

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.

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<u>REFER. #:</u>	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 Community Service								
Appendix " Reference I		Appendix "B" Glossary		pendix "C" sson Plans		Appendi Framev		
	This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention 9.2							
		Development ation by target group, ι s Short videos 8 to 10	efer to the	beginning o		-		
 Identify firefighters Name the special helmet, gloves, Explain that they of List what firefighter accidents and oth maintaining their effective 	 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	a styles:		Combir	ne this f	Sebavior with	these others:	\leq
Intelligences Verbal / Linguistic Logical / Mathematica Visual / Spatial Body / Kinesthetic Musical / Rhythmic Interpersonal Intra Personal	<u>Smarts</u> Words	Think In Words By Reasoning In Images and Picture Through Somatic Sen Via Rhythms and Mel- By Bouncing Ideas off Deeply inside themse	sations odies fothers	678-008 E	scape F			
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.								
- Have students cut o	out pictures from r	Teacher's n nagazines of who can b		er.				
Reference. #	Last reviewed				This	behavior was	considered :	
678-001	8/30/2006	3.	- 59			Essenti		

Und		Grade 1&2					
Target grou)	Safety gro	oup:	Reference #			
Ages 6-8 First & Sec	ond Grades	General Fire	e Safety	678-002			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Append Frame	dix "D" works			
This behavior has been linked v	vith The Massachusetts Co	mprehensive Health C	urriculum Framework	s:			
	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						
- Define	We want stude	ents to: (Objectives) :					
 Smoke, fire, heat, emergency, f escape, hazard, helmet, hose, a 		caution, flammable, mate	ches/lighters, meeting	olace,			
Seven kinds of le	arning styles:		ine this Behavior with				
Intelligences Smar	ts <u>Think</u>		Community Helper	These others:			
Verbal / Linguistic Word Logical / Mathematical Logic	By Reasoning		Smoke Alarms				
Visual / Spatial Pictur Body / Kinesthetic Body	Through Somatic Se	nsations					
Musical / Rhythmic Music Interpersonal Peopl	,						
Intra Personal Self	Deeply inside thems	elves					
	Helpful hints:						
 You can keep the children's int Incorporate vocabulary into oth 		retighting tools and askir	ng the children the corr	ect names.			
Teacher's notes:							
Reference. # Last revie	ewed C	- 60	This behavior wa	s considered :			

Unde	Grade 1&2					
Target group	ı	Safety group	Reference #			
Ages 6-8 First & Seco	ond Grades	General Fire S	Safety 678-003			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked we Safety & Prevention Strand	vith The Massachusetts Con Safety & Injury Prevention L	-	iculum Frameworks: Self Protection			
-	Development planation by target group, i inutes Short videos 8 to 10		-			
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.						
IntelligencesSmartVerbal / LinguisticWordsLogical / MathematicalLogicVisual / SpatialPictureBody / KinestheticBodyMusical / RhythmicMusic	Verbal / LinguisticWordsIn Words6/8-016First Aid for BurnsLogical / MathematicalLogicBy Reasoning7Visual / SpatialPictureIn Images and Pictures7Body / KinestheticBodyThrough Somatic Sensations7Musical / RhythmicMusicVia Rhythms and Melodies7InterpersonalPeopleBy Bouncing Ideas off others7					
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:						
			j			
Reference. # Last revie 678-003 8/30/200	3	.61	This behavior was considered :			

Behavior description: Understanding and Practicing Match and Lighter Safety (Fire Tools) Target group Ages 6-8 First & Second Grades Burns Grade 1 & 2 Reference # 678-004						
Appendix "A" Reference Info	Appendix "B" Glossary		ppendix "C" esson Plans	Appendix Framew		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Co Safety & Injury Prevention	-		m Frameworks: azard Preventior		
	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 laIntelligencesSmaVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusiInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> ds In Words by Reasoning re In Images and Pictur of Through Somatic Se c Via Rhythms and Me ole By Bouncing Ideas of Deeply inside thems	nsations elodies off others elves	678-005 Stop Dr 678-020 Birthda	Behavior with t op & Roll y Safety	these others:	
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:						
Reference. # Last rev		- 62	Thi	s behavior was		
678-004 8/30/20	006			Essentia		

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Behavior description: Understanding and Practicing Stop, Drop and Roll 182						
Target grou	р		Safety group:		Reference #	
Ages 6-8 First & Sec	ond Grades		Burns		678-005	
Appendix "A" Reference Info	Appendix "B" Glossary		pendix "C" sson Plans	Append Framev		
This behavior has been linked Physical Health Strand	with The Massachusetts Co Physical Activity & Fitness I	-		um Frameworks tor Skill Developr		
-	Developmen explanation by target group, minutes Short videos 8 to 1	, refer to the	beginning of the	-		
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:IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselves						
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 <u>gently</u> 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:						
Reference. # Last revi	ewed		Th	is behavior was	considered :	
678-005 8/30/20	2	63		Essenti		

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Practic	ces	Grade 1&2				
	Target group			y group:		Reference #
Ages 6-8 F	irst & Second (Grades	General	Fire Safe	ety	678-006
Appendix Reference		Appendix "B" Glossary	Appendix Lesson P		Append Frame	
This behavior has the Safety & Prevention		he Massachusetts Com ety & Injury Prevention Lea			um Frameworks Hazard Preventio	
		Developmenta ation by target group, re s Short videos 8 to 10 r	efer to the begin	-	-	
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.						
Seve Intelligences Verbal / Linguistic Logical / Mathemati Visual / Spatial Body / Kinesthetic Musical / Rhythmic Interpersonal Intra Personal	n kinds of learning <u>Smarts</u> Words cal Logic Picture Body Music People Self	g styles: <u>Think</u> In Words By Reasoning In Images and Pictures Through Somatic Sens Via Rhythms and Meloo By Bouncing Ideas off o Deeply inside themselv	678-0 678-0 dies others	03 Unders	s Behavior with standing What I id 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.						
Reference. #	Last reviewed	3-	64	Th	is behavior was	
678-006	8/30/2006				Essent	ial

Und	Grade 182						
Target grou	ıp	Safety group:	Reference #				
Ages 6-8 First & Sec	ond Grades	Alarms	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 StrandSafety & Injury Prevention Learning StandardSelf Protection9.8							
-	Developmenta explanation by target group, r minutes Short videos 8 to 10		-				
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.							
Sovon kinds of k	oorning styles:						
Seven kinds of lo Intelligences Sma			this Behavior with these others:				
Verbal / Linguistic Word			ape Plans wl Low Under Smoke				
Logical / Mathematical Logic Visual / Spatial Pictu	, ,	070 010 Day	orting Emergencies				
Body / Kinesthetic Body		•	0 0				
Musical / Rhythmic Musi							
Interpersonal Peop Intra Personal Self	ble By Bouncing Ideas off Deeply inside themsel						
	Helpful hints:						
 Explain that a smoke alarm con sleep they loose their sense of s 		s why alarms are so import	ant, because when people go to				
- Smoke alarms and smoke deter	ctors are used to mean the sam						
consistent so you don't confuse - Bring a working smoke alarm to							
that when you hear this sound t							
- Some students stay at more the	n one home and should help m	aintain alarms there too.					
	Teacher's n						
			d at the top and bottom of stairways es when you change your clocks in				
the spring and fall and replace the							
Reference. # Last rev	iewed		This behavior was considered :				
678-007 8/30/20		65	Essential				
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Understand	ns 1&2					
Target grou	a	Safety group:	Reference #			
Ages 6-8 First & Sec	-	Escape	678-008			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Comp Safety & Injury Prevention Lea		um Frameworks: Self Protection 9.8			
	Developmental explanation by target group, re minutes Short videos 8 to 10 r	fer to the beginning of the "				
 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 laIntelligencesSmaVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusiInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> ds In Words by Reasoning re In Images and Pictures of Through Somatic Sense c Via Rhythms and Meloo	ations dies others	s Behavior with these others: Alarms Low Under Smoke mergency Drills ing 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:						
Reference. # Last revi	ewed	Thi	is behavior was considered :			
678-008 8/30/20	3 - 6	66	Essential			

Behavior description: Understanding and Practicing Crawl Low Under Smoke Target group Target group						
Ages 6-8 First & Sec	ond Grades	Esca	ре	678-009		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C' Lesson Plan		ndix "D" eworks		
This behavior has been linked Physical Health Strand	with The Massachusetts Co Physical Activity & Fitness I	-	Curriculum Framewor Motor Skill Develo			
-	Developmen explanation by target group, ninutes Short videos 8 to 10					
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 le	arning styles:	Com	bine this Behavior wi	th these others:		
Intelligences Sma Verbal / Linguistic Word		678-003	Understanding Wha	t Is Fire		
Logical / Mathematical Logic		678-005	Stop Drop & Roll			
Visual / Spatial Pictu Body / Kinesthetic Body	9		Smoke Alarms Escape Plans			
Musical / Rhythmic Music	c Via Rhythms and Me	lodies				
Interpersonal Peop Intra Personal Self	le By Bouncing Ideas of Deeply inside themse					
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". Smoke".						
				j		
Reference. # Last revi	ewed		This behavior w	as considered :		
<u>678-009</u> 8/30/20	06 3	- 67	Esse	ntial		

Behavior description: Identifying Exit Signs and Knowing Two Ways Out of Public Places Target group Ages 6-8 First & Second Grades Exits Grade 1822 Beference # 678-010							
Ages 6-8 First & Sec			,				
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Append Frame				
This behavior has been linked Physical Health Strand	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						
	Development explanation by target group, in minutes Short videos 8 to 10		_				
 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 le	arning styles:	Combi	ine this Behavior with	these others:			
IntelligencesSmaVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> Is In Words By Reasoning re In Images and Picture Through Somatic Sen c Via Rhythms and Mel	es forthers of the second seco	Smoke Alarms Escape Plans Community Role In S				
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 n	otes:					
reacher's notes:							
Defense #							
Reference. # Last revi 678-010 8/30/20	2.	- 68	This behavior was Essent				

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Behavior description: Responding Correctly to Fire and Emergency Drills					
Target grou	p		Safety group:		Reference #
Ages 6-8 First & Sec	-		Escape		678-011
	Appendix "B"		enendix "C"	Annendi	iv "D"
Appendix "A" Reference Info	Glossary		opendix "C" esson Plans	Appendi Framev	
This behavior has been linked Physical Health Strand	with The Massachusetts Physical Activity & Fitnes	-		m Frameworks al & Social Com	
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 lo Intelligences Sma				Behavior with	these others:
IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselves					
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:					
<u>_</u>					
Reference. # Last rev		3 - 69	This	s behavior was	
<u>678-011</u> 8/30/20				Essenti	a

Behavior description: Reporting Fires and Other Emergencies					Grade 1&2
Target grou	Target group		Safety group:		Reference #
Ages 6-8 First & Sec	Ages 6-8 First & Second Grades Emergencies		678-012		
Appendix "A" Reference Info	Appendix "B" Glossary		pendix "C" sson Plans	Appendi Framev	
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Co Safety & Injury Prevention			m Frameworks azard Preventio	
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) A serious situation or occurrence that happens unexpectedly and demands immediate action. A condition of urgent need for action or assistance. When someone needs help. 					
Seven kinds of learning styles:IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselves					
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.					
 For generations school teachers Unfortunately these teachings ha fire emergency. Take care to rein 	ave instilled the behavior and	aught that ch we find that	adults do not use pu	ouch pull statior Il stations when	ns. there is a
Reference. # Last revi		3 - 70	This	s behavior was	
<u>678-012</u> <u>8/30/20</u>		,-10		Essenti	al

Behavior description: Grade Appendix "Grage group: Safety group: Agse 3-6 First & Second Grades General Fire Safety Appendix "A" Appendix "B" Behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Appendix "D" Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention Developmental information: 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): • Learnity 10 hazards Networks					
Ages 6-8 First & Second Grades General Fire Safety 678-01 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 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. • We want students to: (Objectives): • Explain what hazards are.					
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 Safety & Prevention 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.					
Reference Info Glossary Lesson Plans Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention Hazard Prevention Safety & Prevention Safety & Prevention Hazard Prevention Safety & Preven					
Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention Safety & Preventing & Prevention Safety & Pre					
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.					
- Explain what hazards are. - Identify 10 hazards.					
Seven kinds of learning styles:Combine this Behavior with these othersIntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and Melodies					
Interpersonal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves					
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:					
Teacher's notes:					
Teacher's notes:					
Reference. # Last reviewed 3-71					

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Behavior description: Understanding Cooking Safety					
Unde	istanding Cook	ang Salety	1&2		
Target grou	0	Safety group:	Reference #		
Ages 6-8 First & Sec	ond Grades	Cooking	678-014		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks		
This behavior has been linked we Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Le		m Frameworks: 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 leIntelligencesSmarVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeoplIntra PersonalSelf	ts In Words By Reasoning re In Images and Pictures Through Somatic Sense via Rhythms and Melo	sations others	Behavior with these others: rop & Roll ng Emergencies d 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.					
- Children should be taught to coo "Alphabet Song".	Teacher's no I a burn for a long time - define		e "Happy Birthday" or the		
Reference. # Last revie	3	72 Thi	s behavior was considered :		
<u>678-014</u> 8/30/20	<u>06</u>		Supplementary		

Behavior description: Understanding and Practicing Electrical Safety 182					
т	arget group		Safety grou	n.	Reference #
	rst & Second (	Grades	Electrici		678-015
Agee e e la					
Appendix " Reference l		Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendi Framew	
This behavior has be Safety & Prevention		he Massachusetts Con ety & Injury Prevention Le	nprehensive Health Cur earning Standard	riculum Frameworks Hazard Preventio	
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					
<ul> <li>We want students to: (Objectives):</li> <li>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.</li> <li>Discuss what you have in your house that runs on electricity.</li> <li>Discuss when to use electricity safely.</li> </ul>					
Seven	kinds of learning	g styles:	Combin	e this Behavior with	these others:
Intelligences	<u>Smarts</u>	<u>Think</u>		eporting Emergencie	
Verbal / Linguistic	Words	In Words			
Logical / Mathematica Visual / Spatial	al Logic Picture	By Reasoning In Images and Picture	s		
Body / Kinesthetic	Body	Through Somatic Sen	sations		
Musical / Rhythmic Interpersonal	Music People	Via Rhythms and Melo By Bouncing Ideas off			
Intra Personal	Self	Deeply inside themsel			
					)
<ul> <li>Helpful hints: (Strategies):</li> <li>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.</li> <li>When you are outside never go near electrical wires or electrical equipment if the wires are hanging down or on the ground.</li> <li>Keep electricity and things that are plugged in away from water, including the sink and tub.</li> </ul>					
		Teacher's n	otes:		
Reference. #	Last reviewed			This behavior was	considered :
678-015	8/30/2006	3 -	73	Supplemer	ntary

Behavior description: Understanding and Practicing First-aid for Burns 182					
Target grou	ar	Safety group:	Reference #		
Ages 6-8 First & Sec		Burns	678-016		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Cor Safety & Injury Prevention L	nprehensive Health Curriculum earning Standard Emerg	a Frameworks: gency 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 IIntelligencesSmathetaVerbal / LinguisticWorLogical / MathematicalLogiVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusInterpersonalPeopIntra PersonalSelf	artsThinkdsIn WordscBy ReasoningureIn Images and PictureyThrough Somatic SericVia Rhythms and MelpleBy Bouncing Ideas of	678-004 Match & I 678-005 Stop Drop es issations odies f others	Behavior with these others: Lighter Safety p & 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.					
- Grown-ups should be reminde grease, butter or ointments or		notes: Ily water should be used on the sl	kin for burns. Never use		
Reference. # Last rev	iewed —	Thie	behavior was considered :		
678-016 8/30/2	2	- 74	Supplementary		
0.00.0			- approximiting y		

Unders	Grade <b>182</b>					
Target grou	Target group		Reference #			
Ages 6-8 First & Sec	cond Grades	Transportation	678-017			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Con Safety & Injury Prevention L	-	m Frameworks: azard 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						
Bus	We want studer	nts to: (Objectives) :				
<ul> <li>Discuss how to ride on the bus safely (stay seated, no fooling around, listen to and obey the bus driver).</li> <li>Walking <ul> <li>Describe how to cross a street safely (cross only with a grown-up, look both ways).</li> <li>Describe what the traffic lights mean, including the crossing signals.</li> </ul> </li> <li>Bikes <ul> <li>Explain why students need a helmet when riding their bikes (it is the law, and it protects your head if you fall).</li> </ul> </li> <li>Cars <ul> <li>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).</li> </ul> </li> </ul>						
Seven kinds of learning styles:IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselves						
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:						
Reference. # Last rev	- 2.	·75	behavior was considered :			
678-017 8/30/2	006		Supplementary			

Behavior description: Understanding and Practicing Poison Prevention and Tobacco Target group Ages 6-8 First & Second Grades Poison						
Ages 6-8 F	irst & Second	Grades	Pois	son		0/8-018
Appendix Reference		Appendix "B" Glossary	Appendix "( Lesson Pla		Appendix Framew	
This behavior has I Safety & Prevention		The Massachusetts Comp ety & Injury Prevention Lea			Frameworks: If 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.						
<b>Seve</b> Intelligences Verbal / Linguistic Logical / Mathemati Visual / Spatial Body / Kinesthetic Musical / Rhythmic Interpersonal Intra Personal	n kinds of learnin <u>Smarts</u> Words cal Logic Picture Body Music People Self	g styles: <u>Think</u> In Words By Reasoning In Images and Pictures Through Somatic Sens Via Rhythms and Meloo By Bouncing Ideas off o Deeply inside themselv	678-004 678-012 678-018 678-026 dies others	Match & L Reporting Tobacco /	ehavior with t ighter Safety Emergencies Poison Prevo & Hiking Safe	s ention
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.						
<u></u>						
		Teacher's no	tes:			
Reference. #	Last reviewed			This b	ehavior was	considered :
678-018	8/30/2006	3-7			Essentia	al

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Understa	es <b>1&amp;2</b>					
Target group Ages 6-8 First & Second Grades Co		Safety group: Community Serv	Reference #			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linke Safety & Prevention Strand	d with The Massachusetts Con Safety & Injury Prevention Le		um Frameworks: Iazard 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						
- Identify customs that involv	We want studer we the use of fire such as candles,	nts to: (Objectives) : matches, fireworks, campfires	s and grills.			
	f learning styles: <u>narts                                    </u>		s Behavior with these others: & Lighter Safety			
Logical / Mathematical Log		678-006 Heating	g Source Safety g Safety			
Body / Kinesthetic Bo	ture In Images and Picture dy Through Somatic Sen sic Via Rhythms and Melo	sations 678-022 Winter	Holiday Safety			
-	ople By Bouncing Ideas off	others	ng & Hiking Safety			
- Make a chart of cultural prac	Helpful hints: ctices and list on the other side th					
- Fireworks can only be used	by licensed professionals with the	e proper permits.				
	Teacher's notes:					
	eviewed 3 -	77 Thi	is behavior was considered :			
678-019 8/30/	/2006		Supplementary			

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Cel	Grade 1&2				
Target grou	þ	Safety group:	Reference #		
Ages 6-8 First & Sec	ond Grades	Holiday Safety	678-020		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Le	-	Im Frameworks: lazard 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:IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselves					
Helpful hints: (Strategies): - All fireworks, sparklers and re-igniting candles are illegal in Massachusetts. Teacher's notes:					
Reference. # Last revi		78 Thi	s behavior was considered :		
678-020 8/30/20	<u>06</u>		Supplementary		

Cele		Grade 1&2			
Target group)		Safety group:		Reference #
Ages 6-8 First & Sec	ond Grades		Holiday Safety	,	678-021
Appendix "A" Reference Info	Appendix "B" Glossary		ppendix "C" esson Plans	Appendi Framev	
This behavior has been linked we Safety & Prevention Strand	vith The Massachusetts C Safety & Injury Prevention	-		um Frameworks Hazard Preventio	
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					
 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: Look before crossing the street. Wear reflective markings on your clothing. Cross at cross walks when available. Stay in a group. Use a flashlight at night. 					
Seven kinds of le Intelligences <u>Smar</u>				s Behavior with	these others:
IntelligencesSmartsInnk678-005Stop Drop & RollVerbal / LinguisticWordsIn Words678-012Reporting EmergenciesLogical / MathematicalLogicBy Reasoning678-012Reporting EmergenciesVisual / SpatialPictureIn Images and Pictures678-012Reporting EmergenciesBody / KinestheticBodyThrough Somatic Sensations678-012Reporting EmergenciesMusical / RhythmicMusicVia Rhythms and Melodies678-012Reporting EmergenciesInterpersonalPeopleBy Bouncing Ideas off others678-012Reporting EmergenciesIntra PersonalSelfDeeply inside themselves678-012Reporting Emergencies					?S
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:			
Reference. # Last revie		3 - 79	Th	is behavior was	
<u>678-021</u> 8/30/20	06	5-13		Suppleme	ntary

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Celebra	Grade 1&2				
	Target group Ages 6-8 First & Second Grades H		^{roup:} Safety	Reference # 678-022	
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans			
This behavior has been linked v Safety & Prevention Strand	vith The Massachusetts Com Safety & Injury Prevention Le		Curriculum Frameworks Hazard Preventio		
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:IntelligencesSmartsThinkVerbal / LinguisticWordsIn WordsLogical / MathematicalLogicBy ReasoningVisual / SpatialPictureIn Images and PicturesBody / KinestheticBodyThrough Somatic SensationsMusical / RhythmicMusicVia Rhythms and MelodiesInterpersonalPeopleBy Bouncing Ideas off othersIntra PersonalSelfDeeply inside themselvesHelpful hints: (Strategies):					
	Teacher's no	otes:			
Reference. # Last revie 678-022 8/30/200		80	This behavior was Suppleme		

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Ages 6-2 First & Second Grades Outdoor Safety 678-023 Ages 6-2 First & Second Grades Agendix "b" Glossary Agendix "C' Lesson Plans Agendix "C' Frameworks The betavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks 3.17 Safety & Prevention Strand Safety & Injury Prevention Learning Standard Self Protection 0.17 Comprehension form the massachusetts Comprehensive Health Curriculum Frameworks 3.17 Comprehension form the massachusetts Comprehensive Health Curriculum Frameworks 0.17 Comprehension form the safet year previous for the the beginning of the "design section" 0.17 Comprehension form the safet year year below with a spots 0.17 Play with a fined or stary with a group. 2.10 Safet year year more mass and woods 0.17 Say away from reads and wood crashing. 0.11 Cont Guble up 0.11 Massian H Porton 1.11 Safet year year year year year year year year	Une	Understanding Snow Recreation Safety						
Ages 6.4 First & Second Grades Outdoor Safety 678-023 Appendix "A" Reference Info Appendix "B" Gissary Appendix "C" Lesson Plans Appendix "D' Frameworks The behavior has been linked with The Massachusetts Comprehensive Health Curiculum Frameworks Safety 8 Prevention Stram Safety 8 Juny Prevention Learning Standard Self Protection 0.17 The behavior has been linked with The Massachusetts Comprehensive Health Curiculum Frameworks Safety 8 Prevention Stram Safety 8 Juny Prevention Learning Standard Self Protection 0.17 Consomet explanation by target group, refer to the beginning of the "design section" . 18 . 18 Attention span 15-25 minutes. Show 10 Minutes can be used Expect a "know it all " attitude Went students to: (Objectives): . Attention span 15-25 minutes. New attatudents proteines of wave in an going and tubing rules. . 18 . Appendix "During the importance of wave in the span. . 28 . Attention span 15-25 minutes. . Starts . 18 . Attention span 15-25 minutes. . Starts . 18 . Attention from the land owner where you will be sledding. . 28 . 28 . Attention being . 18 . 18 . 18 . Keeven kinds of learning styles: . 10 . 18 . 18 . Massa A Minutes . 18 . 118 . 18 . 18 . Vetal	-	Гarget group		Safety grou	p:	Reference #		
Reference Info Glossary Lesson Plans Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safey & Prevention Strand Safet & Injury Prevention Learning Standard Self Protection 9.17 Developmental information: Cra 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 Devant studems to: (Objectives): . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention to the datention of the waring attention of the reference it attention of the minutes attention of the reference it attention of the minutes attention of the reference it attention of the waring attention of the reference it attention.			Grades		-	678-023		
Reference Info Glossary Lesson Plans Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safey & Prevention Strand Safet & Injury Prevention Learning Standard Self Protection 9.17 Developmental information: Cra 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 Devant studems to: (Objectives): . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention span 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all" attitude . Attention to the datention of the waring attention of the reference it attention of the minutes attention of the reference it attention of the minutes attention of the reference it attention of the waring attention of the reference it attention.		"•"	Annondiu "D"	A un au dia "O"				
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For a complete explanation by target group, refer to the beginning of the "design section". e. Attention appart 15-25 minutes Short videos 8 to 10 minutes can be used Expect a "know it all " attitude We nat students tr (Digeting in the importance of wearing a helme to twiner sports. 9.19 with a friend or stay with a group. 9.19 with a friend or stay with a group. 9.19 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 9.10 with a friend or stay with a group. 10 with a friend or stay with a group. 10 with a friend or stay with a group. 10 with a friend or stay with a group. 10 with a friend or stay with a group. 10 with a friend or stay with a group. 10 with a friend or stay with a friend or stay. 10 with a friend or stay with a group. 10 with a friend				-				
 eccognize the importance of wearing a helmet for winter sports. Explain and tubing rules. Play with a friend or stay with a group. Stay away from roads and woods. Bay away from roads and wood where you will be sledding. Don't double-up. Seven kinds of learning styles: The away from roads and the provide the sledding. Seven kinds of learning styles: Think Seven kinds of learning styles: Mathematical Logic By Reasoning Words Logical / Mathematical Logic By Reasoning Wusical / Rhythmic Music Via Rhythms and Melodies Interpersonal People By Bouncing Ideas of to therses Helpful hints: (Strategies): Seven wind students that 9-1-1 should only be called for emergencies. Reference, # Last reviewed 			ation by target group, re	efer to the beginning o	-			
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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: Reference. # Last reviewed	- Explain safe slec - Play with a fri - Stay away fro - Ask permissio - Don't double- - Learn how to	Iding and tubing ru end or stay with a on roads and woo on from the land or up. bail out and avoid	ing a helmet for winter sp ules. group. ds. wner where you will be sle crashing.	orts.				
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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: Reference. # Last reviewed	Sovor	kinds of loarnin	a styles:					
Intra Personal Self Deeply inside themselves 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: Reference. # Last reviewed 2 - 81	Intelligences Verbal / Linguistic Logical / Mathematic Visual / Spatial Body / Kinesthetic	Smarts Words cal Logic Picture Body	Think In Words By Reasoning In Images and Pictures Through Somatic Sens Via Rhythms and Melo	678-012 R 678-030 Ic sations odies	eporting Emergencie			
 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: Reference. # Last reviewed 2-81								
Reference. # Last reviewed 2-81 This behavior was considered :	 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. 							
2_81	·		Teacher's no	otes:				
2_81								
678-023 8/30/2006 Supplementary	Reference. #	Last reviewed		a1	This behavior was	considered :		
	678-023	8/30/2006	3-	<u>01</u>	Suppleme	ntary		

Grade Carder Marger group Safety group: Safety group Safety group Safety group Safety group Age of First & Second Grades Appendix "A" Appendix "A" Reference Info Appendix "A" Appendix "A" Reference Info Appendix "A" Appendix "A" Reference Info Appendix "A" Appendix "A" <td< th=""><th></th><th></th><th></th><th></th></td<>								
Reference Info Glossary Lesson Plans 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 Devlopmental information: Dra 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): - Attention span 15-25 minutes are dangerous and illegal in Massachusetts. - Explain why fireworks and explosives are dangerous and illegal in Massachusetts. - Spain why fireworks and explosives are dangerous: - List rules of fireworks and explosives are dangerous and illegal in Massachusetts. Combine this Behavior with these others: 678-002 Understanding Safety Words 678-003 Understanding Safety Words 678-003 Understanding Safety Words 678-003 Understanding What Is Fire 678-004 Match & Lighter Safety 678-001 Sudate Safety Sody / Kineshetic Body / Kineshetic Body Vinkeshetic Interpersonal People By Bouncing Ideas off others Deeply inside themselves Combine this Behavior with these others: 678-003 Understanding What Is Fire 678-004 Match & Lighter Safety 678-005 Stop Drop & Rul 678-019 Cultural Fire Safety Musica // Rhythmic Interpersonal People By Bouncing Ideas off others Intra Personal Self Delpful hints: (Strategies): - Teacher's notes: PEFER TO BEHAVIORS: 890-017 and 1012-031 Take reviewed This behavior was considered :	Understanding and Practicing Safety Around Explosives and Fireworks Target group Safety group: Reference #							
This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: 3 Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention 9.3 Developmental information: Complete explanation by target group, refer to the beginning of the "design section" Antention span 15-25 minutes: - Short videos 8 to 10 minutes can be used Explain & Know it all " attitude One students to: (Objectives): Combine this Behavior with these others: Explain why freeworks and explosives are dangerous and illegal in Massachusetts. Combine this Behavior with these others: Explain why freeworks and explosives are dangerous and illegal in Massachusetts. Combine this Behavior with these others: Explain why freeworks and explosives safety: Verbal / Linguistic Varial / Spatial By Reasoning Poly / Mathematical Logic / Mathematical Logica / Mathematical Poly was by Virag By Through Somatic Sensations Musica / Explain was been virage themselves Step Deple was been virage themselves Heading Safety Words Combine this Behavior with these others: S								
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. - Explain why fireworks and explosives are dangerous. - List rules of fireworks and explosives safety. Combine this Behavior with these others: For balan data and explosives safety. Combine this Behavior with these others: Timik Nerbal / Linguistic Smarts Verbal / Linguistic Words Logic By Reasoning Nusical / Rhythmic Body ' Through Somatic Sensations Musical / Rhythmic People Visual / Spatial Picture Nusical / Rhythmic Body ' Through Somatic Sensations Musical / Rhythmic People Versonal Self Howorks are illegal in Massachusetts. - Evony safe way to see fireworks is at a supervised fireworks is at a supervised fireworks is at a supervised inferworks display put on by licensed professionals. - Focus on the fact that even sparklers are illegal in Massachusetts. - Expereris notes:		with The Massachusetts Com	-	ulum Frameworks:				
Peccognize that fireworks and explosives are dangerous and illegal in Massachusetts. Explain why fireworks and explosives safety. Seven kinds of learning styles: <u>Itsi rules of fireworks and explosives safety. Seven kinds of learning styles: <u>Intelligences Smarts Inink</u> Vigraly / Linguistic Words Vords / Linguistic Logic By Reasoning Visual / Spatial Picture In Images and Pictures Musical / Rhythmic Music Via Rhythms and Melodies Interpersonal People By Bouncing Ideas of others Interpersonal Self Deeply inside themselves Helpful hints: (Strategies): - The only safe way to see fireworks is at a supervised firework display put on by licensed professionals. - Focus on the fact that even sparklers are illegal in Massachusetts. Helpful Note: REFER TO BEHAVIORS: BOOM 2007 BEHAVIORS: BOOM 2007 Set 20</u>		xplanation by target group, re	efer to the beginning of th					
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / 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 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 Reference. # Last reviewed Reference. # Last reviewed	 Recognize that fireworks and explosives are dangerous and illegal in Massachusetts. Explain why fireworks and explosives are dangerous. 							
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 This behavior was considered :	IntelligencesSmarVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeop	ts Think s In Words By Reasoning re In Images and Pictures Through Somatic Sense c Via Rhythms and Melo le By Bouncing Ideas off	sations others	erstanding Safety Words erstanding What Is Fire h & Lighter Safety Drop & Roll				
REFER TO BEHAVIORS: 890-017 and 1012-031 Reference. # Last reviewed 3 - 82 This behavior was considered :	- The only safe way to see fireworks is at a supervised fireworks display put on by licensed professionals.							
890-017 and 1012-031 Reference. # Last reviewed This behavior was considered :	Teacher's notes:							
3-82	REFER TO BEHAVIORS:							
678-024 8/30/2006 Supplementary		3-	82	This behavior was considered :				
	678-024 8/30/20	<u>06</u>	02	Supplementary				

Behavior description: Understanding and Practicing Water Safety						
Target gr	oup		Safety group:	Re	eference #	
Ages 6-8 First & S	econd Grades		Outdoor Safety	6	78-025	
Appendix "A"	Appendix "B"		ppendix "C"	Appendix "D"	,	
Reference Info	Glossary		esson Plans	Frameworks		
This behavior has been linke Physical Health Strand	ed with The Massachusetts Physical Activity & Fitne			n Frameworks: sonal And Social	2.7	
	Develop te explanation by target gro 25 minutes Short videos 8 t	-	e beginning of the "c	-	de	
	We want st	udents to: (Objectives) :			
 Identify that they should c Explain why to use the bu Explain not to swim at nigi Define why someone shout Boating Safety: Explain "to stay seated wh Discuss why children shout Explain when water skiing Explain "never overload a 	ot go near the water unless th call 9-1-1 or get a grown-up ri uddy system when swimming. ht or dive into unknown or mu uld not go into water during a hen in a boat and always wea uld not distract the boat drive g someone must watch skier a boat with too many passeng verturned boat until help arrive	ight away if the urky water. In electrical sto ar a life jacket" r. at all times. ers".	ey see someone in trou rm.	ble.		
	f learning styles:		Combine this	Behavior with these	e others:	
Verbal / Linguistic We Logical / Mathematical Lo Visual / Spatial Pid Body / Kinesthetic Bo Musical / Rhythmic Mu	martsThinkordsIn WordsbgicBy ReasoningctureIn Images and PictureodyThrough SomaticusicVia Rhythms andeopleBy Bouncing IdeaelfDeeply inside the	: Sensations I Melodies as off others	678-027 Survivin 678-030 Ice Safet	g Severe Storms ly		
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:						
	eviewed	3 - 83	This	behavior was cons		
678-025 8/30	0/2006			Supplementary		

Behavior description: Understanding Camping and Hiking Safety 1&2							
Target gro	pup	Safety group:	Reference #				
Ages 6-8 First & Se	cond Grades	Outdoor Safet	ty 678-026				
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks				
This behavior has been linked Physical Health Strand	d with The Massachusetts Com Physical Activity & Fitness Le	-	Ilum Frameworks: onal & Social Competency 2.7				
-	Developmenta explanation by target group, ro minutes Short videos 8 to 10	efer to the beginning of the	-				
 Explain to leave a plan with a List items to bring on a hike (v List the don'ts (don't eat or dr 	 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:	Combine th	is Behavior with these others:				
IntelligencesSmVerbal / LinguisticWoLogical / MathematicalLogVisual / SpatialPictBody / KinestheticBooMusical / RhythmicMusical	artsThinkrdsIn WordspicBy ReasoningtureIn Images and PicturesdyThrough Somatic SenssicVia Rhythms and MeloopleBy Bouncing Ideas off	678-012 Report 678-016 First A 678-025 Water 678-025 Water others	rting Emergencies Aid for Burns r 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:							
N							
Reference. # Last ret 678-026 8/30/2	2	84	his behavior was considered : Supplementary				

Behavior description: Understanding and Surviving Severe Storms 182						
	Target group			Safety group:		Reference #
Ages 6-8 F	irst & Second	Grades		Storms		678-027
						" D "
Appendix Reference		Appendix "B" Glossary		bendix "C" sson Plans	Appendix Framewo	
This behavior has a Safety & Preventior		The Massachusetts Com ety & Injury Prevention Le	-		m Frameworks: azard Prevention	9.14
		Developmenta nation by target group, r es Short videos 8 to 10	efer to the	beginning of the "	-	ttitude
- State that "The s	afest place to be i opens during differ do when the pow do in a lightning s angers of downed	storm. power lines.				
Seve	n kinds of learnir	na styles:		Combine this	Behavior with th	and others
Intelligences	<u>Smarts</u>	<u>Think</u>		678-008 Escape		lese others:
Verbal / Linguistic	Words	In Words			ng Emergencies	
Logical / Mathemati Visual / Spatial	cal Logic Picture	By Reasoning In Images and Picture	s	-	al Safety	
Body / Kinesthetic	Body	Through Somatic Sens	sations			
Musical / Rhythmic Interpersonal	Music People	Via Rhythms and Melo By Bouncing Ideas off				
Intra Personal	Self	Deeply inside themsel				
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 n	otes:			
Reference. #	Last reviewed		ar)	This	s behavior was c	onsidered :
678-027	8/30/2006	3-	85		Supplementa	ary

Understand	Behavior description: Understanding Summer Recreation Safety 182						
Target grou	p	Safety group	: Referen	ce #			
Ages 6-8 First & Sec	ond Grades	Outdoor Sat	fety 678-0	28			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks				
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Cor Safety & Injury Prevention L			9.17			
-	Development xplanation by target group, ninutes Short videos 8 to 10		-				
Bikes:	We want stude	nts to: (Objectives) :					
- Explain why they need a helm	net when riding their bikes (it is	the law, and it protects yo	ur head if you fall).				
Visual / Spatial Pictur Body / Kinesthetic Body Musical / Rhythmic Music Interpersonal Peop Intra Personal Self	re In Images and Picture Through Somatic Ser Via Rhythms and Me	nsations odies f 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 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:							
Deference # Lest revi							
Reference. # Last revi	ewed	- 86	This behavior was considered	d :			

Behavior description: Grade Understanding Your Personal and Community Role In Safety Target group Safety group: Target group Safety group: Ages 6-8 First & Second Grades Community Service Appendix "A" Reference Info Appendix "B" Glossary							
This behavior has b Safety & Preventior		he Massachusetts Com ety & Injury Prevention Le	-	Curriculum Framew Hazard Prev			
- Attention : - Report a fire, rep	span 15-25 minutes	a life using the 9-1-1 sys	efer to the beginnir minutes can be used ts to: (Objectives)	d Expect a " know			
- Prepare a plan fo - Conduct a test of - Practice E.D.I.T.I		S.					
Sever Intelligences	n kinds of learning Smarts	g styles: Think	Con	nbine this Behavior	with these others:		
Verbal / Linguistic	Words	In Words	678-007 678-008	Smoke Alarms Escape Plans			
Logical / Mathematic Visual / Spatial	al Logic Picture	By Reasoning In Images and Pictures	670.010	•	encies		
Body / Kinesthetic Musical / Rhythmic	Body Music	Through Somatic Sens Via Rhythms and Melo	ations				
Interpersonal Intra Personal	People Self	By Bouncing Ideas off Deeply inside themselv	others				
Helpful hints: (Strategies): - Role play 9-1-1 calls. - Role play E.D.I.T.H.							
Teacher's notes:							
Reference. #	Last reviewed	3 -	87		was considered :		
678-029	8/30/2006	<u> </u>	0/	Suppl	ementary		

Behavior description: Understanding and Practicing Ice Safety							
Target grou	p	Safety	group:		1&2 Reference #		
Ages 6-8 First & Sec	-	-	or Safety		678-030		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix Lesson PI		Appendi			
This behavior has been linked Physical Health Strand		-		Frameworks			
-	Development explanation by target group, i minutes Short videos 8 to 10	-	-	-			
 Recite that you always need Discuss that pets should be Recognize you should wear Identify that if someone gets 	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 leIntelligencesSmaVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusiInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> ds In Words by Reasoning re In Images and Picture Through Somatic Sen c Via Rhythms and Mel	es fothers	2 Winter Ho	ehavior with Emergencie liday Safety reation Safet	s		
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:							
Reference. # Last rev		- 88	This b		considered :		
<u>678-030</u> <u>8/30/20</u>	<u>)06</u>			Supplemer	ntary		