

# Sheriff's Safety Town Teacher Resource Guide



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

Caddo Parish Sheriff's Safety Town  
8910 Jewella Avenue  
Shreveport, LA 71118  
318-698-SAFE (7233)  
[www.sheriffssafetytown.org](http://www.sheriffssafetytown.org)



**WELCOME** to the **SHERIFF'S SAFETY TOWN RESOURCE GUIDE**. As an educator, you work hard to help children prepare for a bright and challenging future. But if we don't teach our children how to avoid preventable injury and death, many simply won't realize their potential.

Each year, unintentional injuries kill and disable more children than kidnapping, drugs, and disease combined – making them the No. 1 health risk facing school-age children today.

A few bumps and bruises are unavoidable. But most serious injuries are not inevitable. Traffic injuries, fires, scald burns, poisonings and serious biking injuries are not random “accidents” – they are preventable. With education, motivation, and the support of caring adults, children can learn to be much safer.

Our reason for Sheriff's Safety Town is that unintentional injury is the leading killer of children ages 1 to 14 in Louisiana. In 2000, 2,686 children age 14 and under died from unintentional injuries. That same year, unintentional injuries resulted in 228,000 hospitalizations, more than 1.6 million visits to outpatient departments and more than 13.5 million visits to physicians' offices. It is estimated that as many as 90% of unintentional injuries can be prevented.

A study by Johns Hopkins University School of Public Health showed a significant improvement in safety test scores among children who attended a children's safety village in Maryland. Among parents, 70% reported that their children learned a great deal and 33% reported having made changes at home as a result. The study concluded that the safety curriculum had a positive impact on children's knowledge and parents' safety practices.

We believe that teachers are the key to a safer future. By teaching children to recognize and avoid risks, we can help them lead fuller and more productive lives. We hope you find this curriculum very user-friendly with maximum flexibility so that the program can be taught as a standalone unit or easily integrated into core curriculum subjects such as health or language arts.

Plus, we think it will be fun. The activities combine education and imagination to help children acquire lifesaving skills. They practice making safer choices, resisting peer pressure to take dangerous chances, and influencing family members and others around them to take action to reduce risks.

Each module includes teaching content that provides the basic injury prevention information you will need to present. Then there are activities provided that extend the lesson and make learning fun. You can choose any or all of the activities.

Each student will receive a folder containing a journal in which they can record thoughts, ideas, and stories. This provides an excellent opportunity to integrate a whole-language program into the experience. Upon completion of the Safety Town program, each child will take their folder, including their activities, home to their parents. This allows each child to share their experience while providing their parents with an opportunity to reinforce these lessons at home.

How much time is required? This program may be structured at your discretion. We just ask that you cover all modules prior to your scheduled field trip at Sheriff's Safety Town. It is recommended that you plan to teach this information not more than two weeks before your field trip. That way, the children will get the optimum learning experience in the town itself, reinforcing all the information they learned. Between the bicycles and the motorized cars, the children can't wait to get out there and don't want to have to spend additional time in the classroom.

How do I get started?

- Begin by reviewing the modules and deciding how you want to present the information in your classroom.
- Send the Caregiver Introduction letter.
- Administer the Knowledge Pre-Test before beginning. Record students' results on the Summary Sheet provided.
- Teach the modules.
- Administer the Knowledge Test again, this time as a Post-Test, to see what your students have learned. Bring the Summary Sheet with you when you visit Sheriff's Safety Town.
- Send safety folder home with child.
- Please complete the Program Evaluation. We welcome your comments and suggestions about the program, which will be given careful consideration in planning future revisions.



**Dear Parent or Caregiver:**

**Our class is learning about injury prevention and then will be visiting Sheriff's Safety Town. I plan to share information your child will need to make positive choices about their personal safety and well-being. The areas we will be covering include:**

**Pedestrian Safety  
Bicycle Safety  
Motor Vehicle Safety  
Railroad Safety  
School Bus Safety**

**9-1-1  
Fire & Smoke Safety  
Electrical Safety  
Gun Safety  
Stranger Danger**

**Why is it so important to teach kids about safety? This is because each year many school-age children are badly injured or die from unintentional injuries. These tragedies affect not just the child and family, but his or her classmates, friends, and the community as a whole. Think how you feel each time you hear of a fatal accident on the news. They are happening more and more often.**

**The good news is there's something we can all do. By teaