REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
890-001	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding Safety Words
890-002	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding “What Is Fire?”
890-003	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Match and Lighter Safety (Fire Tools)
890-004	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Stop, Drop and Roll
890-005	**Essential**	Ages 8-10 Third & Fourth Grades	Participating in Home Hazard Inspections
890-006	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding Cooking Safety
890-007	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Electrical Safety
890-008	**Essential**	Ages 8-10 Third & Fourth Grades	Practicing Fire Safety with Flammable Liquids
890-009	**Essential**	Ages 8-10 Third & Fourth Grades	Practicing Fire Safety Around Heating Sources
890-010	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding Smoke Alarms
890-011	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Escape Plans
890-012	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Crawl Low Under Smoke
890-013	**Essential**	Ages 8-10 Third & Fourth Grades	Identifying Exit Signs and Knowing Two Ways Out of Public Places
890-014	**Essential**	Ages 8-10 Third & Fourth Grades	Responding Correctly to Fire and Emergency Drills
890-015	**Essential**	Ages 8-10 Third & Fourth Grades	Reporting Fires and Other Emergencies
890-016	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding Arson and False Alarms
890-017	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Safety Around Explosives and Fireworks
890-018	**Essential**	Ages 8-10 Third & Fourth Grades	Practicing Safety When Home Alone

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
890-019	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Safety When Babysitting
890-020	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing First-aid for Burns
890-021	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Transportation Safety
890-022	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Safety With Drugs and Alcohol
890-023	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Poison Prevention
890-024	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Cultural Fire Safety Issues
890-025	**Supplementary**	Ages 8-10 Third & Fourth Grades	Celebrating Birthdays Safely
890-026	**Supplementary**	Ages 8-10 Third & Fourth Grades	Celebrating Halloween Safely
890-027	**Supplementary**	Ages 8-10 Third & Fourth Grades	Celebrating Thanksgiving Safely
890-028	**Supplementary**	Ages 8-10 Third & Fourth Grades	Celebrating Winter Holidays Safely
890-030	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Water Safety
890-031	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Camping and Hiking Safety
890-032	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding and Surviving Severe Storms
890-033	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Summer Recreation Safety
890-034	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Your Personal and Community Role In Safety
890-035	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding Snow Recreation Safety
890-036	**Supplementary**	Ages 8-10 Third & Fourth Grades	Understanding and Practicing Ice Safety
890-037	**Essential**	Ages 8-10 Third & Fourth Grades	Understanding Consequences of Tobacco Use

Behavior description:

Understanding Safety Words

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

General Fire Safety

Grade

3&4

Reference #

890-001

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:

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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, truck, poison, arson and false alarms.

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:

890-002 Understanding What Is Fire

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 8-10 Third & Fourth Grades

Safety group:

General Fire Safety

Grade

3&4

Reference #

890-002

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:

Safety & Prevention Strand | Safety & Injury Prevention Learning Standard | Personal & Social Competency

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Identify that a grown-up must be present for all safe fire use.
- Give examples of safe fires (fireplace, barbecue, birthday candles).
- Give examples of unsafe fires (forest fires, house fires, clothes on fire).
- Define the fire tetrahedron.
- Define different methods of heat transfer (conduction, convection, radiation).
- Give examples of fuel, heat, oxygen.
- Explain combustion (flammable vapors, chemical chain reaction).
- List the most common fire causes.
- Analyze the fire tetrahedron in the most common fire causes.
- Discuss safe ways of putting out the most common fires.

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:

890-001 Understanding Safety Words
890-004 Stop Drop & Roll
890-006 Cooking Safety
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Check local and state data for the types of fires caused by this age group (www.mass.gov/dfs); some of these are cooking smoking, arson and playing with matches and lighters.
- For example, put a lid on cooking fires.
- Cooking is the number 1 cause of fires in Massachusetts and the U.S.
- If you find a student with an unusual interest in fire contact someone specializing in Juvenile Fire Setting Intervention.

Teacher's notes:

Behavior description:

Understanding and Practicing Match and Lighter Safety (Fire Tools)

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Burns

Grade

3&4

Reference #

890-003

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	Hazard Prevention	9.1

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain why it is only safe for grown-ups to use matches and lighters.
- Explain why children should use these tools only under grown-up supervision.

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:

890-004 Stop Drop & Roll
890-025 Birthday Safety
890-031 Camping & Hiking Safety

Helpful hints: (Strategies):

- Be aware that some older children are lighting candles or learning about campfires in scouts.
- Discuss with the students "good" or "safe" uses of fire and "unsafe" uses.

Teacher's notes:

Behavior description:

Understanding and Practicing Stop, Drop and Roll

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Burns

Grade

3&4

Reference #

890-004

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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".
- List items you could use to help smother a fire on another person.

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:

890-003	**Match & Lighter Safety**
890-006	**Cooking Safety**
890-012	**Crawl Low Under Smoke**
890-015	**Reporting Fires / Emergencies**
890-020	**First Aid For Burns**
890-033	**Disabilities And Safety**
890-034	**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 physical disabilities that may not be able to Stop, Drop & Roll.

Teacher's notes:

Behavior description:

Participating in Home Hazard Inspections

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

General Fire Safety

Grade

3&4

Reference #

890-005

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain what hazards are.
- Identify 15 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:

890-001	**Understanding Safety Words**
890-002	**Understanding What Is Fire**
890-006	**Cooking Safety**
890-007	**Electrical Safety**
890-008	**Flammable Liquids**

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 8-10 Third & Fourth Grades

Safety group:

Cooking

Grade

3&4

Reference #

890-006

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	Self Protection	9.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain kitchen safety rules:
  - Turn pot handles in.
  - Have a lid present.
  - A grown-up must be present.
  - Never leave food unattended.
  - Use an oven mitt.
  - Wear tight fitting clothes.
- Recognize that microwaved food can cause burns.
- Describe how to respond to stove top, toaster and oven fires (put a lid, unplug appliance if safe to do so, keep oven doors closed).

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:

890-004 Stop Drop & Roll
890-015 Reporting Fires / Emergencies
890-020 First Aid For Burns

Helpful hints: (Strategies):

Teacher's notes:

Behavior description:

Understanding and Practicing Electrical Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Electricity

Grade

3&4

Reference #

890-007

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	Hazard Prevention	9.3

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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.
- Identify other power sources when the electricity is out.
- Discuss the proper use of electrical cords and outlets.

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:

890-005 Home Hazard Inspections
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- When you teach electrical safety, you should Keep it Simple. Start by making sure that the students understand the words you are using, for example electric outlets or receptacles or sockets. Choose one of these words, 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:

Practicing Fire Safety with Flammable Liquids

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

General Fire Safety

Grade

3&4

Reference #

890-008

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Identify that flammable liquids include gasoline, lighter fluid, charcoal fluid and Coleman fuel.
- Define that flammable liquids give off vapors that you cannot see but can burn very quickly and ignite easily.
- Explain safety rules: (see Helpful hints)

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:

890-004 Stop Drop & Roll
890-015 Reporting Fires / Emergencies
890-020 First Aid For Burns

Helpful hints: (Strategies):

- Safety rules: Always store flammable liquids in an approved safety can.
  Wait for engines to cool before refueling. Never refuel or fuel an engine indoors.
  Never run an engine inside a building.
  Never use flammable liquids to clean parts.
  Always move lawn mowers or other gasoline appliances from the fueling location before attempting to start the equipment.
  No smoking around flammable liquids.

Teacher's notes:

Behavior description:

Practicing Fire Safety Around Heating Sources

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

General Fire Safety

Grade

3&4

Reference #

890-009

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Identify heating sources in the house such as:
  furnaces, portable heaters, boilers, water heaters, wood stoves, radiators or other fixed heaters.
- Explain what their house or houses are heated with.
- Explain what can burn if it gets too close to a heating source.
- Explain how heat works - convection, conduction, radiation.
- Explain how to make heating sources safe.
- Explain the "Circle of 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:

890-002 Understanding What Is Fire
890-005 Home Hazard Inspections
890-007 Electrical Safety

Helpful hints: (Strategies):

- Be sensitive to the type of housing students live in (mobile homes, apartments, "triple-deckers", condos, single family homes).
- Here are some safety lessons: make a circle of safety (keep anything that can burn at least 3 steps or 3 feet away from heating sources, including yourself).
- Don't leave portable heaters on if you leave the room. Portable heaters with frayed wires are a home hazard.
- Always use a screen with a fireplace. Grownups should have chimneys checked every year.

Teacher's notes:

Behavior description:

Understanding Smoke Alarms

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Alarms

Grade

3&4

Reference #

890-010

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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 a smoke alarm.
- Recognize that smoke alarms should be tested at least monthly.
- Perform smoke alarm test at home with a grown-up.

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:

890-011 Escape Plans
890-012 Crawl Low Under Smoke
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Explain that a smoke alarm constantly smells for smoke. That is why smoke alarms are so important, because when people go to sleep they lose 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 than 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 8-10 Third & Fourth Grades

Safety group:

Escape

Grade

3&4

Reference #

890-011

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- List the 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.
- Explain that home escape plans must be practiced twice a year.

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:

890-010	**Smoke Alarms**
890-012	**Crawl Low Under Smoke**
890-014	**Fire / Emergency Drills**
890-015	**Reporting Fires / 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 8-10 Third & Fourth Grades

Safety group:

Escape

Grade

3&4

Reference #

890-012

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Demonstrate when the smoke alarm goes off and wakes you up.
- Explain that in a fire, smoke and heat will rise to the ceiling and cleaner air will be close to the floor. (good air in a fire is down low close to the floor - stay low)
- State " Use the back of your hand to test closed doors."
- Explain why you get outside and stay outside at your special meeting place.
- Explain don't open hot doors and never hide in a closet or under the bed.

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:

890-010 Smoke Alarms
890-011 Escape Plans
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Emphasize never go back in.
- Go to nearest exit

Teacher's notes:

Behavior description:

Identifying Exit Signs and Knowing Two Ways Out of Public Places

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Exits

Grade

3&4

Reference #

890-013

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Define " exit ". Exit is a way to get out. They should always two ways out or two exits.
- Recognize that exit signs are posted in public places. They are usually red or green and are located high on the wall.
- Explain that exit signs are lighted or glow so they can be seen in the dark to guide you to the exit. Exits should not be locked so that anyone in the building can use them.
- 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.
- Recognize that exit signs are not located over elevators because elevators are not safe to use in an emergency.
- State that once you have exited a building, you need to go to your 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:

890-010 Smoke Alarms
890-011 Escape Plans
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- You can take the class around the school and look for exit signs. Have them add up all the exit signs.
- 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 8-10 Third & Fourth Grades

Safety group:

Escape

Grade

3&4

Reference #

890-014

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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.
- Explain when you are on a vacation you should know the escape plan of the place where you are staying.

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:

890-011 Escape Plans
890-015 Reporting Fires / 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 8-10 Third & Fourth Grades

Safety group:

Emergencies

Grade

3&4

Reference #

890-015

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	9.2

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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:

890-011 Escape Plans
890-020 First Aid For Burns
890-034 Community Role In Safety

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:

Understanding Arson and False Alarms

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Arson

Grade

3&4

Reference #

890-016

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	Self Protection	9.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Define arson.
- Define false alarms.
- Describe their consequences.

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:

890-015 Reporting Fires / Emergencies
890-034 Community Role In Safety

Helpful hints: (Strategies):

- A perfect way to lead off the lesson is with a story or newspaper article.
- Consequences for arson include: fire damage, injuries, legal & emotional issues.
- Consequences for false alarms include: responding fire fighter injuries, disruption of school / work and injuries to others.

Teacher's notes:

Behavior description:

Understanding and Practicing Safety Around Explosives and Fireworks

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Fireworks

Grade

3&4

Reference #

890-017

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	Self Protection	9.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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:

890-002 Understanding What Is Fire
890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- The only safe way to see fireworks is at a supervised fireworks display put on by licensed professionals.
- Give examples of different explosives.
- Properly trained and licensed people can use explosives safely.
- Focus on the fact that even sparklers are illegal in Massachusetts.
- Review "Fire Facts for Fireworks" (www.mass.gov/dfs)

Teacher's notes:

Behavior description:

Practicing Safety When Home Alone

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Home Safety

Grade

3&4

Reference #

890-018

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	9.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain how to use the 9-1-1 system.
- Create a check list of appropriate actions:
  - Know where the parents will be while away and how to contact them.
  - Review the family's escape plan or prepare a plan.
  - Be careful with hot liquids, including beverages, bath water and tap water.
  - Know where there is a working flashlight in the house.
  - Test the locks on all the doors and windows.

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:

890-015 Reporting Fires / Emergencies
890-019 Baby Sitting Safety

Helpful hints: (Strategies):

- The Curriculum Committee believes that children this age should not be home alone. The Committee suggests that twelve years old would be an appropriate age to be left home alone. However, we realize that children younger than twelve are sometimes at home alone. This is the reason for offering this information at this target group level.
- There are latchkey curricula listed in the Reference Info section of this guidebook.

Teacher's notes:

Behavior description:

Understanding and Practicing Safety When Babysitting

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Baby Sitting

Grade

3&4

Reference #

890-019

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	Self Protection	9.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain how to use the 9-1-1 system.
- Create a basic list of babysitting responsibilities such as:
  - The address of the babysitting place.
  - Know where the parents will be while away and how to contact them.
  - Check the home for smoke alarms and test them.
  - Review the family's escape plan or prepare a plan.
  - Never leave a child unattended.
  - Be careful with hot liquids, including beverages, bath water and tap water.
  - Know where there is a working flashlight in the house.
  - Ensure that poisons are well out of the reach of children and write down the poison control telephone number.
  - Test the locks on all the doors and windows.
- Discuss the appropriate and inappropriate behaviors of a babysitter.

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:

890-011	**Escape Plans**
890-015	**Reporting Fires / Emergencies**
890-018	**Home Alone Safety**
890-020	**First Aid For Burns**
890-023	**Poison Prevention**

Helpful hints: (Strategies):

- The Committee suggests that twelve years old would be an appropriate age to start babysitting. However, we realize that children younger than twelve are put in situations where they must babysit or be at home alone. This is the reason for offering this information at this group level.
- There are babysitting and latchkey curricula listed in the Reference Info section of this guidebook. Although all of the objectives listed above are good as stand alone lessons, The Committee believes that babysitting should be taught as a separate class or classes and not taught in general to a regular school class.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid for Burns

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Burns

Grade

3&4

Reference #

890-020

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	Emergency Intervention	9.12

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Define the three degrees of burns.
- Explain to cool a burn with cool water for 10 minutes.
- Explain to cover a burn with a clean dressing.
- Explain the importance of telling a grown-up and calling 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:

890-002 Understanding What Is Fire
890-004 Stop Drop & Roll

Helpful hints: (Strategies):

Have the student list things that can burn you.

Teacher's notes:

Behavior description:

Understanding Transportation Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Transportation

Grade

3&4

Reference #

890-021

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	9.1

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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 (look both ways, stay away from strangers).
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, do not distract the driver, never ride on the outside of a moving vehicle, including in the back of a pickup truck).
Trains: Discuss train safety (stay seated, do not try to ride on the outside of a train, stand back on the platform, do not try to get on or off a moving train).
Discuss safety around trains and tracks (stay off tracks, never cross if the gates are down, stay away from switches, stay away from the third rail).
Planes: Explain safety rules on a plane (stay belted in your seat, know where emergency exits are, follow directions of the crew in an emergency).

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:

890-015 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Check to see if this lesson is taught by police or other safety educator.
- Stress the need for the student to pay attention and use safety equipment to avoid getting hurt.

Teacher's notes:

Behavior description:

Understanding Safety With Drugs and Alcohol

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Drugs

Grade

3&4

Reference #

890-022

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	Tobacco, Alcohol & Substance Abuse	Standard	Healthy Decisions 10.8

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Describe how the use of alcohol and other behavior altering drugs can harm a young person's physical, emotional, and social development.
- Explain how the use of alcohol and drugs contribute to accidents, fires, loss of life and property.
- Analyze the effects of alcohol and drug use on job performance in different professions.

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:

890-003 Match & Lighter Safety
890-023 Poison Prevention
890-037 Tobacco Consequences

Helpful hints: (Strategies):

- Emphasize that smoking is a fire problem and that it is a leading cause of fire deaths.
- Emphasize that taking drugs, alcohol or inhaling of certain chemicals can impair their judgment and lead to carelessness.

Teacher's notes:

Behavior description:

Understanding and Practicing Poison Prevention

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Poison

Grade

3&4

Reference #

890-023

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Define poison.
- Create a list of poisons.
- Differentiate ways poisons enter the body.
- Contrast how different poisons affect the body.
- Develop rules for the use and storage of poisons.
- Explain what you should do in a poison emergency.

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:

890-005	**Home Hazard Inspections**
890-008	**Flammable Liquids**
890-015	**Reporting Fires / Emergencies**
890-022	**Drug And Alcohol Safety**
890-037	**Tobacco Consequences**

Helpful hints: (Strategies):

- Explain why it is so important to stay away from household poisons and chemicals found in garages, sheds and under the kitchen sink.
- Analyze why mixing chemicals together can be dangerously explosive and/or lethal.
- Explain reasons why poisons can hurt you in different ways such as being eaten, inhaled or absorbed through the skin.
- Describe the dangers involved with the inhaling of gasoline, propane, hairspray and paint fumes.

Teacher's notes:

- The proper response to a poisoning is to call 9-1-1 then if necessary, call poison control (1-800-222-1222). Keep the container with you to answer questions about the poison.
- Use extreme caution when discussing inhalants. Focus on poison and fire safety issues.
- Cover tobacco, flammables & medications.

Behavior description:

Understanding Cultural Fire Safety Issues

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Community Service

Grade

3&4

Reference #

890-024

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	9.1

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Identify customs that involve the use of fire such as candles, matches, fireworks, campfires and grills.
- List safety rules for the use of candles, matches, fireworks, campfires and grills.
- List stove, oven and microwave cooking safety rules.
- List safe heating and clothes drying rules.
- Explain why you never leave candles unattended.
- List fireworks rules.

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:

890-003	**Match & Lighter Safety**
890-006	**Cooking Safety**
890-009	**Heating Source Safety**
890-017	**Fireworks & Explosives**
890-028	**Winter Holiday Safety**
890-031	**Camping & Hiking Safety**

Helpful hints: (Strategies):

- Be careful not to insult anyone's cultures or beliefs.
- Instructor should be familiar with the cultural differences associated with their community.
- Some religions don't celebrate birthdays and some holidays.
- Be prepared to address other fire safety topics as they arise.

Teacher's notes:

Behavior description:

Celebrating Birthdays Safely

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Holiday Safety

Grade

3&4

Reference #

890-025

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Identify the dangers of using matches, lighters and candles.
- Identify the rules for safe use of candles which must include grown-up supervision.

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:

890-002 Understanding What Is Fire
890-003 Match & Lighter Safety
890-004 Stop Drop & Roll
890-015 Reporting Fires / Emergencies
890-020 First Aid For Burns
1012-039 Candle Safety

Helpful hints: (Strategies):

- Ask the students if their parents allow them to light candles. If so, reinforce the dangers.
- Educator should review Candle Safety (behavior 1012-039) which is a 5th & 6th grade behavior.

Teacher's notes:

Behavior description:

Celebrating Halloween Safely

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Holiday Safety

Grade

3&4

Reference #

890-026

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:

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain why grown-ups should always supervise Trick or Treating which should include:
  1- Checking the candy
  2- Pedestrian safety
- Identify fire hazards associated with Halloween.
- Differentiate between a safe and an unsafe costume.

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:

890-004 Stop Drop & Roll
890-021 Transportation Safety

Helpful hints: (Strategies):

- It is always recommended to send home information to parents.
- Did you know that glow sticks work very well in place of candles?
- Remember that not everyone celebrates Halloween.
- Home made costumes may not be flame retardant.

Teacher's notes:

Behavior description:

Celebrating Thanksgiving Safely

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Holiday Safety

Grade

3&4

Reference #

890-027

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	9.3

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain why students should test their smoke alarms to be sure they are working.
- Tell why no one should leave food that is cooking unattended.
- Explain why students should leave the house immediately and call 9-1-1 from a portable phone or a neighbor's house if a stove fire occurs.
- Give reasons why decorations should be kept away from candles, stoves, fireplaces and heaters.
- Explain why no one should ever leave candles unattended or reach over lighted candles.
- Give reasons why grown-ups should light candles and fires in fireplaces.
- Explain why a screen should be kept in front of the fireplace and why the chimney should be inspected every year.
- Explain why students should check all baskets and furniture for hot cigarette ashes if there are smokers in 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:

890-006 Cooking Safety
890-010 Smoke Alarms
890-028 Winter Holiday Safety

Helpful hints: (Strategies):

- Thanksgiving Syndrome: Cooking in an oven for a long period of time at low temperatures can build up Carbon Monoxide in the house.
- It would be wise to keep a kitchen window open for ventilation while cooking.
- Carbon Monoxide alarms are required by law in Massachusetts in most homes.

Teacher's notes:

Behavior description:

Celebrating Winter Holidays Safely

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Holiday Safety

Grade

3&4

Reference #

890-028

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	Hazard Prevention	9.3

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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.
- Discuss the proper disposal of wrapping paper.
- Give reasons why decorations should be kept away from candles, stoves, fireplaces and heaters.
- Explain why no one should ever leave candles unattended or reach over lighted candles.
- Give reasons why grown-ups should light candles and fires in fireplaces.
- Explain why a screen should be kept in front of the fireplace and why the chimney should be inspected every year.
- Explain why students should check all baskets and furniture for hot cigarette ashes if there are smokers in 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:

890-003 Match & Lighter Safety
890-005 Home Hazard Inspections
890-006 Cooking Safety
890-007 Electrical Safety
890-009 Heating Source Safety

Helpful hints: (Strategies):

Most wrapping paper is highly flammable and, if burned in the fireplace, can burn so hot that a chimney fire can occur. Also, burning wrapping paper can crack the flue liner protecting your chimney.

Teacher's notes:

Behavior description:

Understanding and Practicing Water Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Outdoor Safety

Grade

3&4

Reference #

890-030

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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 grownup 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:

890-020 First Aid For Burns
890-032 Surviving Severe Storms
890-036 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.
- Explain what hypothermia is and how to avoid getting it.

Teacher's notes:

Behavior description:

Understanding Camping and Hiking Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Outdoor Safety

Grade

3&4

Reference #

890-031

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain the importance of the buddy system - never hike or camp alone.
- Explain the importance of leaving a trip plan with someone.
- Identify the essential food, drink and equipment including clothing to bring on a hike or camping trip.
- Explain what to do if lost or weather becomes bad.
- Explain campfire safety and respect for the wilderness and nature.

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:

890-020 First Aid For Burns
890-030 Water Safety
890-032 Surviving Severe Storms

Helpful hints: (Strategies):

- Refer to Boy Scout literature, Appalachian Mountain Club, Eastern Mountain Sports or REI for additional tips and guidelines.
- Stress that they should be prepared for the unexpected.
- No flames in tents.

Teacher's notes:

Behavior description:

Understanding and Surviving Severe Storms

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Storms

Grade

3&4

Reference #

890-032

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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:

890-007 Electrical Safety
890-010 Smoke Alarms
890-011 Escape Plans
890-015 Reporting Fires / Emergencies

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 8-10 Third & Fourth Grades

Safety group:

Outdoor Safety

Grade

3&4

Reference #

890-033

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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).
- Describe safe ways of riding their bikes (do not ride double, do not weave in and out of parked cars, watch for car doors opening).
- Explain safety equipment for bicycles (helmets, reflectors).

Skateboards and roller blades:

- List the equipment they should have while riding skateboards and roller blades (helmets, knee pads, elbow pads).
- Discuss the rules when using skateboards and roller blades:
  Follow the rules of the road.
  Know where you are permitted to skateboard and roller blade.
  Go to a skate park if there is one in your town.

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:

890-015 Reporting Fires / Emergencies
890-030 Water Safety
890-031 Camping & Hiking Safety

Helpful hints: (Strategies):

- Check to see if this lesson is taught by police or other safety educator.
- Stress the need for them to pay attention and use safety equipment to avoid getting hurt.

Teacher's notes:

Behavior description:

Understanding Your Personal and Community Role In Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Community Service

Grade

3&4

Reference #

890-034

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Explain how to report emergencies.
- Explain "Stop, Drop and Roll", "Cool Water for Burns" and "Crawl Low in Smoke".
- Recognize that personal safety needs to be practiced not just at home but everywhere you play and stay.
- Create and practice a home escape plan.
- Define arson.
- Define false alarms.

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:

890-010 Smoke Alarms
890-015 Reporting Fires / Emergencies
890-019 Baby Sitting Safety
890-020 First Aid For Burns

Helpful hints: (Strategies):

- Develop a home escape plan contest.

Teacher's notes:

Behavior description:

Understanding Snow Recreation Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Outdoor Safety

Grade

3&4

Reference #

890-035

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

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 the 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.
- Explain the best way to dress to stay dry and warm.

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:

890-015 Reporting Fires / Emergencies
890-036 Ice Safety

Helpful hints: (Strategies):

Do not sled after dark.
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 that 9-1-1 should only be called for emergencies.

Teacher's notes:

Behavior description:

Understanding and Practicing Ice Safety

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Outdoor Safety

Grade

3&4

Reference #

890-036

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 is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Define that a grown-up must check the ice before children play.
- Explain that you need continuous cold for several days and ice needs to be several inches thick.
- 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 students 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 onto 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:

890-015 Reporting Fires / Emergencies
890-035 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:

- Use this demonstration to show how hypothermia affects you:
  Have a student immerse their hand in a bucket filled with ice water for 1 to 3 minutes. Have the student try to pick up coins in the bottom of the bucket. You can have other students hold an ice cube during the experiment.

Behavior description:

Understanding Consequences of Tobacco Use

Target group

Ages 8-10 Third & Fourth Grades

Safety group:

Drugs

Grade

3&4

Reference #

890-037

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	Tobacco, Alcohol & Substance Abuse Standard	Healthy Decisions	10.6

Developmental information:

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

- Attention span is about 30-45 minutes. - Likes to explore things. - Question and answer format works well

We want students to: (Objectives) :

- Discuss the variety of tobacco products such as: cigarettes, cigars, pipes and smokeless tobacco.
- Discuss the health issues with tobacco use.
- Explain how tobacco products can start fires.

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:

890-003 Match & Lighter Safety
890-010 Smoke Alarms
890-011 Escape Plans
890-023 Poison Prevention

Helpful hints: (Strategies):

- Don't lecture; just present the facts.
- Have students identify the chemicals found in cigarettes.
- The use of tobacco products hurts academic, athletic and job performance. Firefighters cannot smoke; use that as a lead for discussion.

Teacher's notes: