REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-001	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Safety Words
1012-002	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding “What Is Fire?”
1012-003	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Match and Lighter Safety (Fire Tools)
1012-004	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing “Stop, Drop and Roll”
1012-005	**Essential**	Ages 10-12 Fifth & Sixth Grades	Participating in Home Hazard Inspections
1012-006	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Cooking Safety
1012-007	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Electrical Safety
1012-008	**Essential**	Ages 10-12 Fifth & Sixth Grades	Practicing Fire Safety with Flammable Liquids
1012-009	**Essential**	Ages 10-12 Fifth & Sixth Grades	Practicing Fire Safety Around Heating Sources
1012-010	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing First-aid for Burns
1012-011	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Smoke Alarms
1012-012	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Carbon Monoxide
1012-013	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Escape Plans
1012-014	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Crawl Low Under Smoke
1012-015	**Essential**	Ages 10-12 Fifth & Sixth Grades	Identifying Exit Signs and Knowing Two Ways Out of Public Places
1012-016	**Essential**	Ages 10-12 Fifth & Sixth Grades	Responding Correctly to Fire and Emergency Drills
1012-017	**Essential**	Ages 10-12 Fifth & Sixth Grades	Reporting Fires and Other Emergencies
1012-018	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Arson and False Alarms

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-019	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Drugs and Alcohol
1012-020	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing First-aid for Choking
1012-021	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Safety When Babysitting
1012-022	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding Transportation Safety
1012-023	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Poison Prevention
1012-024	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding Cultural Fire Safety Issues
1012-025	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding Summer Recreation Safety
1012-026	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Celebrating Halloween Safely
1012-027	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Celebrating Winter Holidays Safely
1012-028	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Celebrating Thanksgiving Safely
1012-029	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding Snow Recreation Safety
1012-031	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Safety Around Explosives and Fireworks
1012-032	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Water Safety
1012-033	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding Camping and Hiking Safety
1012-034	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding and Surviving Severe Storms
1012-035	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Your Personal and Community Role in Safety
1012-037	**Supplementary**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Ice Safety
1012-038	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding Consequences of Tobacco Use

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-039	**Essential**	Ages 10-12 Fifth & Sixth Grades	Understanding and Practicing Candle Safety

Behavior description:

Understanding Safety Words

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

General Fire Safety

Grade

5&6

Reference #

1012-001

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Define:

  Smoke, fire, heat, emergency, fire drill, exit, alarms, danger, caution, flammable, scald, matches/lighters, meeting place, escape, hazard, helmet, hose, ax, coat, truck, poison, arson, false alarms, solid, liquid, gas, extinguish, combustible and flash point.

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:

1012-002 Understanding What Is Fire
1012-018 Arson and False Alarms

Helpful hints: (Strategies):

- An exit is more than the door; it is the exit path.
- Incorporate vocabulary into other lessons.

Teacher's notes:

Behavior description:

Understanding "What Is Fire?"

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

General Fire Safety

Grade

5&6

Reference #

1012-002

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 | Self Protection

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-001 Understanding Safety Words
1012-004 Stop Drop & Roll
1012-006 Cooking Safety
1012-017 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Don't make the subject more difficult then it needs to be. If you are integrating into a science lesson it could get more in depth especially at sixth grade level. Heat transfer by conduction, convection, and radiation described properly will help to explain what this phenomenon, known as fire, is all about.
- If you want to do an experiment for the class, you may need to get it approved first by the teacher and or the school. Ask the teacher first.
- 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 10-12 Fifth & Sixth Grades

Safety group:

Burns

Grade

5&6

Reference #

1012-003

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Identify safe storage of matches and lighters.
- Explain why it is safe for them to use fire tools ONLY under supervision.
- Identify use of fire tools WITHOUT supervision as an unsafe situation.
- Discuss how they can help keep matches and lighters out of the hands of younger children.

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:

1012-004 Stop Drop & Roll
1012-021 Baby Sitting Safety
1012-035 Community Role in Safety
1012-039 Candle Safety

Helpful hints: (Strategies):

- You might start a discussion with the class about the types of dangerous situations with fire that the students have already encountered.
- List on the board some lessons learned from these students.

Teacher's notes:

Behavior description:

Understanding and Practicing "Stop, Drop and Roll"

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Burns

Grade

5&6

Reference #

1012-004

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 they must call 9-1-1 immediately after they "Stop, Drop & Roll".
- List items you could use to help smother a fire on another person.
- Demonstrate helping another student with "Stop, Drop & Roll".

