REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
560-001	**Essential**	Ages 5-6 Kindergarten	Recognizing the Firefighter as a Community Helper
560-002	**Essential**	Ages 5-6 Kindergarten	Understanding “What Is Fire?”
560-003	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Match and Lighter Safety (Fire Tools)
560-004	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Stop, Drop and Roll
560-005	**Essential**	Ages 5-6 Kindergarten	Understanding Smoke Alarms
560-006	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Escape Plans
560-007	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Crawl Low Under Smoke
560-008	**Essential**	Ages 5-6 Kindergarten	Reporting Fires and Other Emergencies
560-009	**Essential**	Ages 5-6 Kindergarten	Identifying Exit Signs and Knowing Two Ways Out of Public Places
560-010	**Essential**	Ages 5-6 Kindergarten	Responding Correctly to Fire and Emergency Drills
560-011	**Supplementary**	Ages 5-6 Kindergarten	Understanding Safety Words
560-012	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Kitchen Safety
560-013	**Supplementary**	Ages 5-6 Kindergarten	Understanding and Practicing Electrical Safety
560-014	**Supplementary**	Ages 5-6 Kindergarten	Understanding and Practicing First-aid For Burns
560-015	**Supplementary**	Ages 5-6 Kindergarten	Understanding Transportation Safety
560-016	**Essential**	Ages 5-6 Kindergarten	Understanding and Practicing Poison Prevention and Tobacco
560-017	**Supplementary**	Ages 5-6 Kindergarten	Celebrating Halloween Safely
560-018	**Supplementary**	Ages 5-6 Kindergarten	Celebrating Winter Holidays Safely

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
560-019	**Supplementary**	Ages 5-6 Kindergarten	Understanding Snow Recreation Safety
560-020	**Supplementary**	Ages 5-6 Kindergarten	Celebrating Birthdays Safely
560-021	**Supplementary**	Ages 5-6 Kindergarten	Understanding Summer Recreation Safety
560-022	**Supplementary**	Ages 5-6 Kindergarten	Understanding Your Personal and Community Role in Safety
560-023	**Supplementary**	Ages 5-6 Kindergarten	Understanding and Practicing Ice Safety
560-024	**Supplementary**	Ages 5-6 Kindergarten	Understanding and Practicing Water Safety

Behavior description:

Recognizing the Firefighter as a Community Helper

Grade
KND
Reference #
560-001

Target group
Ages 5-6 Kindergarten

Safety group:
Community Service

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Recognize that firefighters are members of the community and that they save lives, put out fires and save property.
- Identify firefighters as community helpers.
- Name the special equipment that firefighters wear so that they are safe while doing their jobs. (helmet, gloves, hood, pants, turnout coat, mask and air tank)
- Explain that they can help a firefighter by being outside of any building with fire or smoke before firefighters arrive.

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:

560-006 Escape Plans

Helpful hints: (Strategies):

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

Teacher's notes:

Behavior description:

Understanding "What Is Fire?"

Target group

Ages 5-6 Kindergarten

Safety group:

General Fire Safety

Grade

KND

Reference #

560-002

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Identify that a grown-up must be present for all safe fire use.
- Give examples of good fires.
  (fireplace, barbecue, birthday candles)
- Give examples of bad fires.
  (forest fires, house fires, clothes on fire)

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:

560-004 Stop Drop & Roll
560-014 First Aid for Burns

Helpful hints: (Strategies):

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

Teacher's notes:

If children understand what a fire is, it may eliminate the curiosity factor that caused fire.

Behavior description:

Understanding and Practicing Match and Lighter Safety (Fire Tools)

Target group

Ages 5-6 Kindergarten

Safety group:

Burns

Grade

KND

Reference #

560-003

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Explain "Tell a Grown-up".
- Identify things that can get hot and burn.

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:

560-003 Match & Lighter Safety
560-020 Birthday Safety

Helpful hints: (Strategies):

- Do not let children touch matches or lighters until 1st and 2nd grades.
- Bring in a tool box to discuss tools vs. toys.
- Information should be sent home.

