

Denver Firefighters Museum Safety Kiosk Case Overview



The Denver Firefighters Museum (DFM), located in the historic Denver Fire Station No. 1, has as its mission to educate the public not only about the history of the Denver Fire Department but about fire safety as well. But what if 80% of all set fires are set by kids? How do you educate pre-school, kindergarten and first graders? The need is great, especially since 50% of the fatalities in those house fires are the children who set them. The DFM set up a three-part program that would appeal to different kinds of learners and test whether they understood the lessons. First children would physically explore and interact, then a computer kiosk would crystallize and reinforce the learning and finally a puppet show would

test whether the children needed more work on the lesson. Museum staff held focus groups with pre-school and kindergarten children, their parents and early childhood educators to determine the most needed modules. They decided to concentrate on three learning modules:

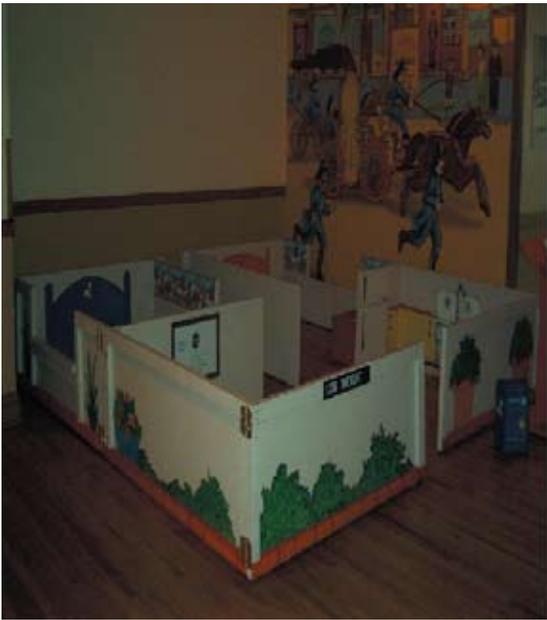
- Find two ways out of every room
- Call 911 (not only for fires, but if a childcare provider is in trouble)



- See firefighters as your friends (don't be frightened by the alarm or strangely dressed men, but get out of the burning building)

The IMLS grant allowed creation of the computer kiosk. Museum staff worked with Education ala Carte to write the scripts for the learning modules, Shaw Consulting to write and test the software and Western Research Group to evaluate the project. Teachers in three local elementary schools agreed to cooperate with the testing of the program and its effectiveness.





For more information on the Firefighters Museum, see

<http://www.denverfirefightersmuseum.org/>

Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.

Firefighters Museum Administrator

“It’s so much fun working with young children in our setting, watching them slide down the pole to the firetruck and picking the right clothing for the firemen in the computer game. With young children, we’re not building thinking skills; we need to teach them to react quickly and correctly. Of course the adults love the computer kiosk, too!”



Elementary and Pre-school Teachers

“Kids have great curiosity about fire and often all they hear from their parents are no-no’s. Visiting the museum teaches the children at a level they can absorb and enjoy. The biggest problem is getting them to leave!”

Volunteers

“My niece died in a home fire. Volunteering for the safety program at the Museum is my way of avoiding more deaths and heartache in the future. Besides, the kids have so much fun—finding ways out of rooms, interacting the puppet show. And it’s great to have the retired firefighters around to impress the kids with ‘the real thing.’”



IMLS

“The statistics about fire-setting and mortality make it important that safety education is effective. We like the strong evaluation component of this grant.”

Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's name ?	Computer Kiosk and Education Program, Fire Safety and Prevention Denver Firefighter's Museum
What partners are involved?	Shaw Consulting Western Research Group Education ala Carte Edward Hansen and other volunteers Crofton Elementary Wymann Elementary Gilpin Elementary
Who are the program's stakeholders ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each stakeholder want to know?
IMLS	How many people participated in this project or used this product? What key outcomes and indicators did you use to build the project? How many of these participants or users showed the outcome you hoped for? How do you know? Did you meet the need that shaped the project or product?
Metro Area School Teachers	What is the cost of the program? Did it increase the children's knowledge and skills? Was the program interesting?
Museum Staff	Was the partnership productive? Did we learn what works and what doesn't? How can we modify the program to make it more effective? Will the program be relevant for other age groups? Will we be able to get additional funding to expand the program?

II. Program planning: connecting needs, solutions, and results

Who are the audiences ?	Children under the age of ten and their families will be targeted.
What are the needs of the audience?	A primary organization, the Denver Fire Department, provided education similar in content to the general public. Funding for this programming was cut in 2002. Statistics from the Denver Fire Department Incident Reporting System provided information about the types of calls the Fire Department responds to as well as the community in which the highest number of incidents are reported. These findings have provided the Museum with realistic facts about what educational programming would be most effective for specific communities in the Denver Metro Area. Additionally, information from the National Fire Prevention Association web page identified the three most at risk groups for fire injury and death as being children, seniors, and low income individuals.
What are some audience considerations ?	<ul style="list-style-type: none"> •All children need to know this life saving information, but this requires adults to take children to the museum to learn. •The most at risk children are the hardest to reach.
What solution fulfills the needs?	<ul style="list-style-type: none"> •Computer Kiosk with age-specific content and activities (K-2, 3-4) and short quizzes to ensure concepts are understood before moving to next concept •Reinforce concepts learned in other educational activities focusing on fire safety and prevention. •Exhibits, pre- and post-visit teacher support, museum visits •Post-visit take-home materials

What will be the desired results ?	Increase fire safety awareness
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III. Logic model summary: program purpose statement

We do what?	We will provide educational activities focused on fire safety and prevention, computer kiosks, teacher support and take home materials.
For whom ?	Children, families and teachers
For what outcome /benefit(s)?	Children increase their knowledge of fire safety and prevention.

IV. Program elements

Inputs	Outputs (or counts)
IMLS grant	
Teachers from participating schools	
Colorado Department of Education Standards for math, science and reading	
Shaw Consulting-create software and tech support	
Volunteers-build kiosks	
Incentives for participating schools and groups	
Focus Groups-input on educational programming	
Western Research Groups-analyze focus groups and evaluations	
Museum Education Coordinator-develop education program content	
Activities	Outputs (or counts)
Train Museum staff and volunteers	4 staff and 10 volunteers trained

Coordinate construction of computer kiosks	
Facilitate focus groups	
Market educational programs	
Coordinate development of computer software	
Coordinate school group participation	600+ school and daycare tours
Evaluate pre and post performance of school groups	5 pre- and post-visit evaluations comparing fire safety knowledge
Analyze projected outcomes	
Schedule participating groups	
Write mid-term and final reports	
Modify educational program as needed	
Services	Outputs (or counts)
Training	3 in-service trainings Number of participants involved in training
Exhibits	
Demonstrations	600+ school and daycare tours
Support to teachers	Online educational guide Number of visitors to the online educational guide 6 teacher orientation/lesson plans 170 free passes for school children and teachers

V. Outcomes

Outcome 1: *Children increase their knowledge of fire safety.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
<p>The number and percent of children who are able to identify at least 5 common fire hazards in the home.</p> <p>AND</p>	<p>Approx. 250 children who visit the Museum from participating Denver Metro Area Schools and Day Care Centers</p>	<p>Post-visit survey of children administered by teacher</p>	<p>4th week following visit</p>	<p>60%</p>
<p>The number and percent of children ages 8 and above who have planned and rehearsed one or more safe routes out of their house in case of an emergency.</p> <p>AND</p>	<p>Approx. 250 children who visit the Museum from participating Denver Metro Area Schools and Day Care Centers</p>	<p>Post-visit survey of children administered by teacher</p>	<p>4th week following visit</p>	<p>30%</p>
<p>The number and percent of children ages 5-7 who can identify the safest way out of their house in an emergency.</p>	<p>Approx. 250 children who visit the Museum from participating Denver Metro Area Schools and Day Care Centers</p>	<p>Post-visit survey of children administered by teacher</p>	<p>4th week following visit</p>	<p>30%</p>