

Dear Fourth Grade Teachers,

Rural Metro Fire Department is dedicated to providing health and emergency services as well as education for our community. We feel passionately that educating young people is imperative to saving lives and reducing preventable accidents through education.

We know that you are extremely busy with lesson plans that are filled with an abundance of standards that have to be taught and we want to help you teach them. We have developed a health and safety curriculum that is based on the Arizona State Standards, which meets many of the Fourth Grade requirements as well as the messages and lessons that we want to teach your students for their safety and well-being.

We know that the lessons that you will teach them, as well as the lessons that we have developed, could work together to teach our children life-saving concepts that they need to know, while teaching the standards that Arizona has developed.

We would like to schedule a time that a few representatives from our department could come and teach a very valuable 65 minute lesson to your class. We will have great assessment worksheets, as well as a follow-up lesson for you to teach after we leave. Please contact us to schedule a convenient time for our lesson. We look forward to meeting you and your students.

Sincerely,

Public Education Officer
Rural Metro Fire Department



The following is a list of the Arizona State Standards that will be taught through our lesson as well as the follow-up lesson.

Comprehensive Health Education

Standard 2: Students demonstrate the ability to access accurate health information

2CH-E1 Obtain and utilize accurate health resources from home, school and community

PO 1. List accurate health information from home, school and community

PO 2. Utilize accurate health information

2CH-E5 Identify emergency preparedness and emergency resources (e.g. first aid, CPR)

PO 1. List what you need to be prepared for a medical emergency

PO 2. List emergency resources

Standard 3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks

3CH-E4 Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations

PO 1. Identify ways to prevent personal and family injuries

PO 2. Identify ways to avoid dangerous situations for yourself and your family

3CH-E6 Perform basic safety, first aid and life saving techniques

PO 1. Demonstrate basic safety techniques

Dear Fourth Grade Parents,

Rural Metro Fire Department is dedicated to providing health and emergency services as well as education for our community. We feel passionately that educating young people is imperative to saving lives and reducing preventative accidents through education.

Your child's teacher has arranged for us to come into your child's class and teach some extremely important life-saving and accident prevention lessons. We wanted to keep you in the loop and give you some of the language and lessons that we will be teaching your child so that you can follow-up with them and reinforce these lessons in your home and in your life.

We will be teaching a lesson on keeping yourself and people around you safe. These lessons will help to develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations. We will also be teaching a lesson on basic safety techniques. Some of the dangerous situations that we will be discussing in class include campfire safety, dealing with an emergency situation when you are alone, gun safety, stranger danger, choking prevention and cooking safety. We feel that when the parents have prior information that these types of topics will be discussed, they are more prepared to answer any questions that students may come home with. In addition, your child will be bringing home a "Home Fire Safety Checklist." Filling out this checklist with your child will give you and your family a wonderful opportunity to talk about home safety as well as ensure that your home is as safe as it can be.

Rural Metro Fire Department is committed to safety and education and we are delighted to work with your child and to give him/her some life-saving and accident-prevention tools to keep them healthy and safe. We hope that you find these lessons valuable, and if you have any questions, please feel free to contact us.

Sincerely,

Public Education Officer
Rural Metro Fire Department





Level: *Fourth Grade*

Lesson: *Keeping Yourself and Others Safe*

Time: *65 minutes*

Supplies: *“Home Fire Safety Checklist” (1 per student), “Situation Cards” (1 for teacher), “Gut Reaction Cards” (1 set per student), “Points to Hit-Teacher’s Guide” (1 for teacher)*

Arizona State Standards that are taught: 2 CH-E1PO1 & PO2, 2CH-E5 PO1 & PO2, 3CH-E4 PO1 & PO2, 3CH-E6 PO1

Time:	Action:	Supplies:
1 min.	Introduction: Introduce yourself and tell the students about your job.	
10 min.	Preview for the day: Tell the students that today we will be discussing how, in an emergency, there is usually an adult around that can take over and make decisions about what should be done. Sometimes, however, there is no adult around and kids need to take control. Being in control of yourself and the situation is much easier if you have thought about emergency situations before and have some ideas of things to do in case of an emergency.	
25 min.	Play Gut Reaction: Gut Reaction is a game where the presenter will read a situation aloud to the group. The students will write down their Gut Reaction on the cards provided. Remind the students to be sure to give a detailed response. There will be 1 minute from the time the situation is finished being read to the time when the next situation will be read. It is important that there is no talking during this part of the game.	“Situation Cards” (1 set for the presenter), “Gut Reaction Cards” (1 set per student), pencil (1 per student)
20 min.	Review: After all of the situations have been read, go back through the situations and discuss different reactions that the students may have written. Remind the students that if they can justify why their reaction is a safe and logical one, there can be different answers. As you go through, discuss potential dangers that could occur with certain reactions. Allow for a lot of discussion during this time, so that students may connect with the new knowledge they are gaining and hopefully be able to put it to use if the situation were ever to arise.	“Points to Hit - Teacher Guide”
8 min.	Homework: Pass out the “Home Fire Safety Checklist.” Explain that being a safe person also means having a home that is safe. Discuss the importance of filling out the checklist at home with an adult. Remind the students that it is crucial that they fill out the checklist honestly, even if they don’t get a homerun. Anything less than a homerun just gives them and their family some areas to work on. Ask them to bring the checklist back two days from today.	“Home Fire Safety Checklist.”



Level: *Fourth Grade Teacher Follow-Up*

Lesson: *Dehydration and Prevention*

Time: 90 minutes

Supplies: clear plastic cups, ice, water (1 per student), 1 worksheet per child “The Big Sweat About Dehydration.”, teacher’s guide to “The Big Sweat About Dehydration”

Arizona State Standards that are taught: 3CH-E4 PO1, 3CH-E4 PO2, 3CH-E6 PO1

Time:	Action:	Supplies:
30 min.	Introduction: Fill cups with ice and water and set it outside in the sun. Let the students play outside for 15 minutes. Encourage active play.	1 cup per student, ice water
10 min.	Review and Assessment of Prior Knowledge: Go back to cups and assess the change in the cups. (Discuss condensation-compare it to sweating. Ask kids if any of them were sweaty from playing outside.) After discussion, you can let the students drink the water.	
25 min.	Teach: Go back in the classroom and write “Dehydration” on the board. (Most, if not all, of the students have probably heard of or know what dehydration is.) Have students take notes as you discuss the points laid out for you about dehydration in the teacher’s guide.	The teacher’s guide to “The Big Sweat About Dehydration”
20 min.	Assess: Pass out the worksheet titled, “The Big Sweat About Dehydration.” Have the students answer the questions on the worksheet independently.	1 worksheet per student, “The Big Sweat About Dehydration.”
5 min.	Review and Assess New Knowledge: Collect all of the worksheets and quickly go over the questions, asking students to tell what answers they wrote down. Have students do thumbs up or thumbs down if they agree or disagree with the answer given.	



Name _____

The Big Sweat About Dehydration

1. What is dehydration?

2. What are some signs of dehydration?

3. What should you do to prevent dehydration?

4. What should you do if you are already dehydrated?

5. When do you need to go to the doctor?

6. List 3 drinks that will help you get re-hydrated.

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7. List 3 drinks that will not help you get re-hydrated as well.

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8. Why will the drinks in question 7 NOT help your body get re-hydrated as well as the drinks in question 6?

Arizona State Standards: 3CH-E4 PO1, 3CH-E4 PO2, 3CH-E6 PO1

Gut Reaction #1



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Gut Reaction #2



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Gut Reaction #3



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Gut Reaction #4



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Gut Reaction #5



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Gut Reaction #6



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Home Fire Safety Checklist



Score a fire safety home run — do a home fire safety inspection!

Striking out fire in your home requires a little homework. Take about 20 minutes to inspect your home. As you go from room to room, answer the questions below. For each question you answer “yes” to, give yourself a point. When you’re finished, add up the points to find out your score. Kids, ask a grown-up to help you complete this checklist!

First Base – Cooking Safety

- Yes No Does a grown-up always stay in the kitchen when food is cooking on the stove?
- Yes No Are stove tops and counters clean and uncluttered?
- Yes No Are there pot holders within easy reach of the stove?
- Yes No Are pot handles turned inward so they can’t be bumped?
- Yes No Are curtains and other things that can burn well away from the stove?
- Yes No Is there a “kid-free” zone of three feet around the stove when grown-ups are cooking?

Second Base – Heating Safety

- Yes No Are portable space heaters always turned off when adults leave the room or go to sleep?
- Yes No If space heaters are used in your home, are they at least three feet away from anything else that can burn, including people, furniture, and pets?
- Yes No Does your fireplace have a sturdy screen to catch sparks?
- Yes No Has your chimney been inspected and cleaned during the past year?
- Yes No Has your furnace been serviced by a professional in the past year?
- Yes No Are propane tanks and other fuels stored outside your home?

Third Base – Electrical Safety

- Yes No Are extension cords used safely? (Are they not under carpets or across doorways?)
- Yes No Are electrical cords in good condition, without cracks or frayed areas? (A grown-up should unplug lamps and appliances before inspecting the cords.)
- Yes No Are kitchen appliances – such as the coffee-maker, toaster oven, and microwave – plugged into separate outlets?

Home Plate – Smoke Alarms

Home Fire Escape

- Yes No Does your home have smoke alarms on every level, including the basement, and outside each sleeping area?
- Yes No Are the batteries working in all your smoke alarms? (A grown-up should help by pushing the test button to find out.)
- Yes No Are all the exits in your home clear of furniture, toys, and clutter?
- Yes No Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?
- Yes No Has your family picked a safe place to meet outside after you exit your home?
- Yes No Have you and your family practiced a home fire drill within the last six months? (Why not do one tonight?)
- Yes No Do you know the fire department’s emergency phone number (which should be called from a neighbor’s or nearby phone once you get out.)

What’s Your Fire Safety Batting Average?

If you answered “yes” to **all** of the checklist questions above, congratulations!

You scored a fire safety home run!

If you answered “yes” to **15 to 20** questions:

You’ve made it to 3rd base!

Just make a few adjustments, and you’ll easily hit a fire safety home run.

If you answered “yes” to **10 to 14** questions:

You’ve hit a double!

You’re going in the right direction, but you’ve got some work to do before you get to home plate.

If you answered “yes” to **fewer than 10** questions:

You’ve reached first base.

You need to make many changes around your home in order to reach home plate.

For all questions to which you answered “no,” make sure your family takes the steps needed to make them a “yes” so you can all score a fire safety home run!

Points to Hit: Teacher's Guide



Answers to the situations may vary, but there are some major points that should be touched on during the review and discussion.

In any emergency situation:

- Take a deep breath to calm down a little and decide if the situation is an emergency that needs emergency services.
- Call 911 if that is necessary and a phone is available.
 - Tell the operator there is an emergency.
 - Say your name and where you are (the exact address if you know it.)
 - Explain what happened and how many people are injured (the operator will need all the information you can provide, so give as many detail as you can.)
 - Stay on the line until the operator says it's ok to hang up.

Situation #1:

- Don't move, shake or try to pick Max up (this could cause further injury and moving a traumatic fall patient should only be done by professionals. Moving a person with a neck or other bone injury can make it much worse.)
- Call 911 and then when the operator tells you that it is okay to hang up, return to Max.
- You can help Max by staying calm and watching for the emergency vehicle to arrive.
- If Max regains consciousness, encourage him not to move, and talk to him and reassure him that help is on the way.

Situation #2:

-Most gunshot accidents happen after kids discover loaded guns at home. No matter how safe you think you are being, accidents do happen, and with a gun, that accident can have major consequences.

-Eddie Eagle, a program sponsored by the national Rifle Association, teaches kids what to do when they come across a gun:

- STOP
- DON'T TOUCH
- REMOVE YOURSELF FROM THE AREA
- TELL AN ADULT

-If you are at a friend's house and they want to show you a gun, say "no" and leave the area or even the home if you are within walking distance and it's okay for you to walk home. It's important to leave the area because even though you may decide not to touch the gun, they may not.

-Never be afraid to tell an adult if you are being threatened with a gun at home, at soccer practice or school, at church or anywhere. Threats are a very big deal and telling an adult is essential.

Situation #3:

--Look out for little guys, even if they aren't your responsibility. Babies and toddlers love to put anything in their mouth, so you can help by picking up the floor when they are around, being extra cautious with small toys, deflated balloons, pen caps, coins, and beads.

-Never share food or candy with a baby unless an adult says that it's ok.

-Prevent yourself from choking by taking small bites, sitting down and not talking with your mouth full. Be extra careful when eating certain foods that are easy to choke on: hot dogs, nuts, grapes, raw carrots, popcorn, and hard or gooey candy.

Situation #4:

-McGruff.org gives these simple tips to remember:

- Be Aware of dangerous situations. If a stranger asks you for help or the keep a “special secret,” it could be a dangerous situation. Say no and tell a trusted adult.
- Trust your instincts. If you feel scared or uncomfortable, get away from the situation. Make an excuse or just run away, and go to a safe place.
- Know what to do. Think No, Go, Yell, Tell. If you’re in a dangerous situation, say no, run away, yell as loud as you can, and tell an adult.
- Ask your parents first. If a stranger invites you to go somewhere, offers you a gift, or just wants to talk, say you need to ask your parents for permission first. Then go do it.
- Stick with friends. It’s always safer to play in a

group.

Situation #5:

- Cooking with your parents can be fun, but cooking when adults are not around is very risky and dangerous.
- Grills, stoves and ovens should not be used without adult supervision. Used incorrectly, these appliances can cause fires easily and get out of control very fast.
- Also remember that foods that come out of the microwave can be scalding hot and can cause serious injury if accidentally spilled on your body.
- When you are home alone and hungry, stick to foods that don’t need heating, like sandwiches and fruit.

Situation#6:

- Speaking up to grown ups can be a hard thing to do sometimes, but gently reminding your uncle of the potential hazards of leaving a campfire burning is very important. Taking precautions before you light a campfire will make that decision much easier because it will not take too much time to put the fire out if you are prepared before the emergency occurs.
- Keep plenty of water handy and have a shovel for throwing sand on the fire if it gets out of control.

- Never leave a campfire unattended. Even a small breeze could quickly cause the fire to spread.
- When extinguishing the fire, drown it with water. Make sure all embers, coals, and sticks are wet. Move rocks, as there may be burning embers underneath. Stir the remains, add more water, and stir again.
- Camping in an area where phones are available or you get cell phone reception is also a good idea.

Arizona State Standards: 2 CH-E1, 2CH-E5, 3CH-E4, 3CH-E6

Situation #1



You and your little brother Max are out for a walk. Max decides to run down a very steep hill. He's running very fast when he suddenly trips. He falls all the way down the hill at high speed until he's sprawled out on the sidewalk at the bottom.
You run down the hill after him and see some blood on the pavement. Max isn't moving at all.

Situation #2



You and your friend Carlos are hanging out at his house after school. Carlos's mom and dad are at work so you are there alone. It is almost Carlos's birthday and he tells you that he thinks he is getting a Wii. He says that he knows his mom hides his presents in her closet. You follow him to the closet and he pushes the clothes back. There, next to his Wii, is a gun. Carlos says that he shot a gun with his dad a few times and asks you if you want to see it.

Situation #3



You are at your cousin's house for the weekend. The neighbors have two kids that are a year younger than you and 4 months old. They are both over at your cousin's house playing. You are playing with Legos. The 4 month old baby crawls into the room and you notice that he is chewing on a Lego piece.

Situation #4



You are walking to your friend's house and a car drives up next to you and the man driving is not someone you know. He has a box of puppies and asks you if you would like to hold one. He says that his dog had puppies and he is having a hard time getting good homes for all of them. He says that maybe if you hold one you could help him think of someone who might want one.

Situation #5



You are at your friend Parker's house and his mom left to go to get her hair done. It is around lunchtime and you and Parker decide that you are getting hungry. Parker's mom left you sandwiches, but you feel like having grilled hotdogs. Parker says that he has seen his parents grill tons of times and thinks he could turn the grill on and grill the hotdogs.

Situation #6



After hiking for several hours, you, your uncle and cousins find a campsite that is perfect. Your uncle builds a campfire that you roast marshmallows and cook hotdogs around. You are having a great time when your cousin gets up to go to the bathroom and screams. You all run over to her and discover that she has fallen and her arm is obviously broken. Your uncle tells you and your other cousin to help him pack up camp quickly so that you can get going and get your cousin to the doctor. He says that you don't have time to put out the campfire, and that it will just go out on its own.

The Big Sweat About Dehydration

Teacher's Guide



Dehydration: Dehydration means that your body doesn't have enough water in it to keep it working right. Your body loses water by sweating, urinating, having diarrhea, or throwing up, even breathing. If you don't replenish the water in your body, your body cannot work properly.

Signs of Dehydration:

- Feeling light-headed
- rapid heartbeat
- dry lips and mouth
- infrequent urination
- dark or strong smelling urine (normal, hydrated urine should be pale yellow)

Prevention of Dehydration:

- Drink water before, during and after you play or spend a lot of time outdoors.
- Dress in cool clothes.
- Take breaks indoors or in the shade.
- If you are sick with a cold or flu,
 - continue to drink lots of fluids so that you don't get dehydrated.
 - try taking small sips of drinks or soup broth, even if you are not thirsty or hungry.
 - try eating an ice pop.

Getting Re-Hydrated:

- Go indoors and rest.
- Drink some water slowly, so that you don't throw up.
- Eat an ice pop

- Sometimes drinking a drink with electrolytes, a sport drink, will help you feel better.
- If the dehydration leads to a heat related illness such as heat exhaustion or heat stroke or if you are suffering from a virus with vomiting or diarrhea that just won't quit, you may need to go to the hospital.

Drinks that are good for keeping hydrated:

- water is best
- milk
- juice is ok, but choose it less often than water or milk
- sport drinks are fine on occasion

Drinks that are not good for keeping hydrated:

- soda
- fruit punch, lemonade
- iced tea
- energy drinks

These types of drinks contain a lot of sugar that your body doesn't need. Some of them contain caffeine, which is a diuretic, meaning that they cause you to urinate more often than normal- which we know is the opposite of what you want to do if you're dehydrated!