in the number of fire-related injuries each year
3. Goal 3: 50% reduction in the number of fire-related deaths each year
4. Goal 4: Implementation of at least 1 fire safety and prevention program or initiative during the past year
5. Goal 5: At least 1,000 smoke alarms inspected or installed in community homes during the past year
6. Goal 6: At least 500 home safety checks completed during the past year
7. Goal 7: At least 10 community members trained to implement a fire safety and prevention program(s) / initiative(s) during the past year

Select Fire Safety and Prevention Interventions

Reflecting on the community priorities for fire safety and prevention and the defined goals, review the SWOT analysis from Chapter 4 – *Looking to the Future*.

Are current programs/initiatives evidence-based?

- Is there an opportunity to replace current programming with an evidence-based program?
- Is there an opportunity to expand a current evidence-based program?

Is there a gap in community fire safety and prevention programming?

- Is there an evidence-based program that addresses the gap and community priorities?

Is there capacity to implement a Fire Safety and Prevention Action Plan?

- Are there sufficient community resources?
- Are there opportunities for funding?
- Are there opportunities for partnerships?

Select one or more fire safety and prevention programs / initiatives that address the community priorities and the defined goals.

Key components to community fire safety and prevention are public education and equipment / environmental modifications. Evidence confirms that implementing other types of interventions along with education will be more successful in reaching target goals than education alone.

Education: Community education may include information about:

- The community fire burden, gathered in Chapter 2 – *Establishing the Path*, such as how many residential fires occur in the community each year, and the main causes of these fires
- Fire risk and prevention strategies

Equipment / Environmental Modifications: The single most effective fire safety and prevention initiative is the proper installation, use, and maintenance of a working smoke alarm. Evidence confirms that providing free smoke alarms is not as effective as providing and installing the smoke alarms. It is also important to reimplement this type of initiative on a regular cycle (e.g., every 5 years) to ensure that smoke alarms are being maintained properly and to replace expired broken, or missing smoke alarms.

The implementation of HomeSafe, a priority fire safety and prevention program, combines education and equipment/environmental modification (described on page 6-1). It involves door-to-door visits to deliver fire safety information and materials; test existing smoke alarms, and installing new smoke alarms as needed; and offer complimentary home safety inspections.

NIFSC programming includes primarily educational programs, including *114 Home Safety Assessment* delivered by an Indigenous Fire Marshal Service Delivery Specialist, and *111 Home Escape Planning* which can be delivered by a public educator, fire department personnel, or community safety champion using a delivery manual.

NIFSC program *110 Smoke Alarm and Carbon Monoxide Installation*, delivered by an experienced Fire Prevention/Public Education Officer, addresses equipment/environmental modification. This program assists a community to implement a smoke and carbon monoxide alarm installation program by educating participants with the proper installation, use, and maintenance of residential smoke alarms and carbon monoxide detectors.

Adapt and complete the following worksheet to document your fire safety and prevention action plan.

Fire Safety and Prevention Action Plan Worksheet				
Program/Initiative	Audience	Type of Program	Location/Means	Delivered by
Audience: children, youth, adults, seniors, community-wide Type: education, equipment/environmental modifications Locations: door-do-door, school, specific community groups, radio, social media, etc. Delivered by: firefighters, teachers, healthcare professionals, trained instructors, volunteers, etc.				

Develop an Implementation Plan

A project plan can be organized into three phases: planning, implementation, and evaluation. The project team should meet at the beginning of the planning phase, as well as throughout the project period. Preliminary work to planning the project implementation includes:

- Securing necessary funding, resources and/or partnerships for the project and developing a detailed budget, including identifying how many homes will be visited; how many smoke alarms will be distributed/installed.
- Identifying target dates for the project implementation; when will the door-to-door campaign occur?
- Outlining the roles and responsibilities for project team members, including firefighters/volunteers and members of the fire safety and prevention network (e.g., leadership and guidance, administration, conducting the door-to-door visits with smoke alarm testing or installation, promotion and advertising, etc.)

Using HomeSafe as an example, the planning phase of the project plan may include:

1. Identifying the target audience by creating a list of higher-risk neighbourhoods based on the community characteristics and profile compiled in Chapter 2 – *Establishing the Path*
2. Printing materials (brochures, educational handouts, door hangers, etc.) and assembling packages for distribution. In general, when considering your selected program/initiative, materials may need to be tailored to the unique context of your community. This includes the use of language, messaging, themes, and colors.

3. Arranging for / purchasing smoke alarms and any tools required for installation.
4. Arranging for a firefighter/volunteer training session (For more details, see Raise Capacity, page 5-10):
 - a) Selecting a date and location, arranging for snacks, materials, etc.
 - b) Recruiting an instructor to conducting the training
 - c) Inviting the firefighters/volunteers
 - d) Conducting the training session
 - e) Asking participants to complete an evaluation survey following the training session
5. Pilot testing the door-to-door process to identify any challenges and modify the approach, as needed.
6. Planning the specific details of the implementation:
 - a) Preparing a map of targeted households
 - b) Preparing a schedule for the door-to-door campaign
 - c) Assigning specific areas of the map to the firefighter/volunteer teams

The implementation phase will consist of activating the program/initiative, in this case the door-to-door HomeSafe initiative.

A Gantt chart is a useful tool to visualize your action plan and put together your timeline. Adapt the following Gantt chart to document the timeline for your Action Plan. The time period can be presented as weeks or months, etc.

Activity	Time Period					
	1	2	3	4	5	6
Project Team Meetings (insert schedule as appropriate)						
Planning						
Identify target audience / create list of high-risk neighbourhoods	A					
Design and print educational materials, as appropriate (posters, brochures, etc.)		B				
Arrange for/purchase smoke alarms and installation tools			B			
Arrange for and conduct firefighter/volunteer training session(s) (instructor, location, refreshments, materials, etc.)			C			
Pilot test intervention and modify, as needed						
Plan specific details (map, schedule, team assignments, etc.)						
Implementation						
Deliver intervention according to specific details				D		
Evaluation						
Conduct evaluation						
Draft report						E

Deliverables/Milestones: A – target audience for intervention, B - materials, C – firefighter/volunteer training session(s), D – launch implementation, E – report

Details on developing an evaluation plan are provided below, on page 5-12.

An outline for the evaluation report is provided on page 5-25.

Raise Capacity

Equipping your community members (fire safety and prevention network members/firefighters/volunteers) with the appropriate training and materials will increase their capacity to deliver an effective fire safety and prevention program. Everyone who is part of the delivery of the program needs to be familiar with the:

- Goals and objectives of the fire safety and prevention program
- Key strategies for implementing the program within community
- Key educational messages that will be delivered

They may also require skill training to test and install smoke alarms. This expertise may be available from the Fire Department or Fire Prevention Officer, community fire safety programs, or an outside fire service from a neighbouring municipality or region.

The NIFSC program *110 Smoke Alarm and Carbon Monoxide Installation* provides training on the proper installation, use, and maintenance of residential smoke alarms and carbon monoxide detectors.

Coordinate an educational training session for the community members based on the program goals and objectives.

1. Schedule training session(s) (date, location, materials, snacks, etc.)
2. Plan agenda for the training session(s):
 - a. Communicate fire safety and prevention program goals and messaging
 - b. Review printed educational resources
 - c. Review the program/initiative implementation plan

- d. Discuss how to respond to FAQs – frequently asked questions – about fire safety and prevention
3. Develop a participant evaluation/feedback form to be completed following the training session

Encourage fire safety and prevention network members to mobilize other community human and physical resources to ensure a successful and sustainable program.

Smoke alarm training will entail:

1. Identifying someone with knowledge on the installation, testing, and maintenance of smoke alarms, who is willing to lead a training session.
2. Providing information on the different types of smoke alarms.
3. Providing training on the proper inspection of installed smoke alarms.
4. Providing training on the installation and testing of new smoke alarms.

Potential Participants for a training session:

- Fire safety and prevention network members
- Firefighters
- Volunteers
- Emergency Response Network
- Housing (e.g., Manager / Director for Operations and Maintenance)

Develop an Evaluation Plan

A community fire safety and prevention program evaluation should be included as part of the action plan. This will ensure that information needed for the evaluation is collected and documented during the implementation.

The starting point of an evaluation process is to develop a list of questions you want to answer. For example, you may want to know:

1. Did we raise community support for fire safety and prevention?
2. Were we successful in developing a sustainability plan for community fire safety and prevention?
3. Was the program implemented according to the action plan? What worked well, and what did we learn?
4. Did the program address the community priorities? Did it make a difference to the community?

A process evaluation looks at how the program was implemented. In this case, it includes raising community support, securing funding, resources and partnerships, and how well the implementation plan worked.

An outcome evaluation looks at what the action plan achieved in the short-term. Some of the selected community priorities and defined goals can be used to measure the short-term outcomes of the program(s) / initiative(s), such as distribution of education material and installation of smoke alarms.

An impact evaluation looks at what the action plan achieved in the long-term. Some of the selected community priorities and defined goals can be used to measure the long-term impact of the program(s) / initiative(s), such as a reduction in the community fire burden.

The following evaluation logic model outlines the activities, target groups, short-term outcomes, and long-term outcomes for these four questions. As referred to in the evaluation logic model, examples of community priorities and defined goals for *Addressing Community Priorities*, short term and long term outcomes:

1. Priority: Reduce the number of fire incidents
Goal: 25% reduction in the number of fire incidents each year
2. Priority: Reduce the number of fire-related injuries
Goal: 50% reduction in the number of fire-related injuries each year
3. Priority: Reduce the number of fire-related deaths
Goal: 50% reduction in the number of fire-related deaths each year
4. Priority: Increase the number of community fire safety and prevention programs / initiatives
Goal: Implementation of at least 1 fire safety and prevention program or initiative during the past year
5. Priority: Increase the number of smoke alarms installed / inspected in residences
Goal: At least 1,000 smoke alarms inspected or installed in community homes during the past year

6. Priority: Increase the number of home safety checks completed

Goal: At least 500 home safety checks completed during the past year

7. Priority: Increase the number of community members trained to support fire safety and prevention

Goal: At least 10 community members trained to implement a fire safety and prevention program(s) / initiative(s) during the past year

Evaluation Logic Model

Evaluation Questions:	1. Built Community Support	2. Developed a Sustainability Plan	3. Implemented According to Plan	4. Addressed Community Priorities
Activities <i>Staff & project deliverables</i>	<i>Establishing the Path</i> – Learning about community characteristics and fire burden <i>Engaging the Voices</i> – Engaging with community members and raising support	<i>Looking to the Future</i> – Accessing available resources and identifying opportunities	<i>Looking to the Future</i> – Accessing available resources and identifying opportunities <i>Sharing the Knowledge</i> – developing & implementing fire safety and prevention action plan	<i>Sharing the Knowledge</i> – developing & implementing fire safety and prevention action plan
Target Groups <i>For whom the project is designed</i>	Community Leadership Community members	Community Leadership Fire Safety and Prevention Planning Committee	Project coordinator Fire Safety and Prevention Planning Committee Fire safety and prevention network members Firefighters/ Volunteers	Project coordinator Fire Safety and Prevention Planning Committee
Short-term Outcomes <i>Direct impact of projects</i>	Fire Safety and Prevention Planning Committee	Community funding, grants, partnerships	New and/or ongoing evidence-based program(s) fully implemented	Change in selected community priorities #4-7 as presented in defined goals
Long-term Outcomes <i>Consequences of project in community</i>	Fire Safety and Prevention Planning Committee	Documented sustainability plan for community fire safety and prevention	Evidence-based community fire safety and prevention programming integrated into the Community Development Plan	Change in selected community priorities #1-3 as presented in defined goals

Methods worksheets can be used to plan each step of the evaluation. For each overarching evaluation question, what are the specific questions that need to be answered?

For each specific question, the methods worksheet records:

- The expected output
- If the information required exists
- The type of tool needed to capture the information, such as interviews, surveys, documents, lists, reports, participant feedback forms, data collection spreadsheets, and worksheets
- Who can provide the information
- Who can gather the information
- The design of the expected output, such as descriptive reports, lists, and maps
- A timeline for when each step will be conducted and completed
- The feasibility of accomplishing each step, with consideration of the work involved and the designated timeline

Adapt the following evaluation methods worksheets to answer the evaluation questions developed by the Fire Safety and Prevention Planning Committee.

Evaluation Methods Worksheets

Methods Worksheet 1								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
1.0 <i>Did we raise community support for fire safety and prevention?</i>	"I expect to have..."	Does Information / Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
1.1 Is there support from Leadership for fire safety and prevention?	A summary of <i>Establishing the Path</i> – Learning about community characteristics and fire burden, including an indication of leadership support	X Yes <input type="checkbox"/> No	Key participant interviews Leadership Survey	Band Office/ Village/Town/ City Hall Fire Prevention Officer / Fire Chief Community Leadership	Project coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2 Is there support from community for fire safety and prevention?	A summary of <i>Engaging the Voices</i> – Engaging with community members and raising support	X Yes <input type="checkbox"/> No	Community Survey Community gathering documents	Community members Fire safety and prevention network members	Project coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
1.1 & 1.2	A membership list of for the Fire Safety and Prevention Planning Committee	X Yes <input type="checkbox"/> No	Membership list	Fire Safety and Prevention Planning Committee	Project coordinator	List		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 2								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
2.0 <i>Were we successful in developing a sustainability plan for community fire safety and prevention?</i>	“I expect to have...”	Does Information/ Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
2.1 Is there community funding / grants available for fire safety and prevention?	List of community funding / grants available for fire safety and prevention	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive List		<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2 Are there external funding / grants opportunities for fire safety and prevention?	List of external funding / grants available for fire safety and prevention	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive List		<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3 Have partnerships been established to support community fire safety and prevention?	A summary of the fire safety and prevention partnerships with the community	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 2								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
2.0 <i>Were we successful in developing a sustainability plan for community fire safety and prevention?</i>	"I expect to have..."	Does Information/Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
2.4 Has the community invested in the sustainability of fire safety and prevention?	Documented sustainability plan for community fire safety and prevention	<input type="checkbox"/> Yes <input type="checkbox"/> No	Report	Band Office/ Village/Town/ City Hall	Fire Safety and Prevention Planning Committee Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 3								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
3.0 Was the program implemented according to the action plan? (Example, HomeSafe)	"I expect to have..."	Does Information/Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
3.1 Was a target audience identified?	A summary describing the target audience and how it was identified	X Yes <input type="checkbox"/> No	Report Map	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive Report/Map		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2 Were educational materials produced and distributed? To how many people/homes?	A summary of the educational materials produced and the proportion of the target audience that received them.	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee		Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3 Were smoke alarms tested and/or distributed? How many homes?	A summary of how new smoke alarms were secured, and how many smoke alarms were tested and/or distributed	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee		Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 3								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
3.0 Was the program implemented according to the action plan? (Example, HomeSafe)	"I expect to have..."	Does Information/Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
3.4 How many community members received training? Was the training sufficient?	A summary of the training session(s) held including participant feedback	X Yes <input type="checkbox"/> No	Report Participant feedback form	Fire Safety and Prevention Planning Committee Firefighters/volunteers	Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.5 Was there a pilot test of the implementation plan?	A summary of the pilot test, including what went well and adjustments made	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.6 Was the HomeSafe program fully implemented?	A summary of the implementation of HomeSafe, including the proportion of the target audience reached, what went well, and challenges and limitations	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 4								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
4.0 <i>Did the program make a difference to the community?</i>	"I expect to have..."	Does Information/Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
4.1 Goal for priority 1	A comparison of the number of fire incidents each year	X Yes <input type="checkbox"/> No	Data collection spreadsheet	Band Office/ Village/Town/ City Hall Fire Prevention Officer / Fire Chief Community Leadership	Fire Safety and Prevention Planning Committee Project Coordinator	Descriptive Report	1-2 years	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2 Goal for priority 2	A comparison of number of fire-related injuries each year.	X Yes <input type="checkbox"/> No					1-2 years	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3 Goal for priority 3	A comparison of number of fire-related deaths each year	X Yes <input type="checkbox"/> No					3-5 years	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4 Goal for priority 4	A list of fire safety and prevention program(s)/ initiative(s) implemented	X Yes <input type="checkbox"/> No	Fire Safety and Prevention Action Plan Worksheet	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5 Goal for priority 5	See 3.3							
4.6 Goal for priority 6	A count of homes with safety checks completed, including as a proportion of the target audience	X Yes <input type="checkbox"/> No	Report	Fire Safety and Prevention Planning Committee	Project Coordinator	Descriptive Report		<input type="checkbox"/> Yes <input type="checkbox"/> No

LEAD FIRE SAFETY AND PREVENTION COMMUNITY TOOLKIT

Methods Worksheet 4								
Evaluation Questions	Expectations	Information Collection Plan						Logistics
4.0 <i>Did the program make a difference to the community?</i>	"I expect to have..."	Does Information/Data Exist?	Type of Tool	Who Could Provide the Data? (Source)	Who Can Get the Data? (Collector)	Design	Timeline	Is This Feasible?
4.7 Goal for priority 7	See 3.4							

Implement the Action Plan

Once the Action Plan has been developed and finalized by the Fire Safety and Prevention Planning Committee, each of the main activities can be broken down into smaller tasks.

The following task worksheet can be used to guide the implementation: identify tasks, who is responsible to accomplish the task, resources that are required, and timelines for completion.

Task	Person Responsible	Resource	Timeline
IMPLEMENTATION			
•			
•			
•			
•			
•			
•			
•			
•			
•			
EVALUATION			
•			
•			
•			
•			
•			
•			
•			
•			



Evaluate & Report

The evaluation report can include the following sections:

Introduction

- Overview of the community fire burden
- Aim of developing and implementing a Fire Safety and Prevention

Action Plan

Priorities and Goals for Community Fire Safety and Prevention

- Description of the community priorities for fire safety and prevention, and the defined goals

Evaluation Questions:

- List of questions for process evaluation, outcome evaluation, and/or impact evaluation

Methods

- Description of how the evaluation was conducted (from evaluation logic model and methods worksheets)

Results

- Description of the evaluation results

Discussion

- Reflection on the Fire Safety and Prevention Action Plan
- What worked well, what challenges were encountered
- Plans for the future

Logic Model: Sharing the Knowledge

Using a logic model can be helpful when developing and implementing your action plan:

Inputs	Activities	Resources	Outputs	Outcomes
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Set goals for fire safety and prevention	Community fire burden Community priorities for fire safety & prevention	List of goals	Development and implementation of a community fire safety and prevention action plan
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Select fire safety and prevention actions	List of potential fire safety and prevention programs / initiatives and opportunities: <ul style="list-style-type: none"> • within community • external 	Selected program(s) / initiative(s)	
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Develop an implementation & evaluation plan	<ul style="list-style-type: none"> • Gantt Chart • Task Worksheet • Evaluation Logic Model • Evaluation Methods Worksheets 	Completed worksheets detailing an implementation and evaluation plan	
Human resources / Project Coordinator Fire Safety and Prevention Planning Committee	Implement the selected program(s) / initiative(s)	Implementation plan Funding / Sponsorship	Implementation of the selected program(s)	
Human resource Fire Safety and Prevention Planning Committee	Evaluate the program(s) / initiative(s) implementation and outcomes	Evaluation plan	Implementation evaluation and outcome evaluation of the selected program(s)	
Human resource	Produce a progress report	Report outline	Documentation of the selected program(s) implementation and evaluation	

Chapter 6 PRIORITY INTERVENTION: IMPLEMENTING HOMESAFE

The HomeSafe² fire safety and prevention program is comprised of:

- Delivering fire safety information and materials
- Testing existing smoke alarms, and installing new smoke alarms as needed
- Offering complimentary home safety inspections

HomeSafe can be delivered door-to-door by firefighters and/or trained volunteers:

- Fire safety information – sharing facts and statistics
- Fire safety materials for residents to review following the visit
- Ask if there is a smoke alarm; if yes, when was it last tested
- Test smoke alarm
- Offer to install a free smoke alarm, if needed

Note: It is recommended that residents sign a waiver when a new smoke alarm is installed.

- Offer to conduct a home safety inspection

If no one is home at the time of the visit, the information package can be left at the door, including a letter outlining the HomeSafe program.

² Adapted with permission of the Surrey Fire Service

Fire Safety Information Template³

Fire Safety Information

Did you know... [add community fire statistics]

Smoke Alarms

- You may not always smell smoke when you are sleeping. Studies show that your sense of smell is dulled in a state of sleep. The toxic gases in smoke further numb your sense of smell and put you deeper into sleep.
- As a fire develops, heat, smoke, and toxic gases spread before flames do.
- Most casualties result from the effects of smoke and toxic gases rather than flames.
- Smoke alarms should be placed on each level of the home and outside all sleeping areas. For maximum protection smoke alarms should also be placed in the bedrooms.

Home Escape Plans

- Fire is fast, hot, and dark. Within minutes the heat and toxic gases from fire may prevent escape.
- There is no time to stop and think. Your escape must be automatic.
- Practising a home escape plan ensures that every family member can get out quickly and safely.

Fire Hazards in the Home

- Pot handles not turned in: pots can be knocked off causing burns, fire
- Not watching what you are cooking: grease/oils can ignite
- Matches and lighters left on a table: children can reach them
- Space heaters too close to things that can burn: heat + fuel + oxygen = fire
- Putting objects in electrical outlets: can cause electrical fire and burn injury
- Unsupervised fire: fire is fast, can easily get out of control
- No screen on fireplace: sparks from fire can spread
- Too many cords in an electrical outlet: can overload circuits resulting in electrical fire
- Exits blocked: in a fire emergency need to escape QUICKLY

Portable Fire Extinguishers

- Class A: Ordinary combustibles such as wood, cloth, paper, rubber, and many plastics
- Class B: Flammable liquids such as gasoline, cooking oil, grease, tar, oil-based paint, lacquer, and flammable gas
- Class C: Energized electrical equipment including wiring, fuse boxes, circuit breakers, machinery, and appliances

³ Content from NIFSC Program 102 Getting to Know Fire (BC Office of the Fire Commissioner)

Smoke Alarm Installation Waiver Template⁴

**HomeSafe Program
Participant Hold Harmless, Waiver and Release**

PLEASE READ THIS INFORMATION CAREFULLY

_____ is providing me a smoke alarm through its HomeSafe program without cost to me. I understand and agree that I alone am responsible for the maintenance of my smoke alarm in accordance with the manufacture's instructions. Maintenance includes, but is not limited to testing the smoke alarm monthly. I understand that the smoke alarm will function only with a charged battery and that the battery will discharge over time.

I also understand that smoke alarms are subject to defect and _____ does not make any warranties or representations about the performance of the smoke alarm or any other equipment, product, or service provided to me under this program. _____ disclaims any warranty (express or implied) that a smoke alarm or equipment or product provided under this program is fit for a particular purpose and disclaims any warranty of merchantability (express or implied). Further, _____ makes no warranties or representations about the services provided through this program, including the proper installation of the smoke alarm, the proper location of the installation of equipment or products, the proper or correct or timely replacement of smoke alarm, testing or the availability of city personnel to perform or assist in the performance of such services. Further, this program may be discontinued at any time without notice.

In consideration of the acceptance of a smoke alarm, and/or equipment, products or services, I hereby hold _____ harmless and waive, release, and discharge any and all claims for death, personal injury, or property damage which I may have, or which may occur or accrue to me, against _____, its officers, officials, employees, and volunteers, and any other involved municipal or public agencies from and against any and all liability arising out of or connected in any way with the HomeSafe program or my acceptance of said smoke alarm equipment, products, or services. It is further understood and agreed that this waiver and release is binding upon my guests, invitees, family members, heirs, and assigns.

The personal information on this form is collected under the authority of _____ and will be used only for the purpose for which it was collected or for a use consistent with that purpose.

Name: _____ Date: _____

Address: _____ Phone: _____

Age group (circle all that apply): Children Adults Seniors

Signature: _____

of detectors installed _____ Locations: _____

* Personal data may be collected under the authority of the Fire Service By-law, the *Fire Services Act*, the *Community Charter*, as applicable

⁴ Adapted with permission of the Surrey Fire Service

Letter to Residents Template

HomeSafe Program

Dear Resident,

Did you know that there are approximately [insert number] fire-related injuries every year, and [insert number] fire-related deaths every [insert number] years in our community? Most of these fires occur at [insert location(s)], often during [insert season, day-of-week, and/or time-of-day]. The main root causes of these fires are [insert causes].

To support the health and wellbeing of the community, our community fire safety and prevention priorities are to [edit as appropriate]:


- Reduce the number of fire incidents
- Reduce the number of fire-related injuries
- Reduce the number of fire-related deaths
- Increase the number of community fire safety and prevention programs / initiatives
- Increase the number of smoke alarms installed / inspected in residences
- Increase the number of home safety checks completed
- Increase the number of community members trained to support fire safety and prevention

The [insert community name] is delivering the HomeSafe Program to ensure homes in your area have a working smoke alarm. Smoke alarms should be placed on each level of the home and outside all sleeping areas. The HomeSafe program includes:

- Free smoke alarm testing and/or free installation of a new smoke alarm
- Fire safety information
- Free home safety inspection

Please contact us at [insert contact information] for more information about having your smoke alarms tested or having a free smoke alarm installed, or to request a free home safety inspection.

HomeSafe Brochure for Single Family Homes^{5,6}

<p>HomeSafe was started in 2008 to reduce residential fires. Since then, HomeSafe has significantly reduced fires and fire losses, and has won a prestigious international award.</p>	<h3>Is your home safe?</h3>		<p>You only have A MATTER OF MINUTES to get out alive</p>  <p>WORKING SMOKE ALARMS SAVE LIVES</p>
<p>How HomeSafe works</p> <p>Target areas with the highest fire rates and help make them safer by:</p> <ul style="list-style-type: none"> • Providing or installing free smoke alarms • Providing fire safety information • Conducting free visits to identify potential fire risks <p>What happens at a HomeSafe visit</p> <ul style="list-style-type: none"> • A firefighter or HomeSafe volunteer will identify fire risks such as lack of working smoke alarms, inappropriate use of extension cords, heating appliances or candles located too close to combustibles, and obvious cooking and smoking hazards. • Existing smoke alarms will be checked, and a free battery-powered smoke alarm may be installed if required. • Residents will receive educational materials and a checklist with recommendations. These are only suggestions and will not be enforced or result in any liability. 	<p>Homes today burn much quicker than they used to. If your home catches fire, you only have a matter of minutes to safely escape. Every second counts. A working smoke alarm could make all the difference.</p> <p>HomeSafe is a program that installs free smoke alarms and helps reduce household fire hazards in neighbourhoods with high fire rates. The program is delivered through firefighters and volunteers.</p>  <p>National Indigenous Fire Safety Council Conseil national autochtone de la sécurité incendie</p>	<p>Get a free alarm – details inside</p>	
<p>HomeSafe visits are confidential and free. See back panel to book yours today.</p>	<p>Request a free smoke alarm (installation optional) and/or a confidential HomeSafe visit.</p> <p><small>Adapted with permission of the Surrey Fire Service</small></p>		

⁵ Adapted with permission of the Surrey Fire Service

⁶ Print files are available for this brochure

A working smoke alarm could save your life

It's a fact – smoke alarms save lives, but only if they work.

Here's how to make sure your alarm will work when you need it to.

- Smoke alarms don't last forever. Change them every 10 years, whether hard-wired or battery type.
- Smoke alarms should be tested monthly. Use a broom handle or stick to push the test button. It should sound and go into alarm mode if it is working properly.
- Batteries should be replaced at least once per year.
- If you see your alarm is getting dusty, vacuum or dust it.
- Make sure you have a smoke alarm outside all sleeping areas. It's the law.

A working smoke alarm reduces the death rate from fire by 74%

Are you at higher risk?

- According to research, greater risk of injury or fatality due to fire occurs in households when:
- At least one occupant is under the age of 6 years or over the age of 64 years
- Smoking materials are present
- Located in low socio-economic or rural areas

The biggest risk: cooking

More than half of all residential fires are caused by cooking – mostly from leaving food unattended and from grease fires.

Make sure everyone who cooks in your home follows these tips to reduce your risk.

- Stay in the kitchen when cooking with open pans and pots.
- Turn the stove off if you have to leave the room for more than a few minutes.
- Check food regularly and use a timer to remind you when your food is cooked.
- Keep cooking areas clean and grease-free.
- Keep combustible items – towels, paper, packaging, etc. – away from heat sources.
- Never pour water on a grease fire. Use a lid to smother it



Single-family homes are the most common building to become involved in fires.

HomeSafe Brochure for Multi-Residential Buildings^{7,8}

[Included is the original HomeSafe brochure for multi-family residences. This will be replaced with an NIFSC version to match the single-family residence brochure look and feel. The content information will be as below.]

Do you have a working smoke alarm?

A working smoke alarm reduces the death rate from fire by 74%. For your safety, make sure your alarm is tested and maintained.



Under the B.C. Fire Code, each dwelling – whether owned or rented – must have a working smoke alarm.

If your alarm does not work, request a replacement from your landlord, building manager, unit owner, or strata. **It's the law. If clarification is needed, show this brochure or contact 604-543-6780 or fireprevention@surrey.ca for information.**

Maintaining your alarm:

Whether hard-wired or battery-type, smoke alarms need to be changed every 10 years (expiry dates are on the alarm). Test your alarm monthly and keep it maintained:

- > Use a broom handle or stick to push the test button. The alarm should sound and go into alarm mode if it is working properly.
- > Dust will build up in your alarm – vacuum it often.
- > For battery-type alarms, change batteries at least once a year.

Fire safety is everyone's responsibility

Fires can spread quickly between units in multi-residential buildings. When you work together with your building manager, strata or landlord to ensure you have a working smoke alarm, it protects both you and your neighbours.

All homes in B.C. – whether they are owned or rented – are required to meet the B.C. Fire and Building Codes, which include requirements to have working smoke alarms. Read this brochure to learn how to prevent fires and ensure your home has a working smoke alarm.



Protect your home & family!

homesafe
fire safety and prevention
SURREY FIRE SERVICES

HomeSafe is an industry-leading program offered by Surrey Fire Services that focuses on reducing household fire hazards in buildings or areas with the highest fire risk. Through public education, HomeSafe has significantly reduced fires and fire losses throughout Surrey.

Let's work together to IMPROVE FIRE SAFETY

IN MULTI-RESIDENTIAL BUILDINGS

CITY OF SURREY
FIRE SERVICES

604-543-6780 | fireprevention@surrey.ca
surrey.ca/homesafe

homesafe
fire safety and prevention
SURREY FIRE SERVICES

surrey.ca/homesafe

⁷ Adapted with permission of the Surrey Fire Service

⁸ Print files are available for this brochure



Cooking safety

Cooking is one of the leading causes of fires and fire related injuries at home. Always:

- > Keep kids and dogs at least one metre (three feet) from the stove and preparation area.
- > Stay in the kitchen when using the stovetop. Turn off the stove if you must leave, even for a short period of time.
- > When using the oven, always set a timer reminding you to check on your food regularly.
- > Keep anything flammable – e.g., mitts, wood utensils, packaging, towels and curtains – away from your stovetop.
- > Never store anything flammable inside the oven.

If you have a small grease fire:

- > **Stovetop:** Do not use water! Instead, smother it by sliding a lid over the pan and turn off the burner. Leave it until cooled.
- > **Oven:** Turn off the heat and keep the door closed until cooled.

If you have any doubt, just get out! Close the door behind you and call 9-1-1 immediately.

Fire safety on balconies

Barbecuing on balconies is a common cause of burns and exterior fires in multi-residential buildings. If your building allows barbecues, practice safe outdoor cooking with these tips:

- > Only use propane, natural gas or charcoal barbecues outside.
- > Place barbeque well away from the building, railings, eaves and branches.
- > Keep kids and dogs at least one metre (three feet) away from cooking area.
- > Never leave your barbeque unattended, even for a short time.
- > Remove grease buildup from the barbeque trays below the grill.
- > Keep your lid open when lighting the barbeque.
- > For propane devices, check the tank hose and connections before first use each year. Add a light soap/water solution and look for bubbles from leaks.
- > If you smell gas, immediately back away and call 9-1-1.
- > For lighting charcoal barbeque, use only charcoal starter fluid when starting – once the fire has started, do not add more or any other flammable liquids.
- > Let charcoal cool completely after use before disposing in a metal container.



Fire safety for smokers

Smoking materials such as cigarettes, lighters and matches are a leading cause of fires at home.

Smoking material fires are preventable. If you smoke:

- > Keep cigarettes, matches and other smoking materials up high out of reach of children, in a locked cabinet.
- > Never leave a burning cigarette unattended.
- > Use a deep, sturdy ashtray. Place it away from anything that can burn.
- > Do not discard cigarettes in vegetation such as mulch, potted plants or landscaping, peat moss, dried grasses, leaves or other items or materials that could ignite easily.
- > Before you throw away butts and ashes, make sure they are out. Dousing them in water or sand is the best way to do that.
- > Use e-cigarettes with caution and never leave them charging unattended. Fires have occurred when e-cigarettes have been used, charged or carried.

Fire safety is everyone's responsibility. Info: surrey.ca/homesafe or contact 604-543-6780 or fireprevention@surrey.ca

HomeSafe Inspection

The HomeSafe inspection includes:

- Checking smoke alarms; installing a free smoke alarm if needed
- Discussing cooking safety
(more than half of all residential fires are caused by cooking)
- Checking for safe use of electrical devices including extension cords and power bars
- Discussing candle, smoking, ceremonial materials, matches, and lighter safety
- Reviewing a home fire escape plan
- Covering a variety of fire and general safety topics
- Providing a copy of the inspection to the residents

Note: The inspection does not carry any legal obligations for the residents.

Home Safety Inspection Report

Occupant Name _____

Address _____

Date _____

Inspector _____

COOKING SAFETY

- Yes No Is a grown-up staying in the kitchen when cooking on the stove?
- Yes No Are curtains, towels, potholders, boxes, paper, and other things that can burn kept well away from the stovetop and counter near the stove?
- Yes No Is the pan lid or cookie sheet nearby to use in case a fire starts in the pan?
Never attempt to move a burning pot.
- Yes No Are panhandles turned inward so they cannot be bumped?
- Yes No Is there a "Kid-Free" zone of three feet around the stove when grown-ups are cooking?

ELECTRICAL SAFETY

- Yes No Are extension cords being used properly?
Cords should not be used to replace permanent wiring, covered with rugs or carpets, or across doorways.
- Yes No Are electrical appliances in good repair?
Replace all electrical cords that are frayed or worn.
- Yes No Are UL or CSA approved power strips being used in electrical circuits with multiple appliances?
- Yes No Are portable space heaters turned off when adults leave room for a long time or when they go to bed?
- Yes No If portable space heaters are used, are they kept at least three feet away from anything that can burn like drapes, papers, towels, and furniture?
- Yes No Are combustibles stored at least three feet from furnaces and water heaters?
- Yes No If you have a wood burning fire place does it have a sturdy screen in front of it to catch sparks?
- Yes No Has your fireplace and chimney been inspected and cleaned this year?
- Yes No Has your furnace been checked by a furnace service company this year?
- Yes No Are propane tanks and other fuels stored outside your home?

CANDLE SAFETY

- Yes No Are candles extinguished when leaving the room or when going to bed?
- Yes No Are candles kept at least two feet away from any materials that can burn, including curtains, blinds, wallpaper, bulletin boards and clothing?
- Yes No Are candles placed in sturdy non-combustible holders that won't tip over easily and large enough collect dripping wax?

SMOKE ALARMS AND HOME FIRE ESCAPE PLANS

- Yes No Do you have smoke alarms on every level, including the basement, and inside sleeping area?
- Yes No Are your smoke alarms installed in accordance with the manufacture's instructions? Not placed in dead air spaces.
- Yes No Are your smoke alarms tested monthly?
- Yes No Can everyone hear the sound of the smoke alarm and know what it is?
- Yes No Are your smoke alarms over 10 years old? They should be replaced if they are.
- Yes No Have you changed your smoke alarm batteries twice this year? Changing clocks to and from Daylight Savings time is a good way to remember this.
- Yes No Do you have a family fire evacuation plan and practice it every six months?

GENERAL INFORMATION AND HOUSEKEEPING

- Yes No Are your house numbers visible from the street both day and night?
- Yes No Are all smoking and ceremonial materials stored up high and out of reach and sight of children?
- Yes No Are all matches and lighters stored up high and out of reach and sight of children?
- Yes No Are appropriate ashtrays or other approved containers used for discarding smoking material?
- Yes No Are household chemicals kept in properly labeled containers and away from children?
- Yes No Is gasoline stored in an approved container in a detached shed away from all ignition sources?

*The second week of October is Fire Prevention Week in Canada.
It is recommended for each home to complete an inspection every year.*

Adapted with permission of the Surrey Fire Service

Chapter 7 OTHER RESOURCES

City of Surrey HomeSafe Program

<https://www.surrey.ca/about-surrey/emergency-services/surrey-fire-service/smoke-alarms>

US Fire Prevention Week

<https://www.nfpa.org/fpw>

APPENDIX A: NIFSC Program Evidence Review

The following table and evidence references are from the results section of the Evaluation of the NIFSC Community Fire Safety Programs report.⁹ The NIFSC programs were rated according to the available evidence using a 5-star system. The 5-star system is based upon two separate reviews of the evidence:

1. Individual research articles contributing to the evidence each received a score based on the quality of the study. If more than one research article used the same study design, an average rating was provided.¹⁰
 - Pre-post designs: Score 0-4 = Poor; 5-8 = Fair; 9-11 = Good
 - Systematic reviews: Score 0-2 = Poor; 3-5 = Fair; 6-7 = Good
 - Randomized controlled trials: Score 0-4 = Poor; 5-8 = Fair; 9-12 = Good
 - Cohort studies: Score 0-5 = Poor; 6-10 = Fair; 11-14 = Good
2. A level of evidence (LOE) score was provided based on a 7-point scale, where Level I is the highest level of evidence and Level VII is the lowest level.¹¹

Level of evidence	Description
Level I	Evidence from a systematic review or meta-analysis of all relevant RCTs (randomized controlled trial) or evidence-based clinical practice guidelines based on systematic reviews of RCTs or three or more RCTs of good quality that have similar results.
Level II	Evidence obtained from at least one well-designed RCT (e.g. large multi-site RCT).
Level III	Evidence obtained from well-designed controlled trials without randomization (i.e. quasi-experimental).
Level IV	Evidence from well-designed case-control or cohort studies.
Level V	Evidence from systematic reviews of descriptive and qualitative studies (meta-synthesis).
Level VI	Evidence from a single descriptive or qualitative study.
Level VII	Evidence from the opinion of authorities and/or reports of expert committees.

⁹ Al-Hajj S, Smith B, Turcotte K, Garis L, Pike I. Evaluation of the NIFSC Community Fire Safety Programs: A companion report to the LEAD Fire Safety and Prevention Community Toolkit. A report by the BC Injury Research and Prevention Unit, for the National Indigenous Fire Safety Council Project: Vancouver, BC. June 2023.

¹⁰ <https://www.nhlbi.nih.gov/health-topics/study-quality-assessment-tools>

¹¹ <https://libguides.winona.edu/ebptoolkit/Levels-Evidence>

NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
114 Home Safety Assessment 	Provide recommendations to mitigate identified and potential hazards; the community administration is provided a summary report that identifies home safety trends and gaps.	All population Education & Environment	Averaged ratings: Systematic review: 5/7 Fair RCT: 4.5/12 Fair Descriptive studies: 5.5/11 Fair LOE: I Comment: There is fair quality evidence from an RCT, observational studies, and a systematic review that home safety assessments reduce fire incidence and fire-related injury, as well as increase safety behaviours and working smoke alarms in households.
<i>Evidence:</i>	<p>Kendrick et al. (2012): In a systematic review of 98 articles on home safety education and provision of safety equipment, home safety interventions were effective when delivered in home and increase proportion of families with safe hot water temperatures, working smoke alarms, fire escape plans, and electrical safety. May also reduce injury rates.¹⁷ Systematic review Rating: 5/7 Fair</p> <p>King et al. (2001): In a multicenter randomized control trial of a home visit for childhood injury, participants who received a home visit reported fewer injury visits to the doctor at four-month follow-up.¹⁸ Randomized controlled trial Rating: 6/12 Fair</p> <p>Schwarz et al. (1993): In an evaluation of the Safe Block Project in an urban African-American community, the program reported larger proportion of families with working smoke detectors at follow-up in the intervention group, but no differences on home hazards between groups.¹⁹ Non-randomized controlled trial Rating: 3/12 Poor</p> <p>Arch et al. (2013): In an evaluation of home safety assessments in England in two periods between 2002 and 2011, a reduced rate of incidental home fires and fire injuries, but not containment of fires to room of origin, was reported after the intervention.¹⁶ Observational descriptive study Rating: 5/11 Fair</p>		

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NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
			<p>Forster-Cox et al. (2010): In a data analysis of the Environmental Health/Home safety Education Project at the U.S.-Mexico border between 2002 and 2005, the program reported an increase in homes having working smoke alarms.²⁰ Observational descriptive study Rating: 6/11 Fair</p>
<p>110 Smoke Alarm and Carbon Monoxide Installation</p>	<p>Assist a community or fire department to implement a smoke and carbon monoxide alarm installation program. The program educates involved participants with the proper installation, use, and maintenance of residential smoke alarms and carbon monoxide detectors.</p>	<p>All population Education & Environment</p>	<p>Averaged ratings: RCTs: 7/12 Fair Cohort studies: 5.67/14 Fair Descriptive study: 5/11 Fair</p> <p>LOE: II</p> <p>Comment: There is fair quality evidence from observational studies and an RCT that smoke alarm installation and education programs reduce fire-related injury, death, and fire incidence. One well-designed RCT found that giving out smoke alarms (without installation) did not reduce fire-related injuries, death, or fire incidence.</p>
<p>★★★★★</p>			
<p><i>Evidence:</i></p>	<p>Clare et al. (2012): In a cluster randomized controlled study, a 2008 firefighter-delivered door-to-door fire-prevention education and smoke alarm initiative in Surrey, British Columbia reported an overall reduction in fires, and a significantly larger reduction of fire incidence in the intervention group versus control.⁹ Randomized controlled trial Rating: 5/12 Fair</p>		
	<p>DiGuseppi et al. (2002): In a cluster randomized controlled trial, it was found that giving out smoke alarms did not reduce fire-related injuries, deaths, or fires responded to by fire departments.¹⁰ Randomized controlled trial Rating: 9/12 Good</p>		
	<p>Falcone et al. (2016): Individuals who received a home safety bundle, including smoke detector and education, experienced 59% fewer injuries versus the control group over a two-year period.⁸ Observational analytical cohort study Rating: 6/14 Fair</p>		

NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
			<p>Istre et al. (2014): In a cohort approach, high-risk houses of Dallas, Texas who received smoke alarm programme experienced a 68% lower fire-related death and injury rate than non-programme houses.⁷ Observational analytical cohort study Rating: 5/14 Poor</p> <p>Mallonee et al. (1996): In an evaluation of the Oklahoma City Smoke Alarm Project, the residential fire injury rate went down about 80% in the intervention group while there was a small increase the rest of Oklahoma City within four years after the intervention.¹² Observational analytical cohort study Rating: 6/14 Fair</p> <p>Haddix et al. (2001): In a cost effectiveness analysis of a smoke alarm giveaway in 1990 Oklahoma City, Oklahoma, an estimated 20 fatal injuries and 24 non-fatal injuries were prevented, with a discounted cost of \$531,000 and total discounted net savings of \$1 million over five years post-intervention.¹¹ Observational descriptive study Rating: 5/11 Fair</p>
<p>111 Home Escape Planning</p>	<p>Educate both adults and children on the awareness, planning, use, and practice of home escape plans.</p>	<p>Parents & Children Education</p>	<p>Ratings: RCT: 6/12 Fair Descriptive study: 5/11 Fair</p> <p>LOE: II</p> <p>Comment: There is fair quality evidence from an observational study that an educational program improves fire escape planning. An RCT found that an educational intervention led the intervention group to report more behaviours for escaping from fires than the control group.</p>
<p>★★★★★</p>	<p><i>Evidence:</i> Deave et al. (2017): In a cluster randomized controlled trial of a fire-prevention briefing with 1112 participants, there was no difference between the intervention group and control on possessing a fire escape plan. Significantly more families who were received the intervention reported more behaviours for escaping from fires than the control group.¹⁴ Randomized controlled trial Rating: 6/12 Fair</p>		


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NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
109 Electrical Safety	Focus on basic prevention activities specific to common electrical hazards.	All population Education	Rating: 7/12 Fair LOE: III
★★★★★	<i>Evidence:</i> Joffe et al. (2019): In a controlled educational intervention focusing on fire preparedness, the sample from the United States showed significant improvement in fire preparedness, including electrical safety, at 12-month follow-up. ⁶ Randomized controlled trial Rating: 7/12 Fair		Comment: There is fair quality evidence from an RCT that education including electrical safety improves fire preparedness in homes.
107 Cooking Safety	Educate adults with safe cooking tips, dangers of cooking-related fires, and basic kitchen safety based on resources designed and maintained by NFPA	Adults Education	Averaged rating: 4.67/11 Fair LOE: VI
★★★★★	<i>Evidence:</i> Lehna et al. (2017): In a pre-test, post-test and follow-up study on home fire safety knowledge, 12 urban older adults from Wales showed improvements on cooking safety scores from baseline to after watching a video, and from baseline to 2-week follow-up. ³ Observational descriptive study Rating: 4/11 Poor		Comment: There is fair quality evidence from observational studies that cooking safety education improves knowledge among parents and older adults. No studies on fire-injury, death, or fire incidence were found.


NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
108 Heating Safety in the Community	Educate adults with hazards of heating sources within the home	All population Education	Averaged rating: 4.67/11 Fair LOE: VI
★★★★			<p>Comment: There is fair quality evidence from observational studies that heating safety education improves knowledge among parents and older adults. No studies on fire-injury, death, or fire incidence were found.</p>
<i>Evidence:</i>			

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NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
	<p>Lehna, Fahey et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 103 parents of newborns from the United States showed improvements on knowledge scores, which included heating safety, from baseline to after watching a video, and from baseline to 2-week follow-up. ⁵ Observational descriptive study Rating: 5/11 Fair</p>		
<p>112 Senior and Elder Safety</p>	<p>Educate on fall prevention and fire safety for seniors. The program covers senior living, common hazards and prevention, and fire-related occurrences.</p>	<p>Seniors & caregivers Education</p>	<p>Averaged ratings:4.67/11 Fair LOE: VI Comment: There is fair quality evidence from observational studies that fire safety education for older adults improves fire safety knowledge. No studies on fire-injury, death, or fire incidence were found.</p>
<p>★★★★</p>	<p><i>Evidence:</i> Lehna et al. (2017): In a pre-test, post-test and follow-up study on home fire safety knowledge, 12 urban older adults from Wales showed improvements on knowledge scores from baseline to after watching a video, and from baseline to 2-week follow-up. ³ Observational descriptive study Rating: 4/11 Poor</p>		
	<p>Lehna, Coty et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 110 urban older adults from Kentucky, either home bound or community-based, showed improvements on knowledge scores from baseline to after watching a video, and from baseline to 2-week follow-up, without differences between groups.⁴ Observational descriptive study Rating: 5/11 Fair</p>		
	<p>Leahy et al. (2012): Most older adults found information new, helpful, and intended to use the information.¹⁵ Observational descriptive study Rating: 5/11 Fair</p>		

NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
113 Multi-Generation Residence Safety 	Educate all demographics living within one residence. The program focuses on hazards associated with multiple generations within one household and combines other age-specific programs using resources from NFPA and other providers.	All population Education	Averaged ratings: 4.67/11 Fair LOE: VI Comment: There is fair quality evidence from observational studies that fire safety education for specific demographics improves fire safety knowledge. No studies on fire-injury, death, or fire incidence were found.
<i>Evidence:</i>	Lehna et al. (2017): In a pre-test, post-test and follow-up study on home fire safety knowledge, 12 urban older adults from Wales showed improvements on knowledge scores from baseline to after watching a video, and from baseline to 2-week follow-up. ³ Observational descriptive study Rating: 4/11 Poor		
	Lehna, Coty et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 110 urban older adults from Kentucky, either home bound or community-based, showed improvements on knowledge scores from baseline to after watching a video, and from baseline to 2-week follow-up, without differences between groups. ⁴ Observational descriptive study Rating: 5/11 Fair		
	Leahy et al. (2012): In an evaluation of a community-based fire initiative for New York City older adults, 2590 older adults received education during community-based health fairs. Most reported learning new information, found the information helpful, and intended to apply the information. ¹⁵ Observational descriptive study Rating: 5/11 Fair		

NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
115 Wood Heat Safety 	Shown how to remove or reduce the risk with their heating units, focusing on wood heating appliances safety.	All population Education	Averaged ratings 4.67/11 Fair LOE: VI Comment: There is fair quality evidence from observational studies that fire education programs improve heating safety knowledge. One poor quality observational study found mixed results for heating safety knowledge among older adults following education.
<i>Evidence:</i>	<p>Lehna et al. (2017): In a pre-test, post-test and follow-up study on home fire safety knowledge, 12 urban older adults from Wales showed mixed results on heating safety scores from baseline to after watching a video, and from baseline to 2-week follow-up.³ Observational descriptive study Rating: 4/11 Poor</p> <p>Lehna, Coty et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 110 urban older adults from Kentucky, either home bound or community-based, showed improvements on knowledge scores, which included heating safety, from baseline to after watching a video, and from baseline to 2-week follow-up, without differences between groups.⁴ Observational descriptive study Rating: 5/11 Fair</p> <p>Lehna, Fahey et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 103 parents of newborns from the United States showed improvements on knowledge scores, which included heating safety, from baseline to after watching a video, and from baseline to 2-week follow-up.⁵ Observational descriptive study Rating: 5/11 Fair</p>		

NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
116 Wood Heat Maintenance 	Focus on the proper maintenance for wood heating units.	Home occupants & building maintenance staff Education	Averaged rating: 4.67/11 Fair LOE: VI Comment: There is fair quality evidence from observational studies that similar fire education programs improve heating safety knowledge. One poor quality observational study found mixed results for heating safety knowledge among older adults following education.
<i>Evidence:</i>	Lehna et al. (2017): In a pre-test, post-test and follow-up study on home fire safety knowledge, 12 urban older adults from Wales showed mixed results on heating safety scores from baseline to after watching a video, and from baseline to 2-week follow-up. ³ Observational descriptive study Rating: 4/11 Poor		
	Lehna, Coty et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 110 urban older adults from Kentucky, either home bound or community-based, showed improvements on knowledge scores, which included heating safety, from baseline to after watching a video, and from baseline to 2-week follow-up, without differences between groups. ⁴ Observational descriptive study Rating: 5/11 Fair		
	Lehna, Fahey et al. (2015): In a pre-test, post-test and follow-up study on home fire safety knowledge, 103 parents of newborns from the United States showed improvements on knowledge scores, which included heating safety, from baseline to after watching a video, and from baseline to 2-week follow-up. ⁵ Observational descriptive study Rating: 5/11 Fair		

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NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
101 Youth Fire Setter Intervention Awareness 	Identify the specialized resources and community roles required to effectively utilize the YFSI program	Youth Education	Averaged rating: 4/11 Poor LOE: VI Comment: There is poor quality evidence from observational studies that educational fire-setting interventions reduce arson re-offenses, but do not reduce general re-offenses among youth fire setters.
<i>Evidence:</i>	<p>Lambie et al. (2013): In a ten- year follow-up to the New Zealand Fire Awareness and Intervention Program, child and adolescent fire-setters reported 2% arson re-offenses and 59% re-offenses over the time period.¹ Observational Descriptive study Rating: 6/11 Fair</p> <p>Bennett et al. (2004): 42 child fire-setters were assigned to the Burn Education Awareness Recognition and Support program (BEARS) in 2002. As of 2004, no children had performed fire-setting behaviours.² Observational Descriptive study Rating: 2/11 Poor</p>		
102 Getting to Know Fire 	Introduce community fire departments / fire prevention resources to the BC OFC Getting to Know Fire curriculum and how to effectively use the program.	All population Education	No evaluation studies for similar or related programs. Quality assessment not performed. LOE: VII
103 Learn Not to Burn 	Introduce community fire departments / fire prevention resources to the NFPA Learn Not to Burn curriculum and how to effectively use the program	All population Education	No evaluation studies for similar or related programs. Quality assessment not performed. LOE: VII
104 Close Before You Doze 	Focus on closing bedroom doors while sleeping to reduce risks associated	All population Education	No evaluation studies for similar or related programs. Quality assessment not performed.

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NIFSC Fire Safety Program	Program Component	Target Population & Approach	Evidence-based Rating
106 Sparky in the Community ★	Provide instruction on how to use Sparky and lesson plans	All population Education	LOE: VII No evaluation studies for similar or related programs. Quality assessment not performed.
117 Seasonal Safety ★	Focus on known and emerging issues pertaining to seasonal fire safety issues, using existing media platforms or sole delivery in communities.	All population Education	LOE: VII No evaluation studies for similar or related programs. Quality assessment not performed.
118 Fire Smart & Indigenous Ecology ★	Utilize the FireSmart Canada program and Indigenous focused ecology to help communities mitigate the impact of wildland fires.	All population Education	LOE: VII No evaluation studies for similar or related programs. Quality assessment not performed.
119 Introduction to Fire and Life Safety Educator ★	Provide the foundation for participants to advance into certified Fire Life Safety Educator programs.	Firefighters, teachers & safety officers Education	LOE: VII No evaluation studies for similar or related programs. Quality assessment not performed.
120 Traditional Fire Knowledge ★	Focus on cultural and traditional land management methods.	All population Education	LOE: VII No evaluation studies for similar or related programs. Quality assessment not performed.

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