

Teacher Resource Guide

“Introduction to Emergency Services”



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 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

- ❑ **A valid State issued ID is now of all adults to enter our facility**
- ❑ **Chaperones will be essential — serving as small group leaders and/or safety monitors in the town.** 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***.
- ❑ We recommend PE attire for the Frisco Fire Safety Town study trip; (i.e.: pants or shorts, tennis shoes, etc.)
- ❑ Please provide a copy of the **Chaperone Information Sheet** to each chaperone at least one day prior to your visit. The form is attached to your Pre-Visit information and can be accessed via our website: www.FriscoFire.com under the **Programs** tab.
- ❑ 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; 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. Fax 972-292-6359

FRISCO FIRE SAFETY TOWN

KINDERGARTEN PRESENTATION OVERVIEW

"Introduction to Emergency Services"



- Pre and Post tests will be given on-site during the program.

Class Start Times: 9:30 AM— 11:00 AM and Noon—1:30 PM (Please do not arrive more than 5 minutes early.)

PRESENTATION—*Circle Classroom*

All students gather for an introductory lesson.

SMALL GROUP ACTIVITIES—*Various locations*

Students will then break into smaller groups.

Groups will rotate through the following areas:

- >Tool Wall/Fire Engine (if time allows)
- >9-1-1 Practice Station (*Circle Room*)

SAFETY MONITOR GUIDELINES - *Circle Classroom*

Once the small group activities are complete, the entire group will reassemble for a quick review of Safety Monitor Instructions for jeeps.

OUTDOOR ACTIVITIES - *Outdoor Village*

Students will then proceed to the outdoor town to drive jeeps and practice pedestrian skills
Students take turns doing each, weather permitting.

** Bad Weather Option—Fire Station Tour*

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

Once the outdoor activities are complete, the students will line up to get on the bus.

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

CURRICULUM

"Introduction to Emergency Services"

CORE OBJECTIVES

Programs at Frisco Fire Safety Town supply students with essential life safety skills revolving around four core objectives - to **prevent**, **prepare**, **recognize** and **respond** to each particular program's topic.

- Prevent:** The student will be able to show how some emergency situations may be prevented.
- Prepare:** The student will be able to explain the importance of knowing their own name, address and telephone number as well as where to find such information if needed.
- Prepare:** The student will be able to identify fire, medical and police personnel. Children will be able to recall what types of equipment each responder carries and what type of help they can provide.
- Recognize:** The student will be able to explain when an emergency situation is present.
- Recognize:** The student will be able to demonstrate how to use a landline and cellular telephone.
- Respond:** The student will be able to dial 9-1-1 to receive help. They will know what to say and what type of questions they can expect from a 9-1-1 operator.

KEY WORDS

- | | | | |
|------------------------------------|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> 9-1-1 | <input type="checkbox"/> Fire Engine | <input type="checkbox"/> Paramedic | <input type="checkbox"/> Prevent |
| <input type="checkbox"/> Afraid | <input type="checkbox"/> Firefighter | <input type="checkbox"/> Police Car | <input type="checkbox"/> Recognize |
| <input type="checkbox"/> Ambulance | <input type="checkbox"/> Help | <input type="checkbox"/> Police Officer | <input type="checkbox"/> Respond |
| <input type="checkbox"/> Emergency | <input type="checkbox"/> Hurt | <input type="checkbox"/> Prepare | <input type="checkbox"/> Telephone |

CLASSROOM INSTRUCTION & HANDS-ON INTERACTION

- Classroom education includes a Power Point presentation.
- Students will break into small groups to accommodate more activities.
- Some students will make simulated 9-1-1 calls.
- Various types of telephones will be introduced for students to see.
- Students will spend time exploring the fire truck, seeing the fire tools and trying on a fire coat.
(If time allows)



FRISCO FIRE SAFETY TOWN

KINDERGARTEN TEKS CORRELATIONS

"Introduction to Emergency Services"

110.11 English Language Arts and Reading

(21) Listening / speaking / purposes

- (A) Listen attentively by facing speakers and asking questions to clarify information; and
- (B) follow oral directions that involve a short related sequence of actions

(22) Listening and 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 by speaking audibly and clearly using the conventions of language.

(23) Listening and 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 taking turns and speaking one at a time.

112.11 Science

(1) Scientific investigation and reasoning

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

113.11 Social Studies

(7) Economics

- (A) Identify jobs in the home, school, and community.

(8) Government / rules

- (A) Identify purposes for having rules.
- (B) Identify rules that provide order, security, and safety in the home and school.

(9) Government / role

- (A) Identify authority figures in the home, school, and community.
- (B) Explain how authority figures make and enforce rules.



115.2 Health Education

- (2) Health Behaviors.
 - (A) Identify the purpose of protective equipment such as a seat belt and a bicycle helmet;
 - (B) Identify safe and unsafe places to play such as a back yard and a street;
 - (E) Practice safety rules during physical activity such as water safety and bike safety;
 - (G) Demonstrate procedures for responding to emergencies including dialing 911;

- (9) Personal/interpersonal skills.
 - (A) Identify and use refusal skills to avoid unsafe behavior such as saying no in unsafe situations and then telling an adult if he/she is threatened;

116.2 Physical Education

- (1) Movement
 - (A) Travel in different ways in a large group without bumping into others or falling.
- (5) Physical activity and health
 - (E) Explain appropriate reactions during emergencies in physical activities.

117.104 Theatre

- (1) Foundations
 - (A) Develop self awareness through dramatic play.