Teacher's notes:

Behavior description:

Understanding and Practicing Stop, Drop and Roll

Target group

Ages 5-6 Kindergarten

Safety group:

Burns

Grade

KND

Reference #

560-004

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Discuss when to use "Stop, Drop & Roll".
- Demonstrate "Stop, Drop & Roll" correctly.
- Recognize that they must tell a grown-up immediately after they "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:

560-005	**Smoke Alarms**
560-014	**First Aid for Burns**
560-021	**Disabilities Safety**
560-022	**Community Role In Safety**

Helpful hints: (Strategies):

- Encourage children to cover their faces after they have dropped to the ground, not before.
- Activities should be done on a clean area.
- A 2 foot by 3 foot carpet square is a good size area to practice this.
- Encourage the students to help people with disabilities.
- Do not teach "Crawl Low Under Smoke" in the same lesson. This causes confusion.

Teacher's notes:

Behavior description:

Understanding Smoke Alarms

Target group

Ages 5-6 Kindergarten

Safety group:

Alarms

Grade

KND

Reference #

560-005

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	Self Protection	9.8

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

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.

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:

560-006 Escape Plans
560-007 Crawl Low Under Smoke
560-008 Reporting Emergencies

Helpful hints: (Strategies):

- Explain that a smoke alarm constantly smells for smoke. That is why alarms are so important, because when people go to sleep they 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 detector throughout the guidebook to be consistent.
- Bring a working smoke alarm to the class. Explain that the alarm will make a loud noise. Demonstrate the noise. Teach that when you hear this sound that you must leave the building quickly. When the alarm chirps, change the battery.
- Some students stay at more then one home and should help maintain alarms there too.

Teacher's notes:

- Smoke alarms must be installed at or near the ceiling within ten feet of bed room doors and at the top and bottom of stairway 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 5-6 Kindergarten

Safety group:

Escape

Grade

KND

Reference #

560-006

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Identify two ways out of your bedroom.
- Explain "Get Out, Stay Out".
- Demonstrate "Crawl Low in Smoke".
- State: "Call 9-1-1 from outside 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:

560-005	**Smoke Alarms**
560-007	**Crawl Low Under Smoke**
560-008	**Reporting Emergencies**
560-010	**Fire / Emergency Drills**

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 5-6 Kindergarten

Safety group:

Escape

Grade

KND

Reference #

560-007

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:

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- State "Do Not Hide in a Fire."
- State to "Get Out and Stay Out".
- State that good air in a fire is down low.
- Demonstrate how to crawl low on hands and knees, not on belly.
- Demonstrate how to roll out of bed when smoke 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:

560-005 Smoke Alarms
560-006 Escape Plans

Helpful hints: (Strategies):

- Do not teach stop drop and roll in same lesson, this causes great confusion.

Teacher's notes:

Behavior description:

Reporting Fires and Other Emergencies

Target group

Ages 5-6 Kindergarten

Safety group:

Emergencies

Grade

KND

Reference #

560-008

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	Hazard Prevention	9.2

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Define an emergency.
- Demonstrate how to summon help by pressing or dialing the numbers 9-1-1 on a telephone or cellular phone.
- State that "Even if you don't know where you are, that by not hanging up help will still arrive."
- Repeat their name, address and phone number.
- Distinguish when it is okay to call 9-1-1 and when it is not.

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:

560-001 Community Helper
345-005 Escape Plans

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 role play emergency calls.
- 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.

Teacher's notes:

Behavior description:

Identifying Exit Signs and Knowing Two Ways Out of Public Places

Target group

Ages 5-6 Kindergarten

Safety group:

Exits

Grade

KND

Reference #

560-009

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

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

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:

560-006 Escape Plans
560-010 Fire / Emergency Drills

Helpful hints: (Strategies):

- You can take the class around the school and look for exit signs.
- Have the students draw and color an exit sign.

Teacher's notes:

Behavior description:

Responding Correctly to Fire and Emergency Drills

Target group

Ages 5-6 Kindergarten

Safety group:

Escape

Grade

KND

Reference #

560-010

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Explain that when an alarm sounds you must go to the nearest safe exit and "Get Out and Stay Out".
- Define" meeting place".
- Explain and demonstrate the correct way to respond to 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:

560-006 Escape Plans
560-009 Exiting Public Places

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:

Understanding Safety Words

Target group

Ages 5-6 Kindergarten

Safety group:

General Fire Safety

Grade

KND

Reference #

560-011

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:

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Define
  - -Smoke, fire, heat, emergency, fire drill, exit alarms, danger, caution.

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:

560-010 Fire / Emergency Drills

Helpful hints: (Strategies):

- Children this age should know what a fire drill is, that an emergency is when someone is in trouble and needs help right away, that the word exit means a way out of the house/building.
- Build lessons from definitions of vocabulary you select. Use visuals.

Teacher's notes:

Behavior description:

Understanding and Practicing Kitchen Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Cooking

Grade

KND

Reference #

560-012

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

-Discuss the circle of safety concept.
Keep yourself three giant steps away from stove when a grown-up is cooking.
-Recognize that the kitchen is not a safe play area.
-Identify other sources of burn injuries in the kitchen.
Hot tap water
Food that's too hot (like soup)
Pots of hot liquid spilling
Hot coffee or tea
Toaster, microwave oven
-State "not to use a microwave or toaster without 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:

560-004 Stop Drop & Roll
560-008 Reporting Emergencies

Helpful hints: (Strategies):

- Hot liquid scalds are the leading cause of burn injuries to young children.
- Reinforce "Stop, Drop & Roll".

Teacher's notes:

Behavior description:

Understanding and Practicing Electrical Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Electricity

Grade

KND

Reference #

560-013

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

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 wire in your mouth or let other children do the same.
  - Tell a grown-up if you see other children putting wires in their mouths.
  - Light bulbs are extremely hot and can burn you.

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:

560-008 Reporting Emergencies

Helpful hints: (Strategies):

- When you teach electrical safety in kindergarten you should keep it simple. Start by making sure that the students understand the words you are using, for example choose electric outlet, receptacle or socket, show the students what you mean and then don't interchange the word during your lesson.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid For Burns

Target group

Ages 5-6 Kindergarten

Safety group:

Burns

Grade

KND

Reference #

560-014

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

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

Seven kinds of learning styles:

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

Combine this Behavior with these others:

560-003 Match & Lighter Safety
560-004 Stop Drop & Roll

Helpful hints: (Strategies):

- Talk about a sunburn as being a minor burn.
- Don't teach cold water or ice / only cool water.
- Talk about how burns can occur including scald burns.
- Some prevention strategies:
  - Always run the cold water first then the hot.
  - Don't reach for things on the counter or stove.
- Use pictures or flash cards of items that can cause burns.

Teacher's notes:

Behavior description:

Understanding Transportation Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Transportation

Grade

KND

Reference #

560-015

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	9.1

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

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

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

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

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

Seven kinds of learning styles:

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

Combine this Behavior with these others:

Helpful hints: (Strategies):

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

Teacher's notes:

Behavior description:

Understanding and Practicing Poison Prevention and Tobacco

Target group

Ages 5-6 Kindergarten

Safety group:

Poison

Grade

KND

Reference #

560-016

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	9.17

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- State "I will never put anything in my mouth unless given to me by a trusted grown-up."
- Create a list of poisons.

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:

560-003 Match & Lighter Safety

Helpful hints: (Strategies):

- Provide information for students to take home. Suggest that parents point out potential poisons around the home.
- Make the lesson a rule game (these are the rules they will follow).
- Show pictures of things they should not put in their mouths (include tobacco products).
- Take the students on a tour of the class room pointing out potential poisons.

Teacher's notes:

Behavior description:

Celebrating Halloween Safely

Target group

Ages 5-6 Kindergarten

Safety group:

Holiday Safety

Grade

KND

Reference #

560-017

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	9.3

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Explain that they must go "Trick or Treating" with grown-up supervision.
- State "Grown-ups must check candy."
- Recognize that jack-o'-lanterns with candles are hot and can burn you.

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:

560-004 Stop Drop & Roll
560-015 Transportation Safety

Helpful hints: (Strategies):

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

Teacher's notes:

Behavior description:

Celebrating Winter Holidays Safely

Target group

Ages 5-6 Kindergarten

Safety group:

Holiday Safety

Grade

KND

Reference #

560-018

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	Hazard Prevention	9.3

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

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.

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:

560-003 Match & Lighter Safety
560-005 Smoke Alarms
560-008 Reporting Emergencies
560-012 Kitchen Safety
560-013 Electrical Safety

Helpful hints: (Strategies):

- Be aware of cultural differences in celebrating winter holidays.

Teacher's notes:

Behavior description:

Understanding Snow Recreation Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Outdoor Safety

Grade

KND

Reference #

560-019

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:

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

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

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:

560-023 Ice Safety

Helpful hints: (Strategies):

- Encourage the use of a helmet when participating in winter sports and discuss winter activities that require a helmet.
- Use pictures to show safe and unsafe behaviors.

Teacher's notes:

Behavior description:

Celebrating Birthdays Safely

Target group

Ages 5-6 Kindergarten

Safety group:

Holiday Safety

Grade

KND

Reference #

560-020

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Recognize candles can get hot and burn you even after being blown out.
- Identify matches, lighters, sharp knives and candles as grown-up tools and not toys.
- Explain that only grown-ups should handle candles with flames.

Seven kinds of learning styles:

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

Combine this Behavior with these others:

560-002 What Is Fire?
560-003 Match & Lighter (Fire Tools)
560-004 Stop Drop & Roll
560-014 First Aid for Burns

Helpful hints: (Strategies):

- Remember that some students do not celebrate birthdays. Ask the teacher prior to teaching this behavior.
- Somewhere in the classroom there will usually be a list of upcoming birthdays. Make note of the student who is having a birthday soon and engage this student to make your points.
- Children should not touch matches, lighters, candles or sharp knives.

Teacher's notes:

Behavior description:

Understanding Summer Recreation Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Outdoor Safety

Grade

KND

Reference #

560-021

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:

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

Bikes:

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

Seven kinds of learning styles:

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

Combine this Behavior with these others:

560-008 Reporting Emergencies

Helpful hints: (Strategies):

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

Teacher's notes:

Behavior description:

Understanding Your Personal and Community Role in Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Community Service

Grade

KND

Reference #

560-022

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

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

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

Developmental information:

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

- Attention span about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

- Explain when to use 9-1-1.
- Recognize dangers of playing with matches, lighters and candles.
- Perform "Stop, Drop and 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:

560-004 Stop Drop & Roll
560-005 Smoke Alarms
560-006 Escape Plans
560-008 Reporting Emergencies

Helpful hints: (Strategies):

- Bring in a tool box to discuss tools vs. toys.
- Matches and lighters are tools for grown-ups not toys. (see NFPA Learn Not to Burn lesson)
- Practice "Stop, Drop and Roll".
- Send home letter to parents about making and practicing a home escape plan. Include information on testing and maintaining smoke alarms.

Teacher's notes:

Behavior description:

Understanding and Practicing Ice Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Outdoor Safety

Grade

KND

Reference #

560-023

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:

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

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

Seven kinds of learning styles:

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

Combine this Behavior with these others:

560-008 Reporting Emergencies
560-018 Winter Holiday Safety
560-019 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:

Behavior description:

Understanding and Practicing Water Safety

Target group

Ages 5-6 Kindergarten

Safety group:

Outdoor Safety

Grade

KND

Reference #

560-024

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:

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 about 10 to 15 minutes. - Deal with only 1 or 2 basic concepts. - Easily scared; don't use frightening words

We want students to: (Objectives) :

Swimming safety:

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

Boating Safety:

- Explain that they must stay seated when in a boat and always wear a life jacket or PFD (Personal Flotation Device).
- Discuss why children should not distract the boat driver.

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:

560-014 First Aid for Burns
560-023 Ice Safety

Helpful hints: (Strategies):

- Life jackets or PFDs (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 life guard if at a pool or at the beach.
- Encourage the students to take swimming lessons.

Teacher's notes: