

Teacher Resource Guide

“Motor Vehicle & Pedestrian Safety”



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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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 required 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.

FRISCO FIRE SAFETY TOWN

FIRST GRADE PRESENTATION OVERVIEW

"Motor Vehicle and Pedestrian Safety"

Pre and Post testing will take place on-site during their program.

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

PRESENTATION—*Tyler Classroom*

All students gather for Motor Vehicle and Pedestrian presentation

RIDING JEEPS - *Outdoor Town*

Students break into two groups of 20-22 students.

>(Group A) Ride jeeps

>(Group B) Practice pedestrian skills

—Rotate these two activities—

* *Bad Weather Option—Fire Station Tour*

SMALL GROUP ACTIVITIES— *indoors (If time permits)*

Explore Fire Engine/Tool Wall

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.*

* *Please note that we may be accommodating a separate study trip/different grade level at the same time as yours. We strive to schedule activities around each other so different groups do not end up at the same locations at the same time. However, we cannot guarantee this will not occur. We appreciate your patience and cooperation if this should happen.*



FRISCO FIRE SAFETY TOWN

CURRICULUM

“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 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.



FRISCO FIRE SAFETY TOWN

FIRST GRADE TEKS CORRELATIONS

“ Motor Vehicle and Pedestrian Safety”

110.12 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.

113.12 Social Studies

- (5) Geography
 - (A) create and use simple maps such as maps of the home, classroom, school, and community
- (11) Government
 - (A) Explain the purpose for rules and laws in the home, school, and community.
 - (B) Identify rules and 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)

- (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.

116.3 Physical Education

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