Seven kinds of learning styles:

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

Combine this Behavior with these others:

1012-003 Match & Lighter Safety
1012-010 First Aid For Burns
1012-014 Crawl Low Under Smoke
1012-017 Reporting Fires / Emergencies
1012-031 Fireworks / Explosives Safety
1012-035 Community Role in Safety
1012-036 Disabilities and Safety

Helpful hints: (Strategies):

- Encourage children to cover their faces after they have dropped to the ground, not before.
- Emphasize that the students 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 10-12 Fifth & Sixth Grades

Safety group:

General Fire Safety

Grade

5&6

Reference #

1012-005

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Explain why hazards exist.
- Develop a plan to correct hazards.
- Identify 20 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:

1012-006 Cooking Safety
1012-007 Electrical Safety
1012-008 Flammable Liquids Safety
1012-009 Heating Source Safety
1012-011 Smoke Alarms
1012-012 Carbon Monoxide
1012-023 Poison Prevention

Helpful hints: (Strategies):

- Send home information on hazards.
- Remind the grown-ups at home to fix any hazards that are found.

Teacher's notes:

Behavior description:

Understanding and Practicing Cooking Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Cooking

Grade

5&6

Reference #

1012-006

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Explain kitchen safety rules:
- Recognize that micro waved food can cause burns.
- Describe how to respond to a stove top, toaster, oven fires (put a lid, unplug appliance if safe to do so, keep oven doors closed).
- Analyze data associated with cooking 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:

1012-004 Stop Drop & Roll
1012-010 First Aid For Burns
1012-013 Escape Plans

Helpful hints: (Strategies):

- Put a lid technique - stress not to remove lid until pan has cooled down.
- Unsupervised cooking plan should be a homework assignment
- 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.
- Cooking is the number 1 cause of fires in the home.
- Use data from the DFS, NFPA & USFA.

Teacher's notes:

Behavior description:

Understanding and Practicing Electrical Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Electricity

Grade

5&6

Reference #

1012-007

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Explain the following electrical safety rules:
  - Do not play with electrical outlets or stick foreign objects in the outlets.
  - Do not stick electrical wires in your mouths or let other children do the same.
  - Light bulbs are extremely hot and can burn you.
  - How electricity can burn you.
  - Why electrical cords should not be placed under rugs or objects.
  - That electrical work should be done by a licensed electrician.
- 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.
- Analyze data associated with electrical 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:

1012-005 Home Hazard Inspections
1012-008 Flammable Liquids Safety
1012-009 Heating Source Safety
1012-017 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- 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.
- Use data from the DFS, NFPA & USFA.

Teacher's notes:

Behavior description:

Practicing Fire Safety with Flammable Liquids

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

General Fire Safety

Grade

5&6

Reference #

1012-008

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Identify that flammable liquids include gasoline, lighter fluid, charcoal fluid and Coleman fuel (white gas).
- Explain that flammable liquids give off vapors that you cannot see but can burn very quickly and ignite easily.
- Explain safety rules: (see helpful hints)
- Discuss safe ways to refuel power equipment.
- Analyze data associated with flammable liquid fires.
- Compile a room by room list of household flammables.

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:

1012-004 Stop Drop & Roll
1012-010 First Aid For Burns
1012-017 Reporting Fires / Emergencies
1012-023 Poison Prevention

Helpful hints: (Strategies):

- No demonstrations or experiments with this age group.
- 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 a lawn mowers or other gasoline appliances from the fueling location before attempting to start the equipment.
  No smoking around flammable liquids.

Teacher's notes:

- Use data from the DFS, NFPA & USFA.

Behavior description:

Practicing Fire Safety Around Heating Sources

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

General Fire Safety

Grade

5&6

Reference #

1012-009

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 the "Circle of Safety".
- Analyze data associated with heating 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:

1012-002 Understanding What Is Fire
1012-005 Home Hazard Inspections
1012-007 Electrical Safety
1012-012 Carbon Monoxide
1012-039 Candle Safety

Helpful hints: (Strategies):

- Be sensitive to the types of housing students live in (mobile homes, apartments, triple-deckers, condos, single family homes).
- "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.
- Use data from the DFS, NFPA & USFA.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid for Burns

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Burns

Grade

5&6

Reference #

1012-010

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	Emergency Intervention	9.12

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-002 Understanding What Is Fire
1012-004 Stop Drop & Roll

Helpful hints: (Strategies):

- Have students make a list of things that can burn you and include chemical burns (battery acid), thermal, radiation burns and lightning. Then discuss ways in which you can prevent the burns from occurring in the first place.

Teacher's notes:

Behavior description:

Understanding Smoke Alarms

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Alarms

Grade

5&6

Reference #

1012-011

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 change the battery and test a smoke alarm.
- Recognize that alarms should be tested at least monthly.
- Perform tests with a grown-up at home on smoke alarms monthly and replace the battery and vacuum twice yearly.
- Analyze data associated with working and non working or missing smoke 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:

1012-013 Escape Plans
1012-014 Crawl Low Under Smoke
1012-017 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. The current code also requires hardwired smoke alarms in the bed rooms in new homes.

Behavior description:

Understanding Carbon Monoxide

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Poison

Grade

5&6

Reference #

1012-012

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

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

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

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Describe what CO is.
- List sources of CO in the home.
- Explain where CO alarms can be installed in the home.
- Explain what to do if the CO alarm sounds.

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:

1012-011 Smoke Alarms
1012-016 Fire / Emergency Drills
1012-017 Reporting Fires / Emergencies
1012-023 Poison Prevention

Helpful hints: (Strategies):

- Carbon Monoxide alarms are required in most homes in Massachusetts.
- Send home info on Carbon Monoxide and Carbon Monoxide alarms.
- Quick reference: www.mass.gov/dfs or www.cpsc.org

Teacher's notes:

Behavior description:

Understanding and Practicing Escape Plans

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Escape

Grade

5&6

Reference #

1012-013

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

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

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

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- List key components of an escape plan.
- Recognize that working smoke alarms are the first step of a home escape plan.
- Explain what to do if it is not safe to leave the bedroom:
  Call 9-1-1.
  Wave clothing or sheet out window.
- Discuss what to do if you meet smoke on the way out:
  "Crawl Low Under Smoke".
- Identify what is a good family meeting place.
- Demonstrate responding to a nighttime smoke alarm.
- Explain that home escape plans must be practiced twice a year.
- Explain the importance of knowing the escape plan out of wherever you are (sleep overs, babysitting, movies, etc.).

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:

1012-011 Smoke Alarms
1012-014 Crawl Low Under Smoke
1012-016 Fire / Emergency Drills
1012-017 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 10-12 Fifth & Sixth Grades

Safety group:

Escape

Grade

5&6

Reference #

1012-014

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	Motor Skill Development	2.1

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Define smoke (from glossary):
  1. The vaporous system made up of small particles of carbonaceous matter in the air, resulting mainly from the burning of organic material, such as wood or coal.
  2. The unburned products of combustion containing heat, poisons and toxins.
- Explain that the temperature can be 1100 ° f at the ceiling while 90° f at the floor.
- Explain how smoke affects your lungs and breathing.
- Demonstrate what to do when the smoke detector goes off and wakes you up.
- State " Use the back of your hand to test closed doors."
- Explain why you get out and stay out at your meeting place.
- Explain why you 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:

1012-011 Smoke Alarms
1012-013 Escape Plans
1012-017 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Make it an assignment to have students open all windows in bedrooms at home to make sure they can escape.
- Emphasize to never go back in, crawl to the nearest exit, and once out stay out.

Teacher's notes:

Behavior description:

Identifying Exit Signs and Knowing Two Ways Out of Public Places

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Exits

Grade

5&6

Reference #

1012-015

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Define the word " exit ". An exit is a way to get out. They should always have 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 and that 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.
- Explain why exit signs are not located over elevators because elevators are not safe to use in an emergency.
- State that once they have exited a building, they need to go to their meeting place.
- Design an exit route from a public 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:

1012-011 Smoke Alarms
1012-013 Escape Plans
1012-016 Fire / Emergency Drills
1012-017 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 10-12 Fifth & Sixth Grades

Safety group:

Escape

Grade

5&6

Reference #

1012-016

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- 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:

1012-013 Escape Plans
1012-017 Reporting Fires / Emergencies
1012-021 Baby Sitting Safety

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 10-12 Fifth & Sixth Grades

Safety group:

Emergencies

Grade

5&6

Reference #

1012-017

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

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

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

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Demonstrate how to summon help by pressing or dialing the numbers 9-1-1 on a telephone or cell phone.
- State that when calling from a phone, 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. When calling 9-1-1 on a cell phone you must explain where you are to the operator.
- Explain that a fire alarm pull station will notify people in the building but you must also call the fire department from outside.
- Explain that using a pull station when there is no fire is wrong and against the law.
- 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:

1012-010 First Aid For Burns
1012-013 Escape Plans
1012-018 Arson And False Alarms
1012-035 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 10-12 Fifth & Sixth Grades

Safety group:

Arson

Grade

5&6

Reference #

1012-018

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Define arson.
- Define false alarms.
- Describe their consequences.
- Create a scenario for an arson fire and discuss the consequences.
- Research and analyze arson statistics.
- Analyze data associated with arson 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:

1012-017 Reporting Fires / Emergencies
1012-035 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 firefighter injuries, disruption of school / work and injuries to others.
- Use data from the DFS, NFPA & USFA.

Teacher's notes:

Behavior description:

Understanding Drugs and Alcohol

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Drugs

Grade

5&6

Reference #

1012-019

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	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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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.
- Analyze data on smoking and fire deaths.

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:

1012-023 Poison Prevention

Helpful hints: (Strategies):

- Use public safety officials as an example for job performance discussion.
- Utilize other programs in place in the school.
- The use of drugs and alcohol destroys the trust between family members and friends.
- Alcohol is often involved in fatal fires.
- Emphasize that smoking is a fire problem and that it is a leading cause of fire deaths.
- Emphasize that taking drugs, drinking alcohol or inhaling certain chemicals can impair their judgment and lead to carelessness.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid for Choking

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

First Aid

Grade

5&6

Reference #

1012-020

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Identify the universal sign for choking.
- Recognize a choking emergency and how to respond to it.
- Demonstrate the "Heimlich Maneuver".

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:

1012-017 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Demonstrate the "Heimlich Maneuver" only on themselves.
- The Committee believes that the "Heimlich Maneuver" should be taught as a separate class and not taught in general to a regular school class. Also first-aid and CPR should be learned by this group.

Teacher's notes:

Behavior description:

Understanding and Practicing Safety When Babysitting

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Baby Sitting

Grade

5&6

Reference #

1012-021

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	Self Protection	9.8

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 baby-sitter.

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:

1012-005 Home Hazard Inspections
1012-012 Carbon Monoxide
1012-013 Escape Plans
1012-014 Crawl Low Under Smoke
1012-015 Exiting Public Places
1012-017 Reporting Fires / Emergencies
1012-020 First Aid For Choking

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 baby-sit or at 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. The Committee believes that babysitting should be taught as a separate class and not taught in general to a regular school class. Also first-aid and CPR should be learned by this group.

Teacher's notes:

Behavior description:

Understanding Transportation Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Transportation

Grade

5&6

Reference #

1012-022

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

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

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

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-017 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 and Practicing Poison Prevention

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Poison

Grade

5&6

Reference #

1012-023

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-005 Home Hazard Inspections
1012-008 Flammable Liquids Safety
1012-012 Carbon Monoxide
1012-017 Reporting Fires / Emergencies
1012-019 Drug And Alcohol Safety
1012-038 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 10-12 Fifth & Sixth Grades

Safety group:

Community Service

Grade

5&6

Reference #

1012-024

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-003 Match & Lighter Safety
1012-005 Home Hazard Inspections
1012-006 Cooking Safety
1012-009 Heating Source Safety
1012-031 Fireworks / Explosives Safety
1012-033 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:

Understanding Summer Recreation Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Outdoor Safety

Grade

5&6

Reference #

1012-025

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

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

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

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

Bikes:
- Explain why students need a helmet when riding their bikes (it is the law, 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:

1012-017 Reporting Fires / Emergencies
1012-022 Transportation 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:

Celebrating Halloween Safely

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Holiday Safety

Grade

5&6

Reference #

1012-026

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Identify rules of pedestrian safety which include:
  1- Look before crossing the street.
  2- Wear reflective markings on your clothing.
  3- Cross at cross walks when available.
  4- Stay in a group.
  5- Use a flashlight at night.
- Explain that grownups or older children must supervise "trick-or-treating."
- State that "Grownups must check candy before children eat any."
- 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:

1012-004 Stop Drop & Roll
1012-017 Reporting Fires / Emergencies

Helpful hints: (Strategies):

- Remember that not everyone celebrates Halloween.
- Send information home.
- Glow sticks work very well in place of candles.
- Homemade costumes may not be flame retardant, requiring extra care.

Teacher's notes:

Behavior description:

Celebrating Winter Holidays Safely

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Holiday Safety

Grade

5&6

Reference #

1012-027

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-003 Match & Lighter Safety
1012-005 Home Hazard Inspections
1012-006 Cooking Safety
1012-007 Electrical Safety
1012-011 Smoke Alarms
1012-039 Candle 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:

Celebrating Thanksgiving Safely

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Holiday Safety

Grade

5&6

Reference #

1012-028

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 neighbors 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:

1012-006 Cooking Safety
1012-009 Heating Source Safety
1012-011 Smoke Alarms
1012-012 Carbon Monoxide
1012-020 First Aid For Choking
1012-039 Candle 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 now required by law in Massachusetts in most homes.

Teacher's notes:

Behavior description:

Understanding Snow Recreation Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Outdoor Safety

Grade

5&6

Reference #

1012-029

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

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

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-017 Reporting Fires / Emergencies
1012-037 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 students that 9-1-1 should only be called for emergencies.

Teacher's notes:

Behavior description:

Understanding and Practicing Safety Around Explosives and Fireworks

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Fireworks

Grade

5&6

Reference #

1012-031

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Define explosive.
- 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:

1012-002 Understanding What Is Fire
1012-003 Match & Lighter Safety
1012-004 Stop Drop & Roll
1012-008 Flammable Liquids Safety
1012-010 First Aid For Burns

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:

Understanding and Practicing Water Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Outdoor Safety

Grade

5&6

Reference #

1012-032

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

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

Boating Safety:
- Explain to stay seated when in a boat and always wear a life jacket (personal flotation device).
- Explain when water skiing someone must watch skier at all times and not distract the boat driver.
- Explain to 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:

1012-034 Surviving Severe Storms
1012-037 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 10-12 Fifth & Sixth Grades

Safety group:

Outdoor Safety

Grade

5&6

Reference #

1012-033

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 | 2.7

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-010 First Aid For Burns
1012-032 Water Safety
1012-034 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 need to be prepared for the unexpected.
- No flames in tents.

Teacher's notes:

Behavior description:

Understanding and Surviving Severe Storms

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Storms

Grade

5&6

Reference #

1012-034

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	9.14

Developmental information:

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

Attention span can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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 their community role in severe storms.
- Discuss ways to safely recover from 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:

1012-007 Electrical Safety
1012-008 Flammable Liquids Safety
1012-011 Smoke Alarms
1012-012 Carbon Monoxide
1012-039 Candle Safety

Helpful hints: (Strategies):

- Test your smoke alarms & CO alarms daily during prolonged power outages.
- Community role could include shoveling out hydrants, helping neighbors.
- Send information home.
- Create a safety list for the different seasonal storms.
- Suggest that families prepare a survival kit.
- Students could interview other students, emergency personnel & school administrators as to how they prepare for storms.

Teacher's notes:

Behavior description:

Understanding Your Personal and Community Role in Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Community Service

Grade

5&6

Reference #

1012-035

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-010 First Aid For Burns
1012-017 Reporting Fires / Emergencies
1012-020 First Aid For Choking

Helpful hints: (Strategies):

- Have the students make up games for younger children using the lessons of:
  - First-aid, C.P.R.
  - Flammable liquids
  - Babysitting
  - Cooking / hot liquids
- Talk about E.D.I.T.H at sleep overs.

Teacher's notes:

Behavior description:

Understanding and Practicing Ice Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Outdoor Safety

Grade

5&6

Reference #

1012-037

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:

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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:

1012-017 Reporting Fires / Emergencies
1012-029 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 effects 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 10-12 Fifth & Sixth Grades

Safety group:

Drugs

Grade

5&6

Reference #

1012-038

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

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.
- State "Smoking is the leading cause of fatal fires."
- Evaluate how the media portrays smoking.
- Analyze data associated with fires caused by smoking materials.

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:

1012-003 Match & Lighter Safety
1012-011 Smoke Alarms
1012-012 Carbon Monoxide
1012-013 Escape Plans
1012-023 Poison Prevention

Helpful hints: (Strategies):

- The use of tobacco products hurts academic, athletic and job performance. Firefighters cannot smoke; use that as a lead for discussion.
- You could discuss how the media (advertising) can glamorize and provoke young people into smoking - Smoke Screeners.
- Use data from the DFS, NFPA & USFA.

Teacher's notes:

Behavior description:

Understanding and Practicing Candle Safety

Target group

Ages 10-12 Fifth & Sixth Grades

Safety group:

Using Fire

Grade

5&6

Reference #

1012-039

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 can reach to 45 minutes. - Social groups are very important. - Role play can be introduced

We want students to: (Objectives) :

- Analyze data associated with candle fires.
- Identify how candle fires occur.
- Formulate a plan to use candles safely.
- Discuss their personal response to safe candle use.

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:

1012-003 Match & Lighter Safety
1012-010 First Aid For Burns
1012-035 Community Role in Safety

Helpful hints: (Strategies):

- Use data from the DFS, NFPA & USFA.
- National Candle Association
- Use candle props (safe and unsafe)

Teacher's notes: