Developmental Information

When creating your lesson plans, use this developmental information to be sure your lessons are age-appropriate.

Grade 1/Ages 6-7

- They are extremely egocentric. They need to be the center of attention.
- Their vocabulary is rapidly expanding.
- They have a great deal of energy and can be clumsy.
- They enjoy memorization.
- They require details.
- They thrive on encouragement.
- They dislike being singled out, even for praise.
- Somewhat longer sessions are possible. Their attention span is 15-20 minutes.
- Their hand-eye coordination is improving.
- They are less prone to taking chances.
- Their sense of competition is developing.
- They have a need for peer acceptance.
- Mixed groups are still possible.
- They want adult and peer approval.
- Simple stories will reinforce the messages taught.
- A short video may be utilized (8-10 minutes).
- The instructor should model preferred behavior whenever possible.

Grade 2/Ages 7-8

- They are explosive and excitable.
- They can be very dramatic.
- They are inquisitive and will ask endless questions.
- They possess a “know it all” attitude.
- They have less interest in play media.
- They like to use their hands.
- They delight in organized games.
- They tend towards bossiness and daringness.
- Their awareness of self is emerging.
- Their attention span is 20–25 minutes.
- They still require very concrete examples and language.
- They enjoy adult attention.

Source: Compiled by staff from Hudson Public Schools for the Department of Fire Services from various sources.

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
678-001	**Essential**	Ages 6-8 First & Second Grades	Recognizing the Firefighter as a Community Helper
678-002	**Essential**	Ages 6-8 First & Second Grades	Understanding Safety Words
678-003	**Essential**	Ages 6-8 First & Second Grades	Understanding “What Is Fire?”
678-004	**Essential**	Ages 6-8 First & Second Grades	Understanding and Practicing Match and Lighter Safety (Fire Tools)
678-005	**Essential**	Ages 6-8 First & Second Grades	Understanding and Practicing Stop, Drop and Roll
678-006	**Essential**	Ages 6-8 First & Second Grades	Practicing Fire Safety Around Heating Sources
678-007	**Essential**	Ages 6-8 First & Second Grades	Understanding Smoke Alarms
678-008	**Essential**	Ages 6-8 First & Second Grades	Understanding and Practicing Escape Plans
678-009	**Essential**	Ages 6-8 First & Second Grades	Understanding and Practicing Crawl Low Under Smoke
678-010	**Essential**	Ages 6-8 First & Second Grades	Identifying Exit Signs and Knowing Two Ways Out of Public Places
678-011	**Essential**	Ages 6-8 First & Second Grades	Responding Correctly to Fire and Emergency Drills
678-012	**Essential**	Ages 6-8 First & Second Grades	Reporting Fires and Other Emergencies
678-013	**Supplementary**	Ages 6-8 First & Second Grades	Participating in Home Hazard Inspections
678-014	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Cooking Safety
678-015	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Practicing Electrical Safety
678-016	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Practicing First-aid for Burns
678-017	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Transportation Safety
678-018	**Essential**	Ages 6-8 First & Second Grades	Understanding and Practicing Poison Prevention and Tobacco

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
678-019	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Cultural Fire Safety Issues
678-020	**Supplementary**	Ages 6-8 First & Second Grades	Celebrating Birthdays Safely
678-021	**Supplementary**	Ages 6-8 First & Second Grades	Celebrating Halloween Safely
678-022	**Supplementary**	Ages 6-8 First & Second Grades	Celebrating Winter Holidays Safely
678-023	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Snow Recreation Safety
678-024	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Practicing Safety Around Explosives and Fireworks
678-025	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Practicing Water Safety
678-026	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Camping and Hiking Safety
678-027	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Surviving Severe Storms
678-028	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Summer Recreation Safety
678-029	**Supplementary**	Ages 6-8 First & Second Grades	Understanding Your Personal and Community Role In Safety
678-030	**Supplementary**	Ages 6-8 First & Second Grades	Understanding and Practicing Ice Safety

Behavior description:

Recognizing the Firefighter as a Community Helper

Target group

Ages 6-8 First & Second Grades

Safety group:

Community Service

Grade

1&2

Reference #

678-001

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.2

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Recognize that firefighters are members of the community and that they save lives, put out fires and save property.
- Identify firefighters as community helpers.
- Name the special equipment that firefighters wear so that they are safe while doing their jobs.
  helmet, gloves, hood, pants, turnout coat, mask and air tank.
- Explain that they can help a firefighter by being outside of any building with fire or smoke before firefighters arrive.
- List what firefighters do besides putting out fires, such as helping people who are injured or sick, responding to car accidents and other emergencies. Firefighters also teach about fire safety and make fire safety inspections as well as maintaining their equipment.
- Identify firefighters as people who live in your neighborhood like other moms and dads and neighbors.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-008 Escape Plans
678-010 Exiting Public Places

Helpful hints: (Strategies):

- If you are going to don your gear for the class you should make every effort not to frighten the students.
- Don and doff your gear piece by piece in front of the students, use clean and decontaminated gear, or have the classroom teacher don and doff the firefighting gear while you, sitting at the students level, explain what each piece of equipment protects.
- This makes a great photo opportunity.
- Children should not wear a firefighter's helmet as the weight of this equipment has been documented to injure children.
- Use plastic helmets - ensure adequate amount.

Teacher's notes:

- Have students cut out pictures from magazines of who can be a firefighter.

Behavior description:

Understanding Safety Words

Target group

Ages 6-8 First & Second Grades

Safety group:

General Fire Safety

Grade

1&2

Reference #

678-002

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Define
- Smoke, fire, heat, emergency, fire drill, exit, alarms, danger, caution, flammable, matches/lighters, meeting place, escape, hazard, helmet, hose, ax, coat and truck.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-001 Community Helper
678-007 Smoke Alarms

Helpful hints: (Strategies):

- You can keep the children's interest by bringing in various firefighting tools and asking the children the correct names.
- Incorporate vocabulary into other lessons.

Teacher's notes:

Behavior description:

Understanding "What Is Fire?"

Target group

Ages 6-8 First & Second Grades

Safety group:

General Fire Safety

Grade

1&2

Reference #

678-003

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand | Safety & Injury Prevention Learning Standard | Self Protection

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Identify that a grownup must be present for all safe fire use.
- Give examples of good fires.
  (fireplace, barbecue, birthday candles)
- Give examples of bad fires.
  (forest fires, house fires, clothes on fire)
- Identify the three sides of the fire triangle.
  Give an example of each.
- Explain what happens when one side of the triangle is taken away.
- Give examples of fuel, heat, oxygen.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-016 First Aid for Burns

Helpful hints: (Strategies):

- Overheads, visuals and pictures are a must at this age level if you are going to be successful.
- Don't use open flames such as candles or matches.
- Don't use toys that have been burned.
- Reinforce that a fire without a grown-up is a bad fire.

Teacher's notes:

Behavior description:

Understanding and Practicing Match and Lighter Safety (Fire Tools)

Target group

Ages 6-8 First & Second Grades

Safety group:

Burns

Grade

1&2

Reference #

678-004

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain "Tell a Grown-up".
- Identify things that can get hot and burn.
- Tell it's OK not to keep secrets if someone is playing with matches or a lighter.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-005 Stop Drop & Roll
678-020 Birthday Safety

Helpful hints: (Strategies):

- At 2nd grade you can change the message from "Tell a Grown-up" when you see matches or a lighter to give them to a grown-up.
- Bring in a tool box to discuss tools vs. toys.
- Information should be sent home.

Teacher's notes:

Behavior description:

Understanding and Practicing Stop, Drop and Roll

Target group

Ages 6-8 First & Second Grades

Safety group:

Burns

Grade

1&2

Reference #

678-005

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Motor Skill Development	2.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Discuss when to use "Stop, Drop & Roll".
- Demonstrate "Stop, Drop & Roll" correctly.
- Distinguish when to "Stop, Drop & Roll" and when to 'Crawl Low Under Smoke".
- Recognize that the student must tell a grown-up immediately after they "Stop, Drop & Roll".
- Demonstrate helping another student with "Stop, Drop & Roll".

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004	**Match & Lighter Safety**
678-009	**Crawl Low Under Smoke**
678-016	**First Aid for Burns**
678-028	**Disabilities and Safety**
678-029	**Community Role In Safety**

Helpful hints: (Strategies):

- Encourage children to cover their faces after they have dropped to the ground, not before.
- Emphasize that the student should lower themselves gently to the ground.
- Activities should be done on a clean area.
- A 2 foot by 3 foot carpet square is a good size area to limit the rolling space and introduce the issue of "Stop, Drop & Roll" in a confined space.
- Encourage the students to help people with disabilities.

Teacher's notes:

Behavior description:

Practicing Fire Safety Around Heating Sources

Target group

Ages 6-8 First & Second Grades

Safety group:

General Fire Safety

Grade

1&2

Reference #

678-006

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Identify heating sources in the house (what's hot and what's not).
- Identify things to keep away from heating sources.
- State you should keep a safe distance away from heating sources, which includes 3 steps.
- Discuss what can happen if you get too close.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-003 Understanding What Is Fire
678-016 First Aid for Burns

Helpful hints: (Strategies):

- Be sensitive to the types of housing of students live in: (i.e. mobile homes, apartments, "triple-deckers", condos, single family homes)
- Examples of heating sources :
  - Kitchen - toasters, stoves, microwaves, ovens.
  - Bathroom - curling iron, dryers, hot water.
  - Home - heater, fireplace, wood stove, electric blanket, iron.
  - Basement - furnace, hot water heater.

Teacher's notes:

Behavior description:

Understanding Smoke Alarms

Target group

Ages 6-8 First & Second Grades

Safety group:

Alarms

Grade

1&2

Reference #

678-007

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.8

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Identify the loud noise of a smoke alarm as a signal to get out of the building quickly.
- Differentiate between the steady alarm and the chirping alarm.
- Identify the chirping alarm with the need to replace the battery.
- Demonstrate how to test an alarm.
- Recognize that alarms should be tested at least monthly.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-008 Escape Plans
678-009 Crawl Low Under Smoke
678-012 Reporting Emergencies

Helpful hints: (Strategies):

- Explain that a smoke alarm constantly smells for smoke. That is why alarms are so important, because when people go to sleep they loose their sense of smell.
- Smoke alarms and smoke detectors are used to mean the same thing. You can use either alarm or detector but try to be consistent so you don't confuse the students. We will use the word alarm throughout the guidebook to be consistent.
- Bring a working smoke alarm to the class. Explain that the alarm will make a loud noise. Demonstrate the noise. Teach that when you hear this sound that you must leave the building quickly. When the alarm chirps, change the battery.
- Some students stay at more then one home and should help maintain alarms there too.

Teacher's notes:

- Smoke alarms must be installed at or near the ceiling within ten feet of bed room doors and at the top and bottom of stairways on every level of your home. You should test your alarm at least monthly, change the batteries when you change your clocks in the spring and fall and replace the alarm after ten years. New homes must also have hardwired smoke alarms in bedrooms.

Behavior description:

Understanding and Practicing Escape Plans

Target group

Ages 6-8 First & Second Grades

Safety group:

Escape

Grade

1&2

Reference #

678-008

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.8

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- List key components of an escape plan.
- Recognize that working smoke alarms are the first step of a home escape plan.
- Explain what to do if it is not safe to leave the bedroom.
  - Call 9-1-1.
  - Wave clothing or sheet out window.
- Discuss what to do if you meet smoke on the way out.
  - "Crawl Low Under Smoke".
- Identify what is a good family meeting place.
- Demonstrate responding to a nighttime smoke alarm.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-007	**Smoke Alarms**
678-009	**Crawl Low Under Smoke**
678-011	**Fire / Emergency Drills**
678-012	**Reporting Emergencies**

Helpful hints: (Strategies):

- If you sleep in more than one home you must have an escape plan in each home and practice it with everyone in that house.
- "Exit Drills in the Home" (E.D.I.T.H.) must be practiced both "Day and Night" (D.A.N.).
- Have students make a home escape plan as a homework assignment.
- Send information home on planning and practicing escape plans.

Teacher's notes:

Behavior description:

Understanding and Practicing Crawl Low Under Smoke

Target group

Ages 6-8 First & Second Grades

Safety group:

Escape

Grade

1&2

Reference #

678-009

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Motor Skill Development	2.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- State "Do not hide in a fire."
- State to "Get Out and Stay Out."
- Demonstrate how to crawl low on hands and knees, not on belly.
- Demonstrate how to roll out of bed when smoke alarm sounds.
- Explain that in a fire, smoke and heat will rise to the ceiling and cleaner air will be close to the floor.
- State to "Test all closed doors with the back of your hand."

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-003 Understanding What Is Fire
678-005 Stop Drop & Roll
678-007 Smoke Alarms
678-008 Escape Plans

Helpful hints: (Strategies):

- Use a blanket/sheet as level of smoke when having students demonstrate crawl low.
- If you have taught stop drop and roll previously, review when to "Stop, Drop and Roll" and when to "Crawl Low Under Smoke".

Teacher's notes:

Behavior description:

Identifying Exit Signs and Knowing Two Ways Out of Public Places

Target group

Ages 6-8 First & Second Grades

Safety group:

Exits

Grade

1&2

Reference #

678-010

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Personal & Social Competency	2.26

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Learn that exit signs are posted in public places. They are usually red or green and are located high on the wall.
- Understand that exit signs are lighted or glow so they can be seen in the dark to guide you to the exit.
- Practice looking for exit signs when they enter a building that is unfamiliar to them so they will have two ways out in an emergency.
- Learn the definition of " exit ". Exit is a way to get out. They should always two ways out or two exits.
- Recognize that exit signs are not located over elevators because elevators are not safe to use in an emergency.
- Repeat that once they have exited a building, they need to go to their meeting place.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-007 Smoke Alarms
678-008 Escape Plans
678-029 Community Role In Safety

Helpful hints: (Strategies):

- You can take the class around the school and look for exit signs. Have them add up all the exit signs.
- Have the students draw and color an exit sign.
- Elevators ride up and down inside shafts which carry smoke and heat to the top of the shaft during a fire.
- Elevators are unreliable in a building on fire because the electronics can easily be affected by the smoke and heat.

Teacher's notes:

Behavior description:

Responding Correctly to Fire and Emergency Drills

Target group

Ages 6-8 First & Second Grades

Safety group:

Escape

Grade

1&2

Reference #

678-011

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Personal & Social Competency	2.7

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain when an alarm sounds you must go to the nearest safe exit. "Get Out and Stay Out".
- Explain and demonstrate the correct way to respond to a fire or other emergency.
- Explain that exits can be blocked by smoke or fire.
- Define a meeting place.
- Demonstrate how to call 9-1-1.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-008 Escape Plans
678-012 Reporting Emergencies

Helpful hints: (Strategies):

- Review the escape plans that are in effect for the building (classroom) that you are teaching in prior to teaching the lesson. This will allow you to answer any questions that might be asked during the lesson.

Teacher's notes:

Behavior description:

Reporting Fires and Other Emergencies

Target group

Ages 6-8 First & Second Grades

Safety group:

Emergencies

Grade

1&2

Reference #

678-012

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.2

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Practice how to summon help by pressing or dialing the numbers 9-1-1 on a telephone or cellular phone.
- Learn that even if you don't know where you are, help will still arrive because the 9-1-1 operator can tell where you are calling from. and that when calling 9-1-1 on a cellular phone you must explain where you are to the operator.
- Explain that a fire alarm pull station will notify people in the building and you must also call the fire department from outside.
- Repeat their name, address and phone number.
- Explain that using a pull station when there is no fire is wrong.
- Explain the reasons for calling 9-1-1: to report a fire, stop a crime to save a life or when you are afraid.
- Review what an emergency is: (from the glossary)
  1. A serious situation or occurrence that happens unexpectedly and demands immediate action.
  2. A condition of urgent need for action or assistance.
  3. When someone needs help.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-001 Community Helper
678-008 Escape Plans
678-016 First Aid for Burns

Helpful hints: (Strategies):

- Explain when and why they should use the 9-1-1 system, which is to stop a crime, report a fire or to save a life.
- Hand out 9-1-1 stickers to the students to take home
- Bring two telephones with you to practice emergency calls.
- Show the students where the pull stations are near the class room and explain that pull stations are usually at an exit.
- Certain residential buildings such as "triple-deckers" (a three family building covering three floors) will have pull stations but will not necessarily notify the fire department. That is why we must teach calling 9-1-1 after pulling the pull station with a phone call.

Teacher's notes:

- For generations school teachers and fire departments have taught that children should never touch pull stations. Unfortunately these teachings have instilled the behavior and we find that adults do not use pull stations when there is a fire emergency. Take care to reinforce that they should be used for emergencies.

Behavior description:

Participating in Home Hazard Inspections

Target group

Ages 6-8 First & Second Grades

Safety group:

General Fire Safety

Grade

1&2

Reference #

678-013

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain what hazards are.
- Identify 10 hazards.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-002	**Understanding Safety Words**
678-003	**Understanding What Is Fire**
678-006	**Heating Source Safety**
678-014	**Cooking Safety**
678-015	**Electrical Safety**

Helpful hints: (Strategies):

- Set up a room with hazards for students to find.
- Use the "Hazard House" prop if you have access to one.
- Send home information on hazards.
- Remind the grown-ups at home to fix any hazards that are found.

Teacher's notes:

Behavior description:

Understanding Cooking Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Cooking

Grade

1&2

Reference #

678-014

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.8

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude- Attention span 15

We want students to: (Objectives) :

- Explain what could happen if they touch something hot.
- Explain that hot objects and hot liquids can cause burns.
- Identify objects that can become hot but may not always be hot such as:
  iron, stove, oven, toaster, coffee maker, dishwasher, hot water, cooked food, and food in the microwave.
- Explain how to cool a burn with cool water (and nothing else) and for how long.
- Demonstrate "Stop, Drop and Roll" to put fire out on your clothes.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-005 Stop Drop & Roll
678-012 Reporting Emergencies
678-016 First Aid for Burns

Helpful hints: (Strategies):

- Explain that children in this group should not be doing any cooking, even in a microwave, alone without a grownup.

Teacher's notes:

- Children should be taught to cool a burn for a long time - defined as singing a song twice - like "Happy Birthday" or the "Alphabet Song".

Behavior description:

Understanding and Practicing Electrical Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Electricity

Grade

1&2

Reference #

678-015

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain the following electrical safety rules:
  - Students do not play with electrical outlets or stick foreign objects in the outlets.
  - Students do not stick electrical wires in their mouths or let other children do the same.
  - Light bulbs are extremely hot and can burn you.
  - Electricity can burn you.
  - Electrical cords should not be placed under rugs or objects.
- Discuss what you have in your house that runs on electricity.
- Discuss when to use electricity safely.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-012 Reporting Emergencies

Helpful hints: (Strategies):

- When you teach electrical safety in 1st and 2nd grades you should keep it simple. Start by making sure that the students understand the words you are using, for example choose electric outlet, receptacle or socket, show the students what you mean and then don't interchange the word during your lesson.
- When you are outside never go near electrical wires or electrical equipment if the wires are hanging down or on the ground.
- Keep electricity and things that are plugged in away from water, including the sink and tub.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid for Burns

Target group

Ages 6-8 First & Second Grades

Safety group:

Burns

Grade

1&2

Reference #

678-016

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Emergency Intervention	9.12

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- State that "If you touch something hot, you may get burned."
- State that "Cool water will make a burn feel better."
- State "Tell a grown-up whenever you get burned so they can help you."
- Identify hot things that could burn you if you touch them.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004 Match & Lighter Safety
678-005 Stop Drop & Roll

Helpful hints: (Strategies):

- The real emphasis should be on recognizing things that can burn you so as to prevent the burns in the first place.
- When explaining how to cool a burn, it should be explained that you cool a burn under cool water for a long time.
- Talk about sunburns as being minor burns.
- Don't teach them to use cold water or ice water, only cool water.
- Talk about how burns can occur including scald burns.
- Some prevention strategies: Always run the cold water first then the hot; don't reach for things on the counter or stove.
- Use picture or flash cards of items that can cause burns.

Teacher's notes:

- Grown-ups should be reminded through their children that only water should be used on the skin for burns. Never use grease, butter or ointments on a burn.

Behavior description:

Understanding Transportation Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Transportation

Grade

1&2

Reference #

678-017

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

Bus
- Discuss how to ride on the bus safely (stay seated, no fooling around, listen to and obey the bus driver).

Walking
- Describe how to cross a street safely (cross only with a grown-up, look both ways).
- Describe what the traffic lights mean, including the crossing signals.

Bikes
- Explain why students need a helmet when riding their bikes (it is the law, and it protects your head if you fall).

Cars
- Discuss how to ride in a car safely (always wear a seat belt, ride in the back seat, do not hang out windows when the car is moving).

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

Helpful hints: (Strategies):

- Check to see if this lesson is taught by police or other safety educator.
- Ask the student to tell you how they get to places (car, bike, bus, walking)
- Stress the need for them to ride, bike and walk safely to avoid getting hurt.
- Send information home to grown-ups about bikes/helmets.

Teacher's notes:

Behavior description:

Understanding and Practicing Poison Prevention and Tobacco

Target group

Ages 6-8 First & Second Grades

Safety group:

Poison

Grade

1&2

Reference #

678-018

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.17

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- State "I will never put anything in my mouth unless given to me by a trusted grown-up."
- Explain the difference between medicine and candy.
- Identify poisonous cleaning products and chemicals around the house.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004	**Match & Lighter Safety**
678-012	**Reporting Emergencies**
678-018	**Tobacco / Poison Prevention**
678-026	**Camping & Hiking Safety**

Helpful hints: (Strategies):

- Provide information for students to take home .
- Suggest that parents point out potential poisons around the home.
- Explain that tobacco is a poison.
- Mention outdoor poisons such as wild plants, berries and mushrooms.

Teacher's notes:

Behavior description:

Understanding Cultural Fire Safety Issues

Target group

Ages 6-8 First & Second Grades

Safety group:

Community Service

Grade

1&2

Reference #

678-019

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.1

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Identify customs that involve the use of fire such as candles, matches, fireworks, campfires and grills.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004 Match & Lighter Safety
678-006 Heating Source Safety
678-014 Cooking Safety
678-022 Winter Holiday Safety
678-026 Camping & Hiking Safety

Helpful hints: (Strategies):

- Make a chart of cultural practices and list on the other side the appropriate safety rules.
- Fireworks can only be used by licensed professionals with the proper permits.

Teacher's notes:

Behavior description:

Celebrating Birthdays Safely

Target group

Ages 6-8 First & Second Grades

Safety group:

Holiday Safety

Grade

1&2

Reference #

678-020

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Discuss the dangers of lit candles.
- Identify matches, lighters, sharp knives and candles as grown-up tools and not toys.
- Explain that only grown-ups should handle candles with flames.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004 Match & Lighter Safety
678-005 Stop Drop & Roll
678-012 Reporting Emergencies
678-016 First Aid for Burns

Helpful hints: (Strategies):

- All fireworks, sparklers and re-igniting candles are illegal in Massachusetts.

Teacher's notes:

Behavior description:

Celebrating Halloween Safely

Target group

Ages 6-8 First & Second Grades

Safety group:

Holiday Safety

Grade

1&2

Reference #

678-021

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain that they must go "Trick or Treating" with grown-up supervision.
- State "Grown-ups must check candy."
- Recognize that jack-o'-lanterns with candles are hot and can burn you.
- Identify rules of pedestrian safety which should include:
  1- Look before crossing the street.
  2- Wear reflective markings on your clothing.
  3- Cross at cross walks when available.
  4- Stay in a group.
  5- Use a flashlight at night.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-005 Stop Drop & Roll
678-012 Reporting Emergencies

Helpful hints: (Strategies):

- Remember that not everyone celebrates Halloween.
- It is always recommended to send information home.
- Did you know that glow sticks work very well in place of candles?

Teacher's notes:

Behavior description:

Celebrating Winter Holidays Safely

Target group

Ages 6-8 First & Second Grades

Safety group:

Holiday Safety

Grade

1&2

Reference #

678-022

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Discuss winter holidays and customs.
- Explain why a Christmas tree needs to be watered every day.
- Identify the hazards associated with too many strings of lights plugged together.
- Give reasons why grown-ups should light candles and fires in fireplaces.
- Discuss the proper disposal of wrapping paper.
- Discuss winter holidays and customs.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-004	**Match & Lighter Safety**
678-005	**Stop Drop & Roll**
678-006	**Heating Souce Safety**
678-007	**Smoke Alarms**
678-008	**Escape Plans**
678-010	**Exiting Public Places**
678-013	**Home Hazard Inspections**

Helpful hints: (Strategies):

Teacher's notes:

Behavior description:

Understanding Snow Recreation Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Outdoor Safety

Grade

1&2

Reference #

678-023

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.17

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Recognize the importance of wearing a helmet for winter sports.
- Explain safe sledding and tubing rules.
  - Play with a friend or stay with a group.
  - Stay away from roads and woods.
  - Ask permission from the land owner where you will be sledding.
  - Don't double-up.
  - Learn how to bail out and avoid crashing.
- Give examples of how to show respect for other children playing near them.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-012 Reporting Emergencies
678-030 Ice Safety

Helpful hints: (Strategies):

- Encourage the use of a helmet when participating in winter sports and discuss winter activities that require a helmet
- Use pictures to show safe and unsafe behaviors.
- Remind students that 9-1-1 should only be called for emergencies.

Teacher's notes:

Behavior description:

Understanding and Practicing Safety Around Explosives and Fireworks

Target group

Ages 6-8 First & Second Grades

Safety group:

Holiday Safety

Grade

1&2

Reference #

678-024

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Recognize that fireworks and explosives are dangerous and illegal in Massachusetts.
- Explain why fireworks and explosives are dangerous.
- List rules of fireworks and explosives safety.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-002	**Understanding Safety Words**
678-003	**Understanding What Is Fire**
678-004	**Match & Lighter Safety**
678-005	**Stop Drop & Roll**
678-019	**Cultural Fire Safety**

Helpful hints: (Strategies):

- The only safe way to see fireworks is at a supervised fireworks display put on by licensed professionals.
- Focus on the fact that even sparklers are illegal in Massachusetts.

Teacher's notes:

REFER TO BEHAVIORS:
890-017 and 1012-031

Behavior description:

Understanding and Practicing Water Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Outdoor Safety

Grade

1&2

Reference #

678-025

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Personal And Social	2.7

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

Swimming safety:

- Recite that they should not go near the water unless they are with an grown-up or lifeguard.
- Identify that they should call 9-1-1 or get a grown-up right away if they see someone in trouble.
- Explain why to use the buddy system when swimming.
- Explain not to swim at night or dive into unknown or murky water.
- Define why someone should not go into water during an electrical storm.

Boating Safety:

- Explain "to stay seated when in a boat and always wear a life jacket" (personal flotation device).
- Discuss why children should not distract the boat driver.
- Explain when water skiing someone must watch skier at all times.
- Explain "never overload a boat with too many passengers".
- Explain "to stay with an overturned boat until help arrives".

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-027 Surviving Severe Storms
678-030 Ice Safety

Helpful hints: (Strategies):

- Life jackets or Personal Flotation Devices are required on most boats, jet skis, canoes and kayaks. Children should always wear them. It is important that the PFD be Coast Guard certified and be the correct size for the person wearing it.
- The student should be taught that they should only go to grown-ups that they know or a lifeguard if at a pool or at the beach.
- Encourage grown-ups to take the students to a Red Cross, YMCA swimming class or a city / town recreation swim class.

Teacher's notes:

Behavior description:

Understanding Camping and Hiking Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Outdoor Safety

Grade

1&2

Reference #

678-026

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Personal & Social Competency	2.7

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Explain to never go hiking or camping without a grown-up buddy.
- Explain to leave a plan with a grown-up.
- List items to bring on a hike (water, food, flashlight, rain jacket, sweater).
- List the don'ts (don't eat or drink anything you did not bring, don't go near wild animals, don't run around campfires, don't bring a candle into a tent, don't go near water without a grown-up)
- Recall what to do if lost.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-012 Reporting Emergencies
678-016 First Aid for Burns
678-025 Water Safety

Helpful hints: (Strategies):

- Keep it simple - students need to know about the buddy system, what to do if lost and the need to have proper items.
- Good topic to teach to with a grown-up partner/buddy.

Teacher's notes:

Behavior description:

Understanding and Surviving Severe Storms

Target group

Ages 6-8 First & Second Grades

Safety group:

Storms

Grade

1&2

Reference #

678-027

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.14

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- List different kinds of storms and which seasons they are likely to occur.
- State that "The safest place to be in a severe storm is indoors."
- Explain what happens during different types of storms.
- Describe what to do when the power goes out.
- Describe what to do in a lightning storm.
- Recognize the dangers of downed power lines.
- Explain how to prepare for a severe storm.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-008 Escape Plans
678-012 Reporting Emergencies
678-015 Electrical Safety

Helpful hints: (Strategies):

- Focus on a particular season rather than trying to cover all the seasons.
- Send information home.
- Create a safety list for the different seasonal storms.
- Suggest that families prepare a survival kit.

Teacher's notes:

Behavior description:

Understanding Summer Recreation Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Outdoor Safety

Grade

1&2

Reference #

678-028

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Self Protection	9.17

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

Bikes:

- Explain why they need a helmet when riding their bikes (it is the law, and it protects your head if you fall).

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-017 Transportation Safety

Helpful hints: (Strategies):

- Check to see if this lesson is taught by police or other safety educator.
- Ask the student to tell you how they get places (car, bike, bus, walking).
- Stress the need for them to ride, bike and walk safely to avoid getting hurt.
- Send information home about bikes/helmets.

Teacher's notes:

Behavior description:

Understanding Your Personal and Community Role In Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Community Service

Grade

1&2

Reference #

678-029

Appendix "A" Reference Info | **Appendix "B" Glossary** | **Appendix "C" Lesson Plans** | **Appendix "D" Frameworks**

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Safety & Prevention Strand	Safety & Injury Prevention Learning Standard	Hazard Prevention	9.3

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Report a fire, report a crime or save a life using the 9-1-1 system.
- Prepare a plan for escape from home.
- Prepare a plan for escape from school.
- Conduct a test of their smoke alarms.
- Practice E.D.I.T.H. (Exit Drills In The Home).

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-007 Smoke Alarms
678-008 Escape Plans
678-012 Reporting Emergencies

Helpful hints: (Strategies):

- Role play 9-1-1 calls.
- Role play E.D.I.T.H.

Teacher's notes:

Behavior description:

Understanding and Practicing Ice Safety

Target group

Ages 6-8 First & Second Grades

Safety group:

Outdoor Safety

Grade

1&2

Reference #

678-030

Appendix "A" Reference Info | Appendix "B" Glossary | Appendix "C" Lesson Plans | Appendix "D" Frameworks

This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:

Physical Health Strand	Physical Activity & Fitness Learning Standard	Personal And Social	2.7

Developmental information:

For a complete explanation by target group, refer to the beginning of the "design section"

- Attention span 15-25 minutes. - Short videos 8 to 10 minutes can be used. - Expect a " know it all " attitude

We want students to: (Objectives) :

- Define that a grown-up must check the ice before children play.
- Recite that you always need a grown-up when you are near ice.
- Discuss that pets should be kept on a leash when around ice.
- Recognize you should wear lots of warm clothing when skating.
- Identify that if someone gets into trouble to tell a grown-up and call 9-1-1.
- Explain that ice that has cracks or water on it is too dangerous to go on to it.

Seven kinds of learning styles:

Intelligences	Smarts	Think
Verbal / Linguistic	Words	In Words
Logical / Mathematical	Logic	By Reasoning
Visual / Spatial	Picture	In Images and Pictures
Body / Kinesthetic	Body	Through Somatic Sensations
Musical / Rhythmic	Music	Via Rhythms and Melodies
Interpersonal	People	By Bouncing Ideas off others
Intra Personal	Self	Deeply inside themselves

Combine this Behavior with these others:

678-012 Reporting Emergencies
678-022 Winter Holiday Safety
678-023 Snow Recreation Safety

Helpful hints: (Strategies):

When is it safe to skate on ice?:

- Anytime on a skating rink
- When there has been several continuous days of below freezing weather and the ice is at least four inches thick.
- When there is no open water, puddles or cracks in the area that you wish to skate on.

Remember that the 9-1-1 system is not to be used to check on ice or weather conditions.

Teacher's notes: