

Name: _____

Aligned to the following standards:

FFA.PL-A1, FFA.PL-A3, FFA.PL-B2, FFA.PL-B5, CCSS.RI.9-10.1, CCSS.RI.9-10.4, CCSS.W.9-10.4, CCSS.W.9-10.5, CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.6, CCSS.ELA.SL.11-12.6, CCSS.ELA.L.9-10.6, CCSS.ELA.L.11-12.6, CRP.02, CRP.04, CRP.08

Appendix 3: Farm Fire Prevention

Part 1

Directions:

Read the article "On the Front Lines of Farm Fire Prevention" in the spring/summer 2026 issue of *FFA New Horizons* and complete the following activities.

1. How many hours has Dakine Thompson logged for his supervised agricultural experience (SAE)? a. 15 b. 100 c. 200 d. More than 300	2. Which state is Dakine Thompson from? Draw a picture of the state in the space provided, and draw a star with a label to identify the location of the volunteer fire department he works at.
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3. Identify three skills that Dakine has developed from his service-learning SAE.

(1) _____

(2) _____

(3) _____

4. Due to the surprise that so many were unprepared if a fire or an evacuation were to occur, what did Dakine develop for his community?

(1) E _____ C _____ L _____

a. What role do you think this resource plays if a fire or evacuation were to occur?

(2) F _____ E _____ P _____

a. What role do you think this resource plays if a fire or evacuation were to occur?

(3) F _____ P _____ C _____

a. What role do you think this resource plays if a fire or evacuation were to occur?

5. Identify three risks that are often identified on farms that farmers may be unaware of.

(1) _____ (2) _____ (3) _____

6. What is the name of the Facebook page that Dakine developed to feature demonstrations and educational resources? _____

7. Why do you think many may not have fire and evacuation plans for their farms or homes?

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Part 2

Directions:

Using the prompts below, complete the following activities.

1. Walk through your classroom and department facilities (Ex. mechanics shop, greenhouse, livestock facility, storage rooms, etc.). Identify the fire safety measures in place and any fire safety concerns you notice that could affect your ability to escape. When evaluating the space, consider the items in the room, both on the floor and on the walls.

Common fire safety requirements for schools include:



- 1 Fire alarm systems**
School fire alarm systems must be fully functional, regularly tested, and maintained.
- 2 Fire extinguishers**
Accessible fire extinguishers should be available throughout the school and maintained according to the manufacturer's guidelines.
- 3 Exit and signs**
Schools must have clear and unobstructed exit routes with properly illuminated exit signs leading to safety.
- 4 Fire drills**
Safety drills should be conducted regularly so students and staff can practice emergency evacuation procedures.
- 5 Fire safety education**
Schools must integrate fire safety education into student curriculums so they know the latest in fire safety dos and don'ts.
- 6 Fire prevention measures**
Prevent fire hazards by handling flammable substances safely, decluttering heating equipment, servicing electrical systems, and keeping your school clean.



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Safety Measures in Place	Potential Hazards

2. Think about your home. What types of safety measures and hazards exist in your home?

Safety Measures in Place	Potential Hazards

3. What did you notice that surprised you as you looked at and thought through the classroom, facilities and your home?

- Why?

4. Using the U.S. Fire Administration website, <https://www.usfa.fema.gov/statistics/>, identify three statistics that surprise you about fires in the U.S.

Statistic	What Does the Statistic Mean?	What Surprised You About This Statistic?

Name: _____

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5. Based on what you have learned about fires and fire safety, develop a 30-second public service announcement (PSA) for your community about the importance of fire safety and the things they need to think about now for future safety. Use the space below to write your PSA.
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Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The PSA is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The PSA is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The PSA is hard to understand with very quiet speaking or very hard-to-read writing. Little creativity was used.	The PSA is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The PSA is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the PSA.	Two mistakes are heard in the PSA.	Three or more mistakes are heard in the PSA. Student spoke very fast and was unclear.
Time	PSA was 30 seconds.			Student was either under or over the allotted time.

Name: _____

Part 3

Directions:

Fire safety is a critical part of any home, office, school or farm. Develop a 30-minute elementary education activity that you could present to teach about fire safety. Use the steps below to plan your event/activity.

DEFINE ISSUE:

Guiding question: "What is the challenge we are facing?"

Examples:

- There is a lack of knowledge of agriculture and agricultural practices.
- There is disconnect between consumers and agricultural products, which begins at a young age.

Use the space below to capture the details of your challenge.

The challenge we are facing is:

ANALYZE:

Guiding question:

"What is the vital information we need to know, and where can I find it?"

Examples:

- Animals: local producers or students who raise livestock, agriculture teacher, county extension agent.
- Plants: local producers or students who grow plants, agriculture teacher, county horticulture extension agent, extension organizations like Master Gardeners.
- Agriculture Safety: local producers or students who are involved in animal production, machinery operation, agriculture teacher, county extension agent.
- Nutrition: family and consumer science teacher, agriculture teacher, county extension agent.
- Environment: local conservation agent or state conservation/natural resources staff.

We need to know:

Name: _____

WRITE OBJECTIVES:

Guiding question: "What do we want to accomplish?"

Examples:

- Students have an increased knowledge about agriculture from interactive experiences.
- Students have an increased knowledge of the processes in agriculture that produce food, fiber and natural resources.

Our objectives are:

Describe the activity you going to complete with students.

What supplies will you need?

Reflection:

1. What did you find challenging about planning this event?

Name: _____

2. What did you find exciting about planning this event?

3. Why is fire safety so important?

4. Complete the following statements.

- Three things I learned:

(1)

(2)

(3)

- Two questions I still have:

(1)

(2)

- One final statement about farm fire safety: