

GUIDE TEACHING TOYS vs TOOLS- FIRE PREVENTION and SAFETY

Below are two goals with guidelines and activity ideas. One is for teaching discrimination (receptive identification) and the other is for telling an adult when they see a match/lighter.

Goal: Learner will correctly discriminate between toys (safe to play with) and tools (used for fire and/or fire safety) by sorting, identifying and responding to questions.

Domain: Health and Safety

Focus: Discrimination

Preparation and Materials

- Gather pictures of toys (e.g., ball, car, dolls, stuffed animals) and tools related to fire and fire safety (e.g., matches, lighters, smoke detectors, fire extinguishers)
- Create two labeled bins or sorting charts: "Toys" and "Tools"
- Have check marks (✓) or no symbols (⊘) or stamps (e.g., yes/no) that can be placed on the pictures
- Choose books with mixed pictures of toys and tools

Steps to Learning

- Identify what motivates the learner (happy faces, free time, music, a favorite activity, etc.)
- Identify ways to assist and support the learner to complete the task. The help provided should be chosen based on what is most beneficial for the learner.
 - Examples of help: model, verbal/vocal, physical guidance, gesture, visual, etc.
- Gradually eliminate the help
- Determine an error correction procedure if the learner makes a mistake
- Celebrate success! (Celebrations can occur along the way and at the end)

Details on teaching

Below is one example of how to teach discrimination

1. Begin with toys
 - Place an empty bin labeled "Toys" on the table or the paper chart labeled "Toys"
 - Hold up a picture of a toy and say: *"This is (name of toy), it is a toy. We play with this."*
 - Provide a variation of the direction, "put with toys" or "put with the same item" to place the picture in the correct place. (i.e., bin/basket or chart)
 - If needed, use one type of help to ensure the learner places the toy in the correct bin or column on the chart
 - Celebrate success! For example, immediately praise or deliver a sticker/token to the learner after a correct response
2. Introduce Tools
 - Hold up pictures of tools related to fires and fire safety, saying, *"This is (name of tool) it is a tool. We do not play with it."*
 - Follow the same procedure above
3. Teach discrimination
 - Place two containers in front of the learner, one labeled *Toys* and one labeled *Tools*. Be sure to switch the location of the bins at different times during the lesson, so learners have to look at the correct bin and are not memorizing the location

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- Present the learner with pictures of a tool or a toy and say, *"Place this with the same" or, "Where does this go?" "What does this go with?"*. It is important not to say the word toy or tool. Present the learner with a variety of pictures of both tools and toys
- If...
 - The response is correct: Celebrate success- immediately praise, provide a token or favorite item
 - The response is incorrect: implement an error correction procedure
 - Example:
 1. Adult- show the correct placement of the toy or tool picture
 2. Learner- practice the correct placement (Help them practice correctly)
 3. Change their focus so the learner doesn't repeat what you just showed them. For example, give them a high-five or delay by counting to 5
 4. Show the tool and toy picture again and repeat the same direction (This is known as the 4-step error correction procedure)

Additional Activities:

Reading books: While looking at books, pictures or magazines...

- Ask yes/no questions such as *"Is this a toy?"*
- Learner responds either yes or no. Alternatively, the learner can respond by placing a check mark (✓) or no symbols (✗) on the picture the adult pointed to
- Provide other directions such as *"Point to (name)"* or *"Show me (name)"*
- For correct responses, celebrate; for incorrect responses, implement an error correction procedure

Surprise bag group activity:

- Place a variety of pictures in a bag, have learners take out the picture, ask a yes/no question. E.g., *"Is this a toy?"* or *"Should you play with this?"*. Take a turn yourself to provide a correct model in a natural and fun way. Both learners and peers have opportunities to respond
- Everyone takes turns getting the pictures and responding

Tips:

Structured activities: Continue sorting with a variety of pictures and books during lessons,

Unstructured: During daily routines, such as when on a walk, point out items in the environment (e.g., a fire extinguisher in the hallway) and ask: *"Is this a toy?"* Vary the question, *"Is this a fire safety tool?"* or *"Show me"* or *"Point to"* a toy or a fire safety tool.

Sample data sheet + (plus) = correct - (minus) = incorrect

Date						% correct
Toys						
Tools						

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Goal: **Learner will get a caregiver's attention by telling the person there are matches/lighter on the counter or on the floor. The learner will refrain from touching, picking up or using them.**

Focus: Communication

Preparation and Materials

- Gather matches and different types of lighters (be sure they do not have fluid in them)

Steps to Learning

- Identify what motivates the learner (happy faces, free time, music, a favorite activity, etc.)
- Identify ways to assist and support the learner to complete the task. The help provided should be chosen based on what is most beneficial for the learner.
 - Examples of help: model, verbal/vocal, physical guidance, gesture, visual, etc.
- Gradually eliminate the help
- Determine an error correction procedure if the learner makes a mistake.
- Celebrate success! (Celebrations can occur along the way and at the end.)

Details on Teaching

After you have completed several activities with discriminating toys and tools, begin teaching learners to get the attention of an adult when they see a dangerous fire tool.

This can be taught in many ways. Below are two examples.

Structured context, such as direct instruction.

- Place a match or lighter in the environment
- Point to the item and say *"It's a match or lighter; it is NOT a toy. We don't touch it! We get help!"*
- Provide help for the learner to point to the object
- Direct the learner to another adult/caregiver
- If needed, provide help for them to deliver a message such as *"Come here"* or *"Danger"*
- Celebrate success- immediately provide praise and pick up the match/lighter and put the item in a safe place

Role Play Activity with peers

Activity - a variation of a scavenger hunt:

- Place some toys and tools around the environment and give learners a list.
- Provide the following instructions:
 - If you find a toy, pick it up and place it in the toy bin.
 - If you find a tool, do not touch it, tell the teacher/caregiver and show them where the tools are
- Their scavenger list can list the items or have pictures of the items. The learners can check them off as they find them. Column 1 can be toys; Column 2 tools
- Begin this in pairs with a knowledgeable peer who can guide and model and a peer who is learning

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Tips

- Practice in multiple settings (i.e., classroom, home, community) at various times of day (e.g., classroom clean-up, recess)
- Involve caregivers: discuss and/or role-play ideas so the skill is reinforced outside of school
- Use different match types (e.g., wooden, paper flaps) and different lighters (e.g., long and short style)
- Vary location – floor, counter, table
- Increase the distance between the learner and the adult/caregiver

Sample data sheet + (plus) = correct - (minus) = incorrect

Date						% correct
Does not touch matches/lighter						
Communicates with the adult/caregiver about the match/lighter						