

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

Recognizing th	Behavior descrip e Firefighter as a		Helper	Grade	
Target grou	р	Safety group:		Reference #	
Ages 5-6 Kinder	rgarten	Community Se	rvice	560-001	
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Append Frame		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Lea		ulum Frameworks Hazard Preventio		
	Developmenta xplanation by target group, re minutes Deal with only 1 or 2	efer to the beginning of the	-		
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 leIntelligencesSmarVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicalInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> s In Words By Reasoning re In Images and Pictures Through Somatic Sens c Via Rhythms and Melo	560-006 Esc ations dies others	this Behavior with ape Plans	these others:	
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.					
Reference. # Last revi	2 4	32	This behavior was		
560-001 8/30/20			Essent		

Unde	Grade KND				
Target grou Ages 5-6 Kinde	-	Safety group: General Fire Safe	Reference # 560-002		
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Le		Im Frameworks: Self Protection		
	Developmenta xplanation by target group, re minutes Deal with only 1 or	efer to the beginning of the "	" design section" ared; 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 leIntelligencesSmaVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusicalInterpersonalPeopIntra PersonalSelf	rts <u>Think</u> s In Words By Reasoning re In Images and Pictures Through Somatic Sens c Via Rhythms and Melo	560-004 Stop D 560-014 First A sations dies others	s Behavior with these others: rop & Roll id 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.					
Reference. # Last revi		Thi	s behavior was considered :		
<u>560-002</u> 8/30/20			Essential		

	CURRICULUM PLANNING GUIDEBOOK ®					
Behavior description: Understanding and Practicing Match and Lighter Safety (Fire Tools) Target group Ages 5-6 Kindergarten Burns						
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Le	-	Im Frameworks: lazard Prevention 9.1			
-	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					
- Explain "Tell a Grown-up". - Identify things that can get ho Seven kinds of le Intelligences Sma	t and burn. arning styles:		s Behavior with these others:			
Verbal / Linguistic Word Logical / Mathematical Logic Visual / Spatial Pictu Body / Kinesthetic Body Musical / Rhythmic Music Interpersonal Peop Intra Personal Self	s In Words By Reasoning re In Images and Picture Through Somatic Sens via Rhythms and Melo	s 560-020 Birthda sations odies others	& Lighter Safety ny Safety			
- Do not let children touch matc - Bring in a tool box to discuss t - Information should be sent ho	ools vs. toys.					
Teacher's notes:						
Reference. # Last revi 560-003 8/30/20		34 Thi	s behavior was considered : Essential			

Behavior description: Understanding and Practicing Stop, Drop and Roll Target group Safety group: Ages 5-6 Kindergarten Burns Opendix "0" Targetories Appendix "A" Reference Info Appendix "8" Clossery Appendix "0" Lesson Plans Appendix "0" Targetories Appendix "0" Targetories Appendix "A" Reference Info Appendix "8" Clossery Appendix "0" Lesson Plans Appendix "0" Targetories Appendix "0" Tar	~~~					
Seven kinds of learning styles: Combine this Behavior with these others: Marking Sourd Ages 5-6 Kindergarten Burns Agendix "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: Appendix "D" Frameworks 2.1 Discuss view of the sequence of the beginning of the "design section" 2.1 Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening works We want students to: (Objectives): Discuss when to use "Stop, Drop & Roll" correctly. - Beaus students to: (Objectives): Discuss then to use "Stop, Drop & Roll" correctly. - Recognize that they must tell a grown-up immediately after they "Stop, Drop & Roll". Verbal / Linguistic Words In Words Logic Starts This Musica // Mathematical Logic Words Nusica // Kinesthetic Body Through Somatic Sensations Musica // Mathematical Verse Minds of Learning styles: Sourds Musica // Mathematical Logic Words Musica // Kinesthetic Body Through Somatic Sensations Musica // Anythinic Musica // Raythmis and Melodidis Inta Personal Soid Soure Alarms <td>Understanding</td> <td>l Roll</td> <th></th>	Understanding	l Roll				
Ages 5-6 Kindergarten Burns 560-004 Appendix "A" Reference Info Appendix "B" Glossary Appendix "C" Lesson Plans Appendix "D" Frameworks The behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Physical Health Strand Physical Activity & Finess Learning Standard Motor Skill Development 2.1 The behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Physical Health Strand Outor Skill Development 2.1 Developmental information: Nor acompte explanation by target group, refer to the beginning of the "design section" 4 Atention 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): 0 Discuss when to use "Stop, Drop & Roll". We want students to: (Objectives): 0 Discuss when to use "Stop, Drop & Roll". Seconize that they must lel a grown-up immediately after they "Stop, Drop & Roll". Vertex Ninds of learning styles: Nethod / Lingstrait Arid for Burns Stopping Physical Meridia Meridia Standard Usglici // Mathematical Musical / Rhythmis ad Massical Meridia Standard Musical / Rhythmis ad Massica Mis Rhythmis ad Massical Stopping Physical Meridia Standard Musical / Rhythmis ad Massica Mis Rhythmis ad Massical Stopping Physical Meridia Standard Musical / Rhythmis ad Massical Standard Musical Standard Musical / Rhythmis ad Massicalas as good statesthite	Target grou	р		Safety group:		Reference #
Reference Info Glossary Lesson Plans 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 Image: Complex C	Ages 5-6 Kinde	rgarten				560-004
Physical Health Strand Physical Activity & Fitness Learning Standard Motor Skill Development 2.1 Developmental information: 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 Memory about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Memory about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Decuss when to use "Stop, Drop & Roll" Decuss when to use "Stop, Drop & Roll" correctly. Precent Kinds of learning styles: Combine this Behavior with these others: Spansit Smarts Think Verbal / Linguistic Words In Words Logical / Mathematical Logic Py Reasoning Logical / Mathematical Poolution No Masic Sensations Storods Musica / Phythmic Music Via Brythma and Meiodies Storods Body / Kineptreite Body State Mase of themselves Storods Deplutint: (Strategies): Community Role In Safety Music Via Brythmas						
For a complete explanation by target group, refer to the beginning of the "design section" 4. 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" correctly. Percent and the provided and			-			
 Decuss 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". <u>Nethods of learning styles:</u> <u>Intelligences Smarts Think</u> Vords In Words Logical / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Musical / Rhythmic Music Via Rhythms and Melodies Interpersonal People By Bouncing Ideas of others Interpersonal Self Deeply inside themselves Helful Inits: (Strategies): A toot by 3 foot carpet square is a good size area to practice this. A toot by 3 foot carpet square is a good size area to practice this. B too not teach "Craw Low Under Smoke" in the same lesson. This causes confusion. Teacher's notes: Reference. # Last reviewed		xplanation by target group,	refer to the	e beginning of the "	-	
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 Interpersonal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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. Treacher's notes: This behavior was considered :	- Discuss when to use "Stop, Drop & Roll". - Demonstrate "Stop, Drop & Roll" correctly.					
 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: Reference. # Last reviewed 2-25 This behavior was considered :	IntelligencesSmarVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeop	rts <u>Think</u> s In Words By Reasoning re In Images and Pictur Through Somatic Se c Via Rhythms and Me le By Bouncing Ideas of	nsations olodies off others	560-005 Smoke 560-014 First Ai 560-021 Disabili	Alarms d for Burns ties Safety	
Reference. # Last reviewed 2-25 This behavior was considered :	 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. 					
2_25	Teacher's notes:					
2_25						
560-004 8/30/2006 3 - 35 Essential	Reference. # Last revi	ewed		Thi	s behavior was	s considered :
	560-004 8/30/20	<mark>06</mark> 3	- 35		Essent	ial

21					
Und		Grade			
Target grou	qu	Safety grou	n.	Reference #	
Ages 5-6 Kinde	-	Alarms	-	560-005	
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendi Framew		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Con Safety & Injury Prevention L	•	riculum Frameworks Self Protection	: 9.8	
-	Development explanation by target group, r 5 minutes Deal with only 1 or		-		
- Differentiate between the ste	We want studen moke alarm as a signal to get o eady alarm and the chirping alar ith the need to replace the batte	m.			
Seven kinds of IIntelligencesSmaVerbal / LinguisticWorLogical / MathematicalLogiVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusInterpersonalPeopIntra PersonalSelf	arts Think ds In Words c By Reasoning ure In Images and Picture y Through Somatic Sen ic Via Rhythms and Mel	es sations odies f others	e this Behavior with scape Plans rawl Low Under Smo eporting Emergencie	ke	
 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.					
Reference. # Last rev	iewed		This behavior was	considered :	
560-005 8/30/2	<u>006</u>	- 36	Essenti	al	

<section-header> Behavior description: Understanding and Practicing Escape Plans Understanding and Practicing Escape Understanding and Practicing Escape Age 56 Kindergaren Escape Agendix "0" Escape Agendix "0" Escape Agendix "0" Escape Appendix "A" Reference Info Agendix "8" Agendix "0" Escape Agendix "0" Escape Agendix "0" Escape The Extense Inford with Hadasachusetts Comprehensive Health Curriculum Frameworks: Estity & Protection 7 and Staty & Singur Prevention Learning Standard Sel Protection 3d The Extense Inford with Indexeschusetts Comprehensive Health Curriculum Frameworks: Estity & Protection 7 and Staty & Singur Prevention Learning Standard Sel Protection 3d Cheuren and about 10 to 15 minutes - Deal with only 10 r 2 basic concepts Easily scared; don't use frightening works 3d Pater Caul Staty QU" Extense Sele Sele Sele Sele Sele Sele Sele Se</section-header>						
Ages 5-6 Kindergarten Escape Ages 5-6 Kindergarten Escape Ages 5-6 Kindergarten Escape Mages 7-6 Kindergarten Ageendix "6" Giossary Ageendix "C" Lesson Plans Agpendix "0" Frameworks The betwich has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Safety & Injury Prevention Learning Standar Self Protection 9.8 The betwich has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Self Protection 9.8 Complete explanation by target group, refer to the beginning of the "design section" 9.8 Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening works Versen kinds of learning styles: We want students to: (Opjectives): 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9-1-1 from outside the house.' 1 dentify two ways out of your bedroom: State: 'Call 9	Understand	ans				
Ages 5-6 Kindergarten Escape 560-006 Age, So Kindergarten Escape Appendix "d" Reference Info Appendix "d" Clossary Appendix "C" Lesson Plans Appendix "D" Frameworks The behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Safety & Injury Prevention Learning Standard Self Protection 9.8 The behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Self Protection 9.8 Operation Strand Self Protection 9.8 Devolution Learning Standard Self Protection 9.8 Operation Strand Self Protection Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Operation Strate Strate To al State Operation Strate <	Target grou	q		Safety group:		Reference #
Appendix "A" Reference Info Appendix "B" Giossary Appendix "C" Lesson Plans Appendix "D" Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Stand Safety & Revention Learning Standard Self Protection 9.8 Stafety & Prevention Stand Safety & Revention Learning Standard Self Protection 9.8 Developmental information: Tor 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: • We want students to: (Objectives): - Deplain "Get Out, Stay Our". • Demonstrate "Crawl Low in Smoke". - Benderster "Crawl Low in Smoke". • State: "Call 9-1-1 from outside the house." State: "Call 9-1-1 from outside the house." \$60.007 Verthal / Loguistic Words Ni Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures State: Call bit Ints: (Strategies): * Hoppin Ints: Respond Reverse plan in each home and practice it with everyone in that no. Nuscal / Rhythmia Maye Mythins at Wate an escape plan in a each home and practice it with everyone in that no. Nu		-				560-006
Product of the beam induced with The Massachusetts Comprehensive Health Curriculum Frameworks: Frameworks Safety & Prevention Strand Safety & Injury Prevention Learning Standard Self Protection 9.8 Desciption of the sequention of the sequention of the "design section" 9.8 Charter of the sequentiation of the sequention of the "design section" 9.8 Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Charter of Const Low of your bedroom. Explain "Get Out, Stay Out". Demonstrate "Craul Low on Smoke". State: "Call 9-1-1 from outside the house." State: "Call 9-1-1 from outside the house." Combine this Behavior with these others: State: "Call 9-1-1 from outside the house." State: "Call 9-1-1 from outside the house." Network blacks of learning styles: Combine this Behavior with these others: State: "Call 9-1-1 from outside the house." State: "Call 9-1-1 from outside the house." Notice All Longuistic Digic By Reasoning Usadi / Rhythmic Music Or Prevention Strand By Digic Strand By Digic By Digic By Digic Bala Strand By Digic By Digic By Digic By Digic Bala Strand By Digic By D				enendiy "O"	Annend	iv "D"
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): - 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): - 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): - Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Setter Call State: State: State: State: Call State: Call State: Call State: Call State: State: State: State: State: State: State: Call State: Call State: State: Call State: State: Call State: State: Call State: Call State: Call State: Call State: State: Call						
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): • 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): • Attention span about 10 to 15 minutes. • Attention span about 10 to 15 minutes. • State: "Call 9-1-1 from outside the house." Seven kinds of learning styles: Intelligences Mathematical Logical / Mathematical Ogical / Mathematical Attention Series Musical / Rhythmic Musical / Rhythmic </td <td></td> <td></td> <td></td> <td></td> <td></td> <th></th>						
 Identify two ways out of your bedroom. Explain "Get Out, Stay Out". Bemonstrate "Crawl Low in Smoke". State: "Call 9-1-1 from outside the house." Seven kinds of learning styles: Image: Complex State in the product of the product	-	explanation by target grou	ip, refer to th	e beginning of th	-	
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica // Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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 Drils 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. Treacher's notes:	- Identify two ways out of your bedroom. - Explain "Get Out, Stay Out". - Demonstrate "Crawl Low in Smoke".					
 If you sleep in more than one home you must have an escape plan in each home and practice it with everyone in that house. "Exit Drills in the Home" (E.D.I.T.H.) must be practiced both "Day and Night" (D.A.N.). Have students make a home escape plan as a homework assignment. Send information home on planning and practicing escape plans. Teacher's notes: Reference. # Last reviewed 2-27 This behavior was considered :	IntelligencesSmatVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeop	trtsThinkdsIn WordscBy ReasoningureIn Images and Pict/Through Somatic SicVia Rhythms and IbleBy Bouncing Ideas	Sensations Melodies s off others	560-005 Smol 560-007 Craw 560-008 Repo	ke Alarms I Low Under Smo orting Emergencie	oke es
Reference. # Last reviewed 2-27 This behavior was considered :	 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. 					
	Teacher's notes:					
560-006 8/30/2006 Essential	Reference. # Last rev	iewed C	2 27	Ţ	his behavior was	considered :
	560-006 8/30/2	006	3-3/		Essent	ial

Behavior description: Understanding and Practicing Crawl Low Under Smoke					
Target group Ages 5-6 Kinder		Safety gro Escar	-	Reference # 560-007	
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans		dix "D" eworks	
This behavior has been linked we Physical Health Strand	vith The Massachusetts Con Physical Activity & Fitness L		urriculum Framewor Motor Skill Develo		
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 le		Comb	oine this Behavior with	th these others:	
IntelligencesSmarVerbal / LinguisticWords	s In Words		Smoke Alarms Escape Plans		
Logical / Mathematical Logic Visual / Spatial Pictur					
Body / Kinesthetic Body Musical / Rhythmic Music	Through Somatic Ser Via Rhythms and Me				
Interpersonal Peopl Intra Personal Self		ff others			
Helpful hints: (Strategies): - Do not teach stop drop and roll in same lesson, this causes great confusion. Teacher's notes:					
Reference. # Last revie	- 2	- 38	This behavior wa		
<u>560-007</u> 8/30/20	<u>06</u>		Esser	ntial	

Behavior description: Reporting Fires and Other Emergencies						^{Grade}
Target gr	oup		Safety gi	roup:		Reference #
Ages 5-6 Kine	dergarten		Emerge	ncies		560-008
Appendix "A" Reference Info	Appendix Glossa		Appendix "C' Lesson Plans		Appendix " Frameworl	
This behavior has been linke Safety & Prevention Strand		chusetts Compre Prevention Learr			Frameworks: zard 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 o	f learning styles:		Com	bine this E	Behavior with the	se others:
	marts <u>Thi</u> ords In Words		560-001	Commun	nity Helper	
Logical / Mathematical Lo	ogic By Reas	oning	345-005	Escape P	Plans	
•		es and Pictures Somatic Sensati	ons			
Musical / Rhythmic M	usic Via Rhyt	hms and Melodie	s			
Interpersonal Pe Intra Personal Se		cing Ideas off oth nside themselves				
Helpful hints: (Strategies): - Explain when and why they should use the 9-1-1 system which is to stop a crime, report a fire or to save a life. - Hand out 9-1-1 stickers to the students to take home. - Bring two telephones with you to 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.						
Reference. # Last re	eviewed	3 - 39		This	behavior was co	nsidered :

Identifying E Target o Ages 5-6 Kir	Exit Signs and K of Public F		Two Way ^{Safety} group: Exits	/s Out	Grade KND Reference # 560-009
Appendix "A" Reference Info	Appendix "B" Glossary		ppendix "C" esson Plans	Append Framev	
This behavior has been line Physical Health Strand	ked with The Massachusetts Physical Activity & Fitn	ess Learning S	tandard Perso	lum Frameworks nal & Social Com	
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.					
IntelligencesSVerbal / LinguisticVLogical / MathematicalLVisual / SpatialFBody / KinestheticEMusical / RhythmicMInterpersonalF	of learning styles:SmartsThinkWordsIn WordsLogicBy ReasoningPictureIn Images and PBodyThrough SomatiMusicVia Rhythms andPeopleBy Bouncing IdeSelfDeeply inside the	c Sensations d Melodies eas off others	560-006 Escap	is Behavior with be Plans 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:					
	reviewed	3 - 40	TI	his behavior was	
560-009 8/3	30/2006			Essent	181

~ 4 1					
Responding Co	ency Drills	Grade			
Target group)	Safety gr	oup:	Reference #	
Ages 5-6 Kinder	garten	Esca	-	560-010	
Appendix "A"	Appendix "B"	Appendix "C"	Append	dix "D"	
Reference Info	Glossary	Lesson Plans		works	
This behavior has been linked we Physical Health Strand	vith The Massachusetts Con Physical Activity & Fitness L		Curriculum Framework Personal & Social Con		
For a complete ex - Attention span about 10 to 15	xplanation by target group, r				
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 leIntelligencesSmarVerbal / LinguisticWordsLogical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeoplIntra PersonalSelf	ts <u>Think</u> In Words By Reasoning e In Images and Picture Through Somatic Sen Via Rhythms and Mele	s sations odies f others	bine this Behavior witl Escape Plans 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:					
Reference. # Last revie	2	• 41	This behavior wa		
<u>560-010</u> 8/30/20	06		Essen	tial	

Unc	Grade						
Target grou			group:	Reference #			
Ages 5-6 Kinde	rgarten	General F	ire Safety	560-011			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix " Lesson Pla		pendix "D" ameworks			
This behavior has been linked	with The Massachusetts Co	mprehensive Health	n Curriculum Framev	vorks:			
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							
- Define	We want stude	ents to: (Objectives	s) :				
-Smoke, fire, heat, emer	gency, fire drill, exit alarms, d	anger, caution.					
Seven kinds of le Intelligences Sma		Co 560-010	mbine this Behavior				
Verbal / Linguistic Word Logical / Mathematical Logic		500-010) Fire / Emergency	Driffs			
Visual / Spatial Pictu Body / Kinesthetic Body							
Musical / Rhythmic Music Interpersonal Peop	via Rhythms and Me	elodies					
Intra Personal Self	Deeply inside thems						
		(Strategies):					
- Children this age should know w away, that the word exit means	a way out of the house/buildir	ig.	one is in trouble and r	needs help right			
- Build lessons from definitions of	vocabulary you select. Use v	isuals.					
Teacher's notes:							
Reference. # Last revi 560-011 8/30/20	2	- 42		r was considered : lementary			
0,00/20	<u> </u>			······			

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Behavior description: Understanding and Practicing Kitchen Safety							
Target grou	0		Safety group		KND Reference #		
Ages 5-6 Kinder					560-012		
		-	•				
Appendix "A" Reference Info	Appendix "B" Glossary		opendix "C" esson Plans	Append Frame			
This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:Safety & Prevention StrandSafety & Injury Prevention Learning StandardHazard Prevention9.3							
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 leIntelligencesSmarVerbal / LinguisticWordLogical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicInterpersonalPeoplIntra PersonalSelf	ts <u>Think</u> s In Words By Reasoning re In Images and Pictur Through Somatic Se s Via Rhythms and Me	nsations lodies iff others	560-004 Sto	this Behavior with p Drop & Roll porting Emergenci			
Helpful hints: (Strategies): - Hot liquid scalds are the leading cause of burn injuries to young children. - Reinforce "Stop, Drop & Roll". Teacher's notes:							
Reference. # Last revie	ewed	40	-	This behavior was	s considered :		
560-012 8/30/20	<u>06</u>	- 43		Essent	tial		

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Understan	ety Grade								
Target g	group	Safety group:	Reference #						
Ages 5-6 Kir	ndergarten	Electricity	560-013						
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks						
This behavior has been linl Safety & Prevention Strand	This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:Safety & Prevention StrandSafety & Injury Prevention Learning StandardHazard Prevention9.3								
-	Developmenta ete explanation by target group, r to 15 minutes Deal with only 1 or		-						
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:	O e mbine this	Dahawian with these athems						
IntelligencesSVerbal / LinguisticVLogical / MathematicalLVisual / SpatialFBody / KinestheticEMusical / RhythmicNInterpersonalF	SmartsThinkWordsIn WordsLogicBy ReasoningPictureIn Images and PictureBodyThrough Somatic SenMusicVia Rhythms and MeloPeopleBy Bouncing Ideas offSelfDeeply inside themsel	s sations others	Behavior with these others: ng 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 n	ules:							
Reference. # Last	reviewed		behavior was considered :						
		44	Supplementary						

<u> </u>						
Understandin	urns Grade					
Target gro	up	Safety group:	Reference #			
Ages 5-6 Kinde	ergarten	Burns	560-014			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked Safety & Prevention Strand	I with The Massachusetts Con Safety & Injury Prevention Le		m Frameworks: ergency Intervention 9.12			
-	Development explanation by target group, r 5 minutes Deal with only 1 or		-			
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 ofIntelligencesSmatchesVerbal / LinguisticWorLogical / MathematicalLogiVisual / SpatialPictuiBody / KinestheticBodiMusical / RhythmicMusionInterpersonalPeoIntra PersonalSelf	artsThinkidsIn WordsideBy ReasoningureIn Images and PictureyThrough Somatic SenideVia Rhythms and MelopleBy Bouncing Ideas off	560-003 Match 8 560-004 Stop Dr sations odies	Behavior with these others: A Lighter Safety op & 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.						
Reference. # Last rev	viewed	This	s behavior was considered :			
<u>560-014</u> 8/30/2	.006 3 -	45	Supplementary			

Unders	Grade KND						
Target grou	qı	Safety group:	Reference #				
Ages 5-6 Kinde	ergarten	Transportation	560-015				
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks				
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Con Safety & Injury Prevention Lo	-	m Frameworks: azard Prevention 9.1				
	explanation by target group, r		design section" red; don't use frightening words				
Bue	We want studer	nts 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).							
IntelligencesSmathematicalVerbal / LinguisticWordLogical / MathematicalLogiVisual / SpatialPictuBody / KinestheticBodyMusical / RhythmicMusical	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						
Helpful hints: (Strategies): - Check to see if this lesson is taught by police or other safety educator. - Ask the student to tell you how they get to places (car, bike, bus, walking). - Stress the need for them to ride, bike and walk safely to avoid getting hurt. - Send information home to grown-ups about bikes/helmets.							
Teacher's notes:							
Reference. # Last rev	3	- 46	s behavior was considered :				
560-015 8/30/2			Supplementary				

Tarç	nding ar ^{jet group} Kindergarte	Behavior descri nd Practicing and Tobacc	Pois	ON Preve Safety group: Poison	ention	Grade KND Reference # 560-016	
Appendix "A" Reference Info		Appendix "B" Glossary		pendix "C" sson Plans	Append Framev		
This behavior has been Safety & Prevention Str		he Massachusetts Com ty & Injury Prevention Le	-		Ium Frameworks Self Protection	5: 9.17	
		Developmenta ation by target group, re es Deal with only 1 or	efer to the	beginning of the	-		
- State "I will never put - Create a list of poiso		We want studen mouth unless given to n					
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							
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:							
Reference. # La	ast reviewed	_		Т	his behavior was	s considered :	
560-016	8/30/2006	3-	47		Essent		

<section-header> Grade Statistical Statiste Statistical Statistical Statistical Statist</section-header>								
Ages 5-6 Kindergarten Holday Safety 56-017 Ages 5-6 Kindergarten Appendix "B" Glossary Appendix "C" Lesson Plans Appendix "D" Frameworks This betwich has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention 9.3 Steley & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention 9.3 Complete explanation by target group, refer to the beginning of the "design section" 9.3 Attention span about 10 to 15 minutes. Deal with only 1 or 2 basic concepts. Easily scared; don't use frightening words Complete explanation by target group, refer to the beginning of the "design section" 9.3 Attention span about 10 to 15 minutes. Oeal with only 1 or 2 basic concepts. Easily scared; don't use frightening words Ware students to: (Digetives): Explain that they must go Trick or Treating's with grown-up supervision. Essens State Becognize that jack-of-lanterns with candles are hot and can burn you. Estel "Grown-ups must check candy." Estel "Grown-ups & Roll Stoo Drop & R	(
Ages 5-6 Kindergarten Holiday Safety 560-01 Appendix "A" Reference Info Appendix "B" Giossary Appendix "C" Lesson Plans Appendix "D" Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curiculum Frameworks: Safety & Prevention Strand Batery & Prevention Strand 9.3 Developmental information: Cor complete explanation by target group, refer to the beginning of the "design section" 9.3 Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words Warant students to: (Objectives): Explain that they must go Trick or Treating" with grown-up supervision: - Stele "Grown-ups must check candy." Warant students to: (Objectives): Percegnize that pack-or-lanterns with cardles are hot and can burn you. Seven kinds of learning styles: Network Jingstrain Combine this Behavior with these others: Seven kinds of learning styles: Logical / Mathematical Visual / Spatial Pecopitize that pack-or-lanterns with cardles are hot and can burn you. Seven Stop Drop & Roll Seven kinds of learning styles: Logical / Mathematical Visual / Spatial Pecopitize that mages and Pictures Body / Kinesthetic Musical / Rhythmis and Meiodies Interpersonal Interpersonal Interpersonal Pecopie Seven kinds of users home information to parents. Bio Houten that not everyone celebrates Halloween. Heipful Intic: (Strategies): Interpersonal Interpersonal Interpersonal Interpersonal Interpersonal Interpersonal Interpersonal Interpersonal Interpersonal Exerelebrates Halloween. </td <td>Targe</td> <td>t group</td> <td></td> <td></td> <td>Safety group:</td> <td>:</td> <th>Reference #</th>	Targe	t group			Safety group:	:	Reference #	
Reference Info Glossary Lesson Plans Frameworks This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: 3.3 Safety & Prevention Strand Safety & Injury Prevention Learning Standard Hazard Prevention 9.3 Developmental information: Developmental information: On a complete explanation by target group, refer to the beigning 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 word Other Colspan="4">Other Colspan="4">Other Colspan="4">Other Colspan="4">Other Colspan="4">Other Colspan="4">Other Colspan="4">Other Colspan="4">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 word State "Grown-ups must check candy." Complete explanation for the "refersion the scale	Ages 5-6 k	Kindergarte	n	l			560-017	
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 - - Attention span about 10 to 15 minutes Deal with only 1 or 2 basic concepts Easily scared; don't use frightening words - - State Grown-ups must check candy. - - - Recognize that jack-o'-lanterns with candles are hot and can burn you. - - Seven kinds of learning styles: Combine this Behavior with these others: Surgical / Mathematical Logic Smarts Think Verbal / Linguistic Words In Words Stop Drop & Roll Souge / Mathematical Logic Doig / Mathematical Body Stop Drop & Roll Sougi / Rhythnic Music Via Rhythms and Meiodies Musica / Rhythnic Music Via Rhythms and Meiodies Interpersonal Self Deeply inside themselves								
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. Mathematical Conjectives: Yerbal / Linguistic Constants Verbal / Linguistic Cong ize that jack-o'-lanterns with candles are not and can burn you. Mathematical Cong ize that pack-o'-lanterns with candles are not and can burn you. Mathematical Cong ize that jack-o'-lanterns with candles are not and can burn you. Mathematical Cong ize that jack-o'-lanterns with candles are not and can burn you. Mathematical Cong ize that jack-o'-lanterns with candles are not and can burn you. Mathematical Cong ize that jack-o'-lanterns Mords Sing Proces Miscal / Rhythmic Musica Self Deeply inside themselves				-				
 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: Integration Single Seven kinds of learning styles: Visual / Spatial Finink Visual / Spatial Picture Picture In Mages and Pictures Body / Kinesthetic Body Musical / Rhythmic Music Via Rhythms and Melodies Interpersonal People By Bouncing Ideas of others 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: Reference, # Last reviewed			tion by target group s Deal with only 1	, refer to th or 2 basic co	e beginning of t oncepts Easily	-		
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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: This behavior was considered :	- State "Grown-ups mus	t check candy.	eating" with grown-up	o supervisior	ı.		Ň	
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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: This behavior was considered :								
Intelligences Smarts Think Verbal / Linguistic Words In Words Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Interpersonal People By Bouncing Ideas off others Intra Personal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves 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: This behavior was considered :								
Body / Kinesthetic Body Through Somatic Sensations Musical / Rhythmic Music Via Rhythms and Melodies Interpersonal People By Bouncing Ideas off others Intra Personal Self Deeply inside themselves Helpful hints: (Strategies): • 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: Theacher's notes: This behavior was considered :	<u>Intelligences</u> Verbal / Linguistic Logical / Mathematical	<u>Smarts</u> Words Logic	<u>Think</u> In Words By Reasoning	res	560-004 Sto	p Drop & Roll		
 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: Reference. # Last reviewed 2 - 48 This behavior was considered :	Body / Kinesthetic Musical / Rhythmic Interpersonal	Body Music People	Through Somatic Se Via Rhythms and Me By Bouncing Ideas of	ensations elodies off others				
Reference. # Last reviewed 2-48 This behavior was considered :	 Remember that not everyone celebrates Halloween. It is always recommended to send home information to parents. 							
2 19	Teacher's notes:							
2 19								
2 19	Reference. # Las	st reviewed				This behavior was	considered :	
			3	3 - 48	[

Celebr	Grade						
Target grou	р	Safety grou	p:	Reference #			
Ages 5-6 Kinde	rgarten	Holiday Sa	fety	560-018			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Append Framev				
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Com Safety & Injury Prevention Le	-	riculum Frameworks Hazard Preventic				
-	Developmenta explanation by target group, re is minutes Deal with only 1 or	efer to the beginning of	-				
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 Logica / Mathematical Logic By Reasoning Visual / Spatial Picture In Images and Pictures Body / Kinesthetic Body Through Somatic Sensations Musical / Rhythmic Music Via Rhythms and Melodies Intra Personal People By Bouncing Ideas off others Self Deeply inside themselves 560-013 Helpful hints: (Strategies): • Be aware of cultural differences in celebrating winter holidays.							
Teacher's notes:							
Reference. # Last revi 560-018 8/30/20	3	49	This behavior was Suppleme				
0/30/20			Cuppienie	incer y			

Behavior description: Understanding Snow Recreation Safety)
г	arget group		Safe	ty group:		Reference #	÷
Ages 5	-6 Kindergart	en		or Safety		560-019	J
Appendix Reference		Appendix "B" Glossary	Appendix Lesson F		Appendi Framev		
This behavior has b Physical Health S		The Massachusetts Compo sical Activity & Fitness Lear			Frameworks & Social Com		;
		Developmental i ation by target group, refe tes Deal with only 1 or 2	er to the begin	-	-		
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 learnin	g styles:		Combine this E	Behavior with	these others:	\leq
Intelligences Verbal / Linguistic Logical / Mathematic Visual / Spatial Body / Kinesthetic Musical / Rhythmic Interpersonal Intra Personal	Smarts Words al Logic Picture Body Music People Self	<u>Think</u> In Words By Reasoning In Images and Pictures Through Somatic Sensat Via Rhythms and Melodi By Bouncing Ideas off ot Deeply inside themselve	ions es hers)23 Ice Safety	y		
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:							
Reference. #	Last reviewed			This	behavior was	considered :	
560-019	8/30/2006	3 - 50	,		Suppleme	ntary	

	Behavior description: Celebrating Birthdays Safely							
	Target group		Safety	group:	_	KND reference #		
Ages	5-6 Kindergart	en	-	y Safety		560-020		
Appendix	" A "	Appendix "B"	Appendix	" C "	Appendix "D	," "		
Reference		Glossary	Lesson Pl		Frameworks			
This behavior has I Safety & Prevention		The Massachusetts Com ety & Injury Prevention Le	-		Frameworks: ard Prevention	9.3		
		Developmenta ation by target group, r tes Deal with only 1 or	-	-	-	ening 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.								
Seve	n kinds of learnin	a styles.			havian with these			
Intelligences	<u>Smarts</u>	<u>Think</u>	560-00		havior with thes e?	se others:		
Verbal / Linguistic Logical / Mathemati	Words cal Logic	In Words By Reasoning	560-00		ghter (Fire Tools	s)		
Visual / Spatial Body / Kinesthetic	Picture Body	In Images and Picture Through Somatic Sen						
Musical / Rhythmic	Music	Via Rhythms and Melo	odies		Dame			
Interpersonal Intra Personal	People Self	By Bouncing Ideas off Deeply inside themsel						
		11-1-4-11-1-1-1						
 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:								
Reference. #	Last reviewed			This be	ehavior was con	sidered :		
560-020	8/30/2006	3-	51		Supplementary			

Behavior description: Understanding Summer Recreation Safety						
Target grou	qu	Safety group:	Reference #			
Ages 5-6 Kinde	ergarten	Outdoor Safet	y 560-021			
Appendix "A" Reference Info	Appendix "B" Glossary	Appendix "C" Lesson Plans	Appendix "D" Frameworks			
This behavior has been linked Physical Health Strand	with The Massachusetts Cor Physical Activity & Fitness L		lum Frameworks: nal & Social Competency 2.26			
	explanation by target group,		" design section " cared; don't use frightening words			
Bikes:	We want stude	nts to: (Objectives) :				
- Explain why they need a heli	met when riding their bikes (it is	the law, and it protects your h	nead if you fall).			
Seven kinds of I Intelligences Sma			is Behavior with these others:			
Verbal / Linguistic Word	ds In Words	560-008 Repor	ting Emergencies			
Logical / Mathematical Logic Visual / Spatial Pictu		s				
Body / Kinesthetic Body	/ Through Somatic Ser	sations				
Musical / Rhythmic Musical / Rhythmic Musical	· · · · · · · ·					
Intra Personal Self	Deeply inside themse					
	Helpful hints:	(Strategies):				
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:						
Reference. # Last rev	iewed		nis behavior was considered :			
560-021 8/30/2	2	52	Supplementary			

Behavior description: Grade Understanding Your Personal and Community Role In Safety Target group Target group Ages 5-6 Kindergarten						
Appendix "A"	Appendix "B"		ppendix "C"	Appendi	ix "D"	
Reference Info	Glossary		esson Plans	Framev		
This behavior has been linked Safety & Prevention Strand	with The Massachusetts Safety & Injury Preventi	-		Im Frameworks lazard Preventio		
For a complete e - Attention span about 10 to 15	xplanation by target gro	-	e beginning of the	-		
- Explain when to use 9-1-1. - Recognize dangers of playing - Perform "Stop, Drop and Roll"	y with matches, lighters an	tudents to: (I	Objectives) :			
Seven kinds of le	arning styles.		Combine this	Debeuierwith	44	
Intelligences Smar	rts <u>Think</u>			Behavior with rop & Roll	these others:	
Logical / Mathematical Logic	By Reasoning	oturoo	560-005 Smoke 560-006 Escape	Alarms Plans		
Visual / Spatial Pictur Body / Kinesthetic Body Musical / Rhythmic Music	Through Somatic	Sensations	•	ing Emergencie	es	
Interpersonal Peop Intra Personal Self		as off others				
- Bring in a tool box to discuss too	ols vs. toys.	nts: (Strateg		`		
 Matches and lighters are tools fo Practice "Stop, Drop and Roll". Send home letter to parents abo 					and	
maintaining smoke alarms.	at making and practiciting a	a nome escap	- piαn. ποιάα ο πηθητ	anon on lesting		
Teacher's notes:						
Reference. # Last revie 560-022 8/30/20		3 - 53	Th	is behavior was Suppleme		

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Understa		Grade								
Target group Ages 5-6 Kindergarten			Safety group: Outdoor Safety			Reference # 560-023				
Appendix "A" Reference Info	Appendix "B" Glossary		ppendix "C" esson Plans	x "D" vorks						
This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks: Physical Health StrandPhysical Activity & Fitness Learning StandardPersonal And Social2.7										
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 leIntelligencesSmarVerbal / LinguisticWord:Logical / MathematicalLogicVisual / SpatialPicturBody / KinestheticBodyMusical / RhythmicMusicalInterpersonalPeoplIntra PersonalSelf	ts <u>Think</u> s In Words By Reasoning re In Images and Pic Through Somatic via Rhythms and	Sensations Melodies as off others	560-008 R 560-018 V	Reporting E Vinter Holic	mergencie					
Helpful hints: (Strategies): When is it safe to skate on ice?: - Anytime on a skating rink. - When there has been several continuous days of below freezing weather and the ice is at least four inches thick. - When there is no open water, puddles or cracks in the area that you wish to skate on. Remember that the 9-1-1 system is not to be used to check on ice or weather conditions. Teacher's notes:										
Reference. # Last revie	ewed	3 - 54		This bel	havior was					
560-023 8/30/20						considered :				

Behavior description: Understanding and Practicing Water Safety								D		
Target	Target group		Safety group:				Referenc	e#		
Ages 5-6 Kindergarten			Outdoor Safety				560-02	24 J		
Appendix "A" Reference Info		ıdix "B" ssary		pendix "C" sson Plans		Appendix "D" Frameworks				
This behavior has been linked with The Massachusetts Comprehensive Health Curriculum Frameworks:Physical Health StrandPhysical Activity & Fitness Learning StandardPersonal And Social2.7										
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	Combi	ine this E	Behavior with	these other	s:					
Verbal / Linguistic Logical / Mathematical Visual / Spatial Body / Kinesthetic Musical / Rhythmic Interpersonal	Words In Wo Logic By Re Picture In Ima Body Throu Music Via R People By Bo	Think ords easoning ages and Pictures ugh Somatic Sensa hythms and Melod ouncing Ideas off o ly inside themselve	ies thers		First Aid ce Safet	for Burns y				
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:										
	reviewed	3 - 5	5		This	behavior was		:		
560-024 8/	30/2006	ٽ				Suppleme	ntary			