



**AUTISM  
CANADA**



**SARA**  
SEARCH  
AND RESCUE  
FOR AUTISM

Social Stories

# FIRE SAFETY



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# FIRE SAFETY



**My name is**

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*What is your name?*



**I am going to**

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*Where are you going?*



**I am going with**

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*Who is going?*



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# FIRE SAFETY



**While there we may  
have a camp fire.**



**Campfires can be used for:**

1. Staying warm
2. Providing light
3. Cooking food
4. Keeping bugs away
5. Watching and enjoying the way it looks



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# FIRE SAFETY

## Older Audience Option



**There are a lot of rules that everyone has to follow around camp fires to be safe.**

1. I need to check to see if it is safe to have a fire by checking for a fire ban.
2. I can only have a campfire in a designated fire pit.
3. I need to keep my fire small and under control.
4. I can only burn firewood provided by the park and not from the forest floor.
5. I cannot leave my fire unattended. I need to put out my fire before I go to bed or leave my campsite.
6. Additional Rules (add below).

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# FIRE SAFETY

## Young Audience Option



**There are a lot of rules that everyone has to follow around camp fires to be safe. I can enjoy the campfire by following these rules:**

1. I need to keep a safe distance from the hot fire.
2. I need to ask before putting anything in the fire.
3. I can sit, stand, or walk slowly around the fire but I should not run or play near it.
4. I need to ask an adult for help if I want to cook food over the fire.
5. Additional Rules (add below).

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# FIRE SAFETY



**If I'm on fire I need to put it out. I can pat the spot or**

**STOP, DROP, & ROLL!**



**Following these rules keeps me, others, and the plants and animals safe around the fire.**

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## ***How do I use a Social Story?***

Social stories are meant to prepare your child for a given situation. Thus, they should be reviewed prior to participating in the situation. We recommend reading the story once through without stopping with your child. Then, read it again and stop and point out a few important points. Do this numerous times and in different contexts prior to entering the situation written in the social story. You can ask them simple questions about the social story (e.g., where should we put our garbage?) Reading a story will help to prepare them but you still need to teach the skill embedded in the social story directly and create a lot of opportunities to practice. For example, when reviewing how to act around wildlife, practice in a park or your backyard after you read the social story. You can also highlight the importance of throwing away garbage in a labeled garbage can in your home before entering a national park. Don't forget to praise and reward your child for practicing the new skills they are learning! If you would like more information on developing and using social stories see Carol Gray's website [carolgraysocialstories.com](http://carolgraysocialstories.com).