REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
345-001	**Essential**	Ages 3-5 Preschool	Understanding and Practicing Match and Lighter Safety (Fire Tools)
345-002	**Essential**	Ages 3-5 Preschool	Understanding and Practicing Stop, Drop and Roll
345-003	**Essential**	Ages 3-5 Preschool	Understanding and Practicing Crawl Low Under Smoke
345-004	**Essential**	Ages 3-5 Preschool	Understanding Smoke Alarms
345-005	**Essential**	Ages 3-5 Preschool	Understanding and Practicing Escape Plans
345-006	**Essential**	Ages 3-5 Preschool	Recognizing the Firefighter as a Community Helper
345-007	**Essential**	Ages 3-5 Preschool	Reporting Fires and Other Emergencies
345-008	**Essential**	Ages 3-5 Preschool	Responding Correctly to Fire and Emergency Drills
345-009	**Essential**	Ages 3-5 Preschool	Staying Away from Hot Things in the Home
345-010	**Supplementary**	Ages 3-5 Preschool	Understanding and Practicing First-aid for Burns
345-011	**Supplementary**	Ages 3-5 Preschool	Identifying Exit Signs and Knowing Two Ways Out of Public Places
345-012	**Supplementary**	Ages 3-5 Preschool	Understanding Transportation Safety
345-013	**Supplementary**	Ages 3-5 Preschool	Understanding Your Personal and Community Role In Safety
345-014	**Essential**	Ages 3-5 Preschool	Understanding and Practicing Poison Prevention and Tobacco
345-015	**Supplementary**	Ages 3-5 Preschool	Celebrating Birthdays Correctly
345-016	**Supplementary**	Ages 3-5 Preschool	Understanding and Practicing Water Safety
345-017	**Supplementary**	Ages 3-5 Preschool	Understanding and Practicing Ice Safety

Behavior description:

Understanding and Practicing Match and Lighter Safety

Target group

Ages 3-5 Preschool

Safety group:

Burns

Grade

PRE

Reference #

345-001

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Explain "Tell a Grown-up" when matches and lighters are found.
- Explain that matches and lighters are tools for adults, not toys for 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:

345-002 Stop Drop & Roll
345-009 Hot Things in the Home
345-015 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 3-5 Preschool

Safety group:

Burns

Grade

PRE

Reference #

345-002

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:

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Discuss when to use "Stop, Drop & Roll".
- Demonstrate "Stop, Drop & Roll" correctly.

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:

345-001 Match & Lighter Safety
345-009 Hot Things in the Home

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.
- Do not teach "Crawl Low Under Smoke" in the same lesson. This causes confusion.

Teacher's notes:

Behavior description:

Understanding and Practicing Crawl Low Under Smoke

Target group

Ages 3-5 Preschool

Safety group:

Escape

Grade

PRE

Reference #

345-003

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:

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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.

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:

345-004 Smoke Alarms
345-005 Escape Plans

Helpful hints: (Strategies):

- Do not teach Stop, Drop and Roll in the same lesson. This causes great confusion.

Teacher's notes:

Behavior description:

Understanding Smoke Alarms

Target group

Ages 3-5 Preschool

Safety group:

Alarms

Grade

PRE

Reference #

345-004

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Identify the loud noise of a smoke alarm as a signal to get out of the building quickly.

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:

345-003 Crawl Low Under Smoke
345-005 Escape Plans
345-007 Reporting Emergencies

Helpful hints: (Strategies):

- Smoke alarms and smoke detectors are used to mean the same thing. 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.
- Because the goal is to have people leave the building every time they hear the alarm sound, you must have the class leave the building.

Teacher's notes:

- Prepare the teacher and the aids before you do the evacuation so that they can be ready to assist, and have a prearranged meeting place to go to.

Behavior description:

Understanding and Practicing Escape Plans

Target group

Ages 3-5 Preschool

Safety group:

Escape

Grade

PRE

Reference #

345-005

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 is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Recognize that when the smoke alarm sounds you must get out, and go to your meeting place.
- State "I should not go back inside until a grown- up I trust tells me it's okay."
- Identify two ways out of the class room.
- List two ways out of their own home.

Seven kinds of learning styles:

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

Combine this Behavior with these others:

345-003	**Crawl Low Under Smoke**
345-004	**Smoke Alarms**
345-007	**Reporting Emergencies**
345-008	**Emergency Drills**
345-011	**Know Two Ways Out**

Helpful hints: (Strategies):

- 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.
- The goal is to have people leave the building every time they hear the smoke alarm's sound, you must have the class leave the building.
- Send information home to encourage the family to make a plan and practice including having a meeting place.
- Teach "Get out, Stay out".

Teacher's notes:

- Prepare the teacher and the aids before the lesson that you will be conducting a fire drill.
- Plan on conducting the same drill using the second way out on your next trip to this class.

Behavior description:

Recognizing the Firefighter as a Community Helper

Target group

Ages 3-5 Preschool

Safety group:

Community Service

Grade

PRE

Reference #

345-006

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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:

345-005 Escape Plans
345-011 Know Two Ways Out

Helpful hints: (Strategies):

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

Teacher's notes:

Behavior description:

Reporting Fires and Other Emergencies

Target group

Ages 3-5 Preschool

Safety group:

Emergencies

Grade

PRE

Reference #

345-007

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	9.2

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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:

345-006 Community Helpers
345-011 Know Two Ways Out

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 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:

Responding Correctly to Fire and Emergency Drills

Target group

Ages 3-5 Preschool

Safety group:

Escape

Grade

PRE

Reference #

345-008

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:

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Explain when an alarm sounds you must go to the nearest safe exit and "Get Out and Stay Out"
- Define a 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:

345-005 Escape Plans
345-007 Reporting Emergencies

Helpful hints: (Strategies):

- Review the classroom escape plan prior to teaching the lesson. This can be an aid in presenting the lesson.

Teacher's notes:

Behavior description:

Staying Away from Hot Things in the Home

Target group

Ages 3-5 Preschool

Safety group:

Burns

Grade

PRE

Reference #

345-009

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Identify things that can get hot and burn them.
- Identify how to stay away from hot things.
- Explain how to cool hot foods and beverages.

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:

345-001 Match & Lighter Safety
345-010 First Aid for Burns

Helpful hints: (Strategies):

- Don't scare them.
- Don't show them pictures of burns.
- Do bring in items to identify hot and cold objects.
- Do use cold and warm water to demonstrate the difference between hot and cold. Always teach that the cold water gets turned on first and then the hot water gets mixed with the cold. This will keep the child from getting burned by hot tap water.

Teacher's notes:

Behavior description:

Understanding and Practicing First-aid for Burns

Target group

Ages 3-5 Preschool

Safety group:

Burns

Grade

PRE

Reference #

345-010

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 is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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 to "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:

345-001 Match & Lighter Safety
345-002 Stop Drop & Roll
345-009 Hot Things in the Home

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.

Teacher's notes:

Behavior description:

Identifying Exit Signs and Knowing Two Ways Out of Public Places

Target group

Ages 3-5 Preschool

Safety group:

Exits

Grade

PRE

Reference #

345-011

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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 they enter a building that is unfamiliar to 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:

345-007 Reporting Emergencies
345-008 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:

Understanding Transportation Safety

Target group

Ages 3-5 Preschool

Safety group:

Transportation

Grade

PRE

Reference #

345-012

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	9.1

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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 Your Personal and Community Role In Safety

Target group

Ages 3-5 Preschool

Safety group:

Community Service

Grade

PRE

Reference #

345-013

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 is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- Recognize the importance of telling a grown-up if they see smoke or fire.
- Identify safe grown-ups to tell (police, firefighters, teachers, grand parents and relatives).

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:

345-006 Community Helpers
345-007 Reporting Emergencies

Helpful hints: (Strategies):

- Use pictures of police, firefighters and older adults to help students recognize safe grown-ups.
- Introduce 9-1-1.
- Role play telling a grown-up.

Teacher's notes:

Behavior description:

Understanding and Practicing Poison Prevention and Tobacco

Target group

Ages 3-5 Preschool

Safety group:

Poison

Grade

PRE

Reference #

345-014

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

We want students to: (Objectives) :

- State "I will never put anything in my mouth unless given to me by a trusted 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:

345-001 Match & Lighter Safety
345-005 Escape Plans

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 classroom pointing out potential poisons.

Teacher's notes:

Behavior description:

Celebrating Birthdays Correctly

Target group

Ages 3-5 Preschool

Safety group:

Burns

Grade

PRE

Reference #

345-015

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

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

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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:

345-001 Match & Lighter Safety
345-002 Stop Drop & Roll
345-009 Hot Things in the Home
345-010 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 and Practicing Water Safety

Target group

Ages 3-5 Preschool

Safety group:

Outdoor Safety

Grade

PRE

Reference #

345-016

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 And Social	2.7

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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.

Boating Safety:
- Explain that they must stay seated when in a boat and always wear a life jacket or PFD(Personal Flotation Device).

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:

345-017 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:

Behavior description:

Understanding and Practicing Ice Safety

Target group

Ages 3-5 Preschool

Safety group:

Outdoor Safety

Grade

PRE

Reference #

345-017

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:

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

Developmental information:

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

- Attention Span is approx. 10 minutes. - Deal with only 1 or 2 basic concepts. - Position yourself at their level

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.

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:

345-007 Reporting Emergencies

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: