

Guide to Teaching: High-Five a Firefighter

Objective: *Within the presence of a firefighter dressed in full gear, the learner will come into or stay in close proximity of the firefighter (2 foot radius) and/or provide some form of acknowledgement (greeting, high five, etc.).*

Rationale: There are documented occurrences of individuals demonstrating fear responses, such as hiding, during emergencies that require response from firefighters in full gear. This lesson introduces children to community workers in a positive way for later generalization in emergency situations.

Preparation and Materials
• The team decides which type of acknowledgment is best for the individual/learner ◦ Note: Not all learners should be required to complete a high-five. The goal is tolerating and approaching firefighters in full gear to prepare for a potential emergency. Therefore, the specifics regarding the acknowledgement should be individually defined. However, the following plan outlines a way to teach the traditional high five. • Identify ways to help the learner to approach others and give a high five. The help provided should be chosen based on what is most beneficial for that person. Examples of help: model, verbal/vocal, physical guidance, gesture or visual assistance.
Steps to Learning
1. Identify familiar and preferred individuals that the learner will likely be motivated to high-five (preferred peers, teachers, family members, etc.) 2. Identify unfamiliar individuals that the learner may be interested in high-fiving (classmates, neighbors, etc.) 3. Identify safe, unfamiliar community workers that the individual can high-five (grocery store clerks, librarian, etc.) 4. Plan for interactions with fire safety personnel, beginning with high-fives in plain clothes and ending with a high-five once all gear is donned 5. Include non-examples for identifying individuals who should not be high-fived (strangers, workers that are otherwise occupied, etc.) • Celebrate Success (Provide high rates of praise and reinforcement, especially for initial lessons)!
Details on Teaching
• For learners who do not have a history with high fiving, begin with a tailored explanation of how, why and when giving a high five may be appropriate • Learners should practice giving a high five to those involved with the initial lesson. Remember to use the help/assistance as identified in the preparation section and eliminate the assistance as quickly as possible to move towards independence • Progress through the steps to learning as outlined above • Provide feedback and reinforcement to the learner following increases in success and progress through each of the steps

Sample Data Sheet

+ (plus) = Independent - (minus) = prompted (note type of help: e.g., P=physical, G=gesture)

	Date:	Date:	Date:	Date:	Date:	Date:
High 5 Familiar Individuals						
High 5 Unfamiliar Individuals						
High 5 Community Workers						
High 5 Firefighters						