

Operating Guideline # 1604

Community Events

Created: May 20, 2022

Revised: Dec 5, 2025



PURPOSE:

The purpose of this Operating Guideline (OG) is to outline practices for responding to requests from members of the general public for participation by members of the Muskoka Lakes Fire Department in community events and public education activities.

GUIDELINE:

1. All requests for the participation or representation of Muskoka Lakes Fire Department personnel or assets trucks at community events shall be directed to the Administrative Assistant for processing approval from the Chief using this guideline.
2. The Administrative Assistant, when receiving any request for a community event, shall record the details of the event and contact information for the requesting person/organization. The request shall then be forwarded to the Fire Chief or his designate for approval.
3. Where the event is primarily focused on a community relations activity, the Fire Chief shall forward the approved request to the Fire Prevention Officer who shall identify the number of fire department representatives required to properly staff the event. All persons participating must be properly attired (uniform) based on the circumstances of the particular event and the expected target audience.
4. Participation in the event shall be limited to those persons who possess the proper knowledge, skills and abilities to properly represent the department in terms of providing fire prevention information. Persons assigned to public education activities will be properly attired in the fire department uniform of the day unless otherwise authorized by the Fire Chief.
5. The Fire Chief may authorize participation in an event not described above and shall designate the event as being subject to remuneration, or not, prior to the event being conducted.
6. Incident reports shall be completed at the conclusion of any public education or authorized event and shall be submitted to the Administrative Assistant for processing.
7. Members utilizing public educational materials shall report the use of any materials to the Fire Prevention Officer so that adequate stock of such materials can be maintained.
8. MLFD identifies three general targets for the focus of our public education and community programs; elementary school aged children; adults; and business.

Operating Guideline # 1604

Community Events

Created: May 20, 2022

Revised: Dec 5, 2025



9. Events that include paid personnel and assets will be placed on the internal calendar for senior staff to share and communicated via email with all District Chief Officers.

NFPA fire and life safety educators help develop lesson plans—ranging from 10, 30, and 60 minutes—with the Urban Fire and Life Safety Task Force to educate and inform the public on vital fire and life safety issues. See the link below.

[Lesson Plans](#)

MLFD members are responsible for the dissemination of public education information and are reminded that any interaction with the public constitutes an opportunity to educate.

RESPONSIBILITY:

It is the responsibility of all Muskoka Lakes Fire Department personnel to comply with the provisions of this Operating Guideline, including the District Chief Officers.

DEFINITIONS:

"Assets" are any materials owned by the Corporation of the Township of Muskoka Lakes Fire Department and include facilities (fire stations) and all apparatus and equipment.

"Community events" are defined as a) community relations activities which contribute to the community good (e.g. - charity events) or that promote general positive public relations of the department.

"Fire Prevention Officer" is a person employed by the fire department to a) conduct fire code inspection and enforcement activities; b) conduct fire and life safety educational activities (e.g. - promote the smoke alarm program, alarmed for life program, fire escape planning etc.); conduct initial post-fire origin and cause investigations and other activities as assigned by the Fire Chief.

"Public Education Events" means those which promote fire and/or life safety issues to members of the general public.

REFERENCES:

Not Applicable.

Operating Guideline # 1604

Community Events

Created: May 20, 2022

Revised: Dec 5, 2025



Mastering the 10-Minute Mini-Lesson

SAMPLE
LESSON
PLAN

Educational Messages to Review:

Ch. 4: Home Fire Escape
4.1. Planning

Topic: Plan Your Home Fire Escape

Audience: Adults who would benefit from basic information about planning a home fire escape.

Lesson Objective: By the end of the mini-lesson, attendees should be able to explain the importance of a home fire escape plan and have at least two ways out of every room.

Materials: "Plan your home fire escape" handouts in the appropriate languages.



Step 1: Introduction (3 minutes)

- Greet the audience and thank them for allowing you to speak for 10 minutes. Let them know you are happy to be there.
- Introduce yourself and share your connection to the community.
- HOOK: Ask the audience to:
 - Visualize where you live.
 - Turn to the person beside you and discuss all the ways to get out of your home. Tell the audience you will let them know when it is time to stop. Set a timer for 2 minutes (120 seconds). Set your the timer's alarm to "beep" so the audience can hear when time is up.
- Ask the audience: Did you think about the ways out of every room in your home? Did you think about more than one way out of every room?
- Inform the audience that the 120 seconds that they had to discuss the different ways out of their home is about the same amount of time they would have to escape if there was a fire in their home. It's too late to start developing a home fire escape plan when fire happens. Everyone in the home needs to be prepared so that they know what to do when the smoke alarm sounds. Every second counts!
- Share the purpose of your visit: "Today we are going to learn how vital it is to have at least two ways out of every room in your home. We will also talk about how important it is to have a home fire escape plan in case there is a fire where you live."

Step 2: Body (6 minutes)

- Pass out the "Plan your home fire escape" handout in the appropriate languages.
- Explain each box using the talking points and questions below:
 1. **Draw a map of your home. Include all windows and doors.** Show an example of a completed home fire escape plan map.
Ask: Have you thought about how many windows you have in your home? Have you ever thought about a window being a way out?



**NATIONAL FIRE
PROTECTION ASSOCIATION**
The leading information and knowledge resource
on fire, electrical and related hazards

Operating Guideline # 1604

Community Events

Created: May 20, 2022

Revised: Dec 5, 2025



Charge into Fire Safety™

JUST
10!

Topic: 10-Minute Lesson Plan on Lithium-Ion Battery Safety

Audience: Adults who would benefit from learning important safety practices when handling, charging, and storing lithium-ion batteries.

Lesson Objective: By the end of the lesson, participants will be able to identify 3 behaviors that will help prevent lithium-ion battery fires.

Step 1: Introduction (1–2 Minutes)

- Welcome participants and thank them for allowing me to speak for 10 minutes.
- Introduce myself and share my connection to the community.
- **HOOK:** "Raise your hand if you have a smart phone with you today."
- **ASK:**
 - Do you know how your smart phone gets its power?
 - Do you have any other devices in your home with a battery that you have to charge?
 - Can you name some of those devices?
Examples include smart phones, laptops, tablet (e.g., iPad, kindle), e-scooters, e-bikes, hoverboards, e-cigarettes, smoke alarms, toys, and even cars.
- **ASK:** Did you know that all of these use lithium-ion batteries and that these batteries can overheat, catch fire, or explode if used incorrectly?

Step 2: Body of the Presentation (7–8 minutes)

Understanding Lithium-Ion Batteries (1–2 minutes)

- Briefly explain what lithium-ion batteries are and where they are commonly used.
 - Lithium-ion batteries give power to many kinds of devices like the ones we just named. (smart phones, laptops, tablets, scooters, e-bikes, hoverboards, e-cigarettes, smoke alarms, toys, and even cars)
 - These batteries store a large amount of energy in a small amount of space.
 - Sometimes batteries are not used the right way; batteries not designed for a specific use can be dangerous.
- **ASK:** How many times do you think you have dropped your smart phone or tablet? Think about the impact that could have on the lithium-ion battery that is powering your device.
- Like any product, a small number of these batteries are defective. They can overheat, catch fire, or explode.

Charge into Fire Safety with these Safety Tips (4 minutes)

- Purchase and use devices that are listed by a qualified testing laboratory.
- Always follow the manufacturer's instructions.
- Use only the battery that is designed for the device.
- Put batteries in the device the right way.
- Use only the charging cord that came with the device.
- Do not charge a device under your pillow, on your bed, or on a couch.
- Do not keep charging the device or device battery after it is fully charged.
- Keep batteries at room temperature when possible. Do not charge them at temperatures below 32°F (0°C) or above 105°F (40°C).
- Store batteries away from anything that can catch fire.



Educational Messages to Review:

Chapter 20: Battery Safety
20.1 Lithium-Ion Batteries

Materials

- Visual aids or images of battery safety symbols (optional)
- Printed NFPA Lithium-Ion Battery tip sheet (available in English, Spanish, French)



**NATIONAL FIRE
PROTECTION ASSOCIATION**
Transforming Information and Knowledge
into Safe, Sound and Smart Decisions

[nfpa.org/education](https://www.nfpa.org/education) ©NFPA 2023

Operating Guideline # 1604

Community Events

Created: May 20, 2022

Revised: Dec 5, 2025



Mastering the 10-Minute Mini-Lesson

SAMPLE
LESSON
PLAN

Topic: Cooking Fires

Audience: Congregation during Church Service

Lesson Objective: By the end of the mini-lesson, members of the congregation will be able to identify at least 3 behaviors that will reduce the risk of cooking fires in the kitchen.

Educational Messages to Review:

7 Cooking

- 7.1 Stay Alert
- 7.2 Watch What You Heat!
- 7.3 Keeping Things That Can Catch Fire Away from Heat Sources
- 7.4 What to Do If You Have a Cooking Fire

6 If You Are on Fire

- 6.1.1 Stop, Drop, and Roll
- 6.1.4 Cool a Burn

Step 1: Introduction (1–2 Minutes)

- Greet the participants and thank them for allowing me to speak for 10 minutes. Let them know I am happy to be there.
- Introduce myself and share my connection to the community.
- **HOOK:** "Can anyone guess the leading cause of home fires and home injuries?" Entertain a few responses before telling the answer: Cooking Fires
- Explain the purpose of my visit: "I would love to help reduce the number of cooking fires we have in our community. Today I am going to help you identify behaviors that will help you stay safe from fire in your own kitchen."

Step 2: Body of the Presentation (7–8 minutes)

Share the following points with the congregation: (Use props and/or visuals to increase engagement)

- Cooking fires are the number one cause of home fires and home injuries.
- Most cooking fires in the home involve the stovetop.
ASK: What do you think are some causes of stove top fires?
- The most common type of cooking fire is cooking left unattended.
- **STAY IN THE KITCHEN** when cooking. Be especially attentive if cooking with oil or at high temperatures.
- Keep anything that can catch fire such as oven mitts, food packaging, or towels away from your stovetop.
ASK: What are some other hazards to keep away from the stove top? Curtains, paper towels, paper plates, wooden utensils...
- If a pan of food does catch fire, carefully slide a lid over the pan and then turn off the burner. Be sure to let the pan cool before taking off the lid.
- When cooking, wear tight-fitting clothing or short sleeves so your clothes won't catch on fire. Baggy clothes or dangling sleeves can easily brush over a hot burner and catch fire.
ASK: Can I have a volunteer stand up and show off an outfit that would be safe for cooking?
- If your clothing catches fire, **STOP** what you are doing immediately, **DROP** or lower yourself to the floor, and **ROLL** over and over to put out the flames. Do **NOT** run if your clothes are on fire. Running will make the flames bigger.
ASK: Who knows why Stop, Drop, and Roll works to put out flames? You smother the fire — reduce the oxygen flow.
- If you are burned, use cool water to cool the burn. Get medical help right away.

Step 3: Conclusion (1 minute)

- Let's review! Ask congregation members to raise a hand to share one behavior that will reduce the risk of cooking fires. Solicit a variety of responses.
- Remind participants that simple steps will help increase safety.
- Share my contact information and encourage the congregation to contact me if they have questions or concerns about other fire issues.
- Thank everyone for allowing me to come in.



Your Source for **SAFETY** Information

NFPA Public Education Division • 1 Batterymarch Park, Quincy, MA 02169

www.nfpa.org/education