

Teacher Resource Guide 2011-2012

“Motor Vehicle & Pedestrian Safety”

Pages 2 - 4 are required reading



Providing a hands-on, fun place where we teach
children of all ages how to play it safe everywhere, everyday!



Frisco Fire Safety Town

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www.friscofire.com

Dear Educators,



We are excited to welcome your class to Frisco Fire Safety Town for our fifth year of safety education. Our mission is **'to provide a hands-on, fun place where we teach children of all ages how to play it safe everywhere, everyday!'**

IMPORTANT INFORMATION ABOUT YOUR STUDY TRIP

- ❑ **Pre-visit teaching is necessary.** A Pre-Test is provided along with pre-teaching materials. Please make sure all teachers for your grade level cover the Pre-Visit PowerPoint Presentation with their classes (this includes the pre-test). This can be accessed under the Programs tab on the Safety Town website. (www.FriscoFire.com) There is also a **Student Roster form to download** to record all of your students pre-test scores. Also, download the **Safety Seat Height & Weight Chart** for your students to take home after their visit. Recording your height/weight information along with the school nurse's assessments is one option for having the form completed.
- ❑ **Parent chaperones will be essential — serving as small group leaders and/or safety monitors in the town. We recommend at least 10 parents per group.** Because our parent volunteers will help facilitate some of these activities, we ask that siblings not accompany the parent for the visit.
- ❑ Outdoor activities will take place as weather permits. Vouchers will be given to First Grade for any missed outdoor activities.
- ❑ We recommend PE attire for you students (i.e.: pants or shorts, tennis shoes, etc.)
- ❑ Your visit may involve breaking your class into smaller groups. If so, we will need the parent volunteers to also split up to support each group.
- ❑ Please provide a copy of the **Parent Information Sheet** to each child's parent at least one day prior to your visit. It can be accessed via our website: www.FriscoFire.com under the **Programs** tab.
- ❑ **Post Testing**—Please use the Pre-Test slides and administer the testing again post-visit. There is space for both Pre & Post answers on the Student Roster form. The results should be sent to Frisco Fire Safety Town within a week of your visit.
- ❑ Because Frisco Fire Safety Town has created a unique concept in safety education, there may be other visitors observing or touring the site while your class is present. Anyone not associated with your school will be accompanied by Frisco Fire personnel at all times and shall not have interaction with students.
- ❑ Also, candid photos of your students participating in class exercises may occur; These would be used to illustrate the type of safety education and hands-on activities Frisco Fire Safety Town provides. The photographs may appear on the Frisco Fire Safety Town website, City of Frisco cable channel or utilized in printed Safety Town materials. Upon your arrival, please let us know which students, if any, should not be photographed during their visit.

*If you have any questions, please speak to your Campus Liaison (see attached list)
or contact Frisco Fire Safety Town at 972-292-6350 or Fax 972-292-6359*

FRISCO FIRE SAFETY TOWN

FIRST GRADE PRESENTATION OVERVIEW

"Motor Vehicle and Pedestrian Safety "

REQUIRED: PRE-VISIT ACTIVITY—*in your classroom*

Show the students the Pre-Visit Presentation which covers Safety Town rules.

Review the Jeep & Pedestrian Safety Guidelines with students. Also, weigh and measure each child and record their data on the attached Height and Weight Chart. This form should go home with students after their visit to Safety Town.

Class Start Times: 9:45a.m. and 11:45a.m. (Please do not arrive more than 5 minutes early.)

WELCOME & INTRODUCTION—*Tyler Classroom*

All students gather for Motor Vehicle and Pedestrian presentation (20 min.)

RIDING JEEPS - *Outdoor Town*

Students break into two groups of 20-22 students.

>(Group A) Ride jeeps (20 min.)

>(Group B) Practice pedestrian skills (20 min.)

—Rotate these two activities—

** Bad Weather Option—Fire Station Tour; Students receive jeep ride vouchers.*

SMALL GROUP ACTIVITIES— *indoors*

Explore Fire Engine/Tool Wall (30 min.)

-Rotate these two activities-

LINE UP FOR BUS—*At bus entry/exit door.*

The above is the expected guideline for the activities planned for your grade. However, please know that certain circumstances (such as weather or simultaneous classes) may dictate that we change the order of activities.

FRISCO FIRE SAFETY TOWN

CHILD SAFETY SEAT HEIGHT AND WEIGHT CHART

Child's Name: _____





Age: _____

Height: _____

Weight: _____

Best Practices for Child Safety Seat Use

Seatbelt laws have changed. Children under 8 years old or under 57" (4'9") are now required to be in a booster seat. Buckle children in the proper seat for his or her age, height and weight. Below are some guidelines to help parents select the restraint that's right for their child. Check the child safety seat manufacturer's instructions to be sure you install the seat properly.

Based on your child's current age, height and weight, your child would be safest if placed in.				
Seat Placement	Rear Only	Rear Only	Rear Only	Front or Rear
Age	Over 1 year old	4 years – 8 years	8 years – 12 years	13 and older
Weight	20 to 40 pounds	40 to 80 pounds	80+ pounds	80+ pounds
Height	Under 43" tall	Under 57" tall	Over 57" tall	Over 57" tall
				
	Convertible Seat with Harness	Belt Booster Seat	Lap and Shoulder Belt Only	Lap and Shoulder Belt Only

FRISCO FIRE SAFETY TOWN

CURRICULUM

“School Bus, Motor Vehicle and Pedestrian Safety”

CORE OBJECTIVES

To provide information regarding how to prevent, prepare, recognize and respond as a passenger in a motor vehicle or as a pedestrian when near a motor vehicle.

- Prevent:** The student will learn how injuries to motor vehicle passengers can be prevented by correctly using safety restraints when riding in motor vehicles.
- Prepare:** The student will understand why children under age 12 should sit in the backseat of a car, and why those children under 80 pounds should use a booster seat.
- Prepare:** The student will be able to identify parts of a vehicle that are dangerous to children.
- Recognize:** The student will be able to explain when they are expected to use seat belts or be safe pedestrians.
- Recognize:** The student will be able to recognize when they should use a seat belt, shoulder strap or booster seat. They will be able to recite safety rules regarding daily motor vehicle and school bus travel.
- Respond:** The student will be able to demonstrate how to properly secure a seat belt.

KEY WORDS

- | | | | |
|---------------------------------------|--|--------------------------------------|---|
| <input type="checkbox"/> Booster Seat | <input type="checkbox"/> Prepare | <input type="checkbox"/> Red Light | <input type="checkbox"/> Traffic Signal |
| <input type="checkbox"/> Crosswalk | <input type="checkbox"/> Prevent | <input type="checkbox"/> Respond | <input type="checkbox"/> Vehicle |
| <input type="checkbox"/> Green Light | <input type="checkbox"/> Railroad Crossing | <input type="checkbox"/> Safety Belt | <input type="checkbox"/> Yellow Light |
| <input type="checkbox"/> Injury | <input type="checkbox"/> Recognize | <input type="checkbox"/> Stop | <input type="checkbox"/> Yield |

CLASSROOM INSTRUCTION & HANDS-ON INTERACTION

- Classroom education includes lecture, Power Point presentation and video.
- Children will have their height & weight measured and recorded on their personal Child Safety Seat Chart to take home to their parents.
- Children will be able to ride battery-powered motor vehicles throughout the outdoor Safety Town to demonstrate what they learned about motor vehicle safety.
- Students will become pedestrians and walk through the outdoor Safety Town utilizing sidewalks, crosswalks and traffic control devices to demonstrate how they are safe pedestrians.
- In the event of severe weather, an indoor “Motor Vehicle Jeopardy” game will be played instead of being outdoors.



FRISCO FIRE SAFETY TOWN

FIRST GRADE TEKS CORRELATIONS

“School Bus, Motor Vehicle and Pedestrian Safety”

110.2 English Language Arts and Reading

(27) Listening and speaking/Listening.

(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.

(28) Listening & Speaking/Speaking

Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(29) Listening & Speaking/Teamwork

Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

112.12 Science

Knowledge and Skills

(1) Scientific investigation and reasoning

(B) recognize the importance of safe practices to keep self and others safe and healthy;

(3) Scientific investigation and reasoning

(B) make predictions based on observable patterns;

113.3 Social Studies

(5) Geography

(A) Locate places using the four cardinal directions.

(10) Government

(A) Explain the need for rules and laws in the home, school, and community.

(B) Give examples of rules or laws that establish order, provide security, and manage conflict.

115.3 Health Education

(2) Health Behaviors / Consequences

(A) Identify and use protective equipment to prevent injury.

(B) Name safe play environments.

(F) Identify and describe safe bicycle skills.

(G) Identify and practice safety rules during play.

115.3 Health Education (continued)

(1.3) Health behaviors / Problem Solving

- (A) Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.
- (B) Describe how decisions can be reached and problems can be solved.

Physical Education

(1.1) Movement

- (A) Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;
- (C) Demonstrate control in balancing and traveling activities.
- (D) Demonstrate the ability to work with a partner such as leading and following.

(1.2) Movement

- (A) Recognize that motor skill development requires correct practice;
- (B) Demonstrate a base of support and explain how it affects balance.

(1.3) Physical Activity and Health

- (A) Describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate and perspiration;

(1.5) Physical Activity and Health

- (A) use of equipment and space safely and properly;
- (E) Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and calling 9-1-1.

Updated: 28-Jul-11