

NFPA Learn Not To Burn – 2nd grade

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Alignment to Texas educational standards

Lesson	Texas Essential Knowledge and Skills for 2 nd grade
<p>1 Smoke Alarms are Important</p> <p>Each child will be able to: <i>-identify the sound of a smoke alarm.</i> <i>-identify where you sleep as an important place to have a smoke alarm.</i> <i>-sequence the four important things to do when responding to the sound of a smoke alarm.</i></p>	<p>110.13. English Language Arts and Reading, Grade 2 (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>113.13. Social Studies, Grade 2 (17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to: (A) describe how science and technology change communication, transportation, and recreation; (B) explain how science and technology change the ways in which people meet basic needs.</p> <p>115.4. Health Education, Grade 2 (7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to: (B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.</p>
<p>2 Plan and Practice Your Home Fire Drill</p> <p>Each child will be able to: <i>-explain the required components of a home escape plan.</i> <i>-identify when to use the home fire escape plan and how often to practice with the family.</i></p>	<p>113.13. Social Studies, Grade 2 (5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to: (A) interpret information on maps and globes using basic map elements such as title, orientation, and legend/map keys; (B) create maps to show places and routes within the home, school, and community.</p>

	<p><i>-justify the importance of knowing a home fire escape plan in each home where they sleep.</i></p>	<p>115.4. Health Education, Grade 2 (11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to: (A) explain steps in the decision-making process and the importance of following the steps; (C) list the steps and describe the importance of task completion and goal setting; and (D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p> <p>116.4. Physical Education, Grade 2. (5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to: (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</p>
3	<p>Report an Emergency</p> <p>Each child will be able to: <i>-demonstrate how to report an emergency to the fire department on both a landline and a mobile phone.</i> <i>-distinguish between when it is appropriate and inappropriate to call 9-1-1.</i> <i>-identify what information is given when calling 9-1-1.</i></p>	<p>110.13. English Language Arts and Reading, Grade 2 (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. The student is expected to: (A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>113.13. Social Studies, Grade 2 (20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</p>

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

115.4. Health Education, Grade 2

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.

The student is expected to:

(A) explain actions an individual can take when not feeling well.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.

The student is expected to:

(B) identify ways to avoid deliberate and accidental injuries.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.

The student is expected to:

(A) explain steps in the decision-making process and the importance of following the steps;

(C) list the steps and describe the importance of task completion and goal setting; and

(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

116.4. Physical Education, Grade 2.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities.

The student is expected to:

(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

<p>4</p>	<p>Stay Away from Hot Things</p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> -identify items that are hot or could become hot. -explain how to be safe from hot things. -acknowledge the importance of telling a grown-up when matches and lighters are within reach of a child. 	<p>112.13. Science, Grade 2</p> <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</p> <ul style="list-style-type: none"> (B) make predictions based on observable patterns; <p>(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:</p> <ul style="list-style-type: none"> (A) investigate the effects on an object by increasing or decreasing the amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter; <p>115.4. Health Education, Grade 2</p> <p>(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <ul style="list-style-type: none"> (B) identify ways to avoid deliberate and accidental injuries. <p>(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water; (C) identify personal responsibilities as a family member in promoting and practicing health behaviors. <p>(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:</p> <ul style="list-style-type: none"> (B) recognize unsafe requests made by friends such as playing in the street. <p>(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:</p>
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		<p>(A) explain steps in the decision-making process and the importance of following the steps; (C) list the steps and describe the importance of task completion and goal setting; and (D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p>
5	<p>Kid-Free Zones at Home</p> <p>Each child will be able to: <i>-describe why hot items around the home can be dangerous.</i> <i>-explain the importance of children staying 3 feet away from hot things.</i> <i>-distinguish between safe and unsafe chores for kids to perform in the home.</i></p>	<p>112.13. Science, Grade 2</p> <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (B) make predictions based on observable patterns;</p> <p>(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to: (A) investigate the effects on an object by increasing or decreasing the amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;</p> <p>115.4. Health Education, Grade 2</p> <p>(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to: (B) identify ways to avoid deliberate and accidental injuries.</p> <p>(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to: (A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water; (C) identify personal responsibilities as a family member in promoting and practicing health behaviors.</p>

<p>6</p>	<p>Know When to Stop, Drop, and Roll</p> <p>Each child will be able to:</p> <ul style="list-style-type: none"> -state a reason why they would stop, drop, and roll. -demonstrate the stop, drop, and roll procedure. -explain the science behind the stop, drop, and roll procedure. 	<p>112.13. Science, Grade 2</p> <p>(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.</p> <p>The student is expected to:</p> <p>(B) make predictions based on observable patterns;</p> <p>(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms.</p> <p>The student is expected to:</p> <p>(A) investigate the effects on an object by increasing or decreasing the amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;</p> <p>116.4. Physical Education, Grade 2</p> <p>(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</p> <p>The student is expected to:</p> <p>(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;</p> <p>(5) Physical activity and health. The student knows and applies safety practices associated with physical activities.</p> <p>The student is expected to:</p> <p>(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</p> <p>117.110. Theatre, Grade 2</p> <p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p> <p>The student is expected to:</p> <p>(D) role play, imitate, and recreate dialogue.</p>
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		<p>(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p> <p>The student is expected to:</p> <p>(A) demonstrate safe use of movement and voice;</p> <p>(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;</p>
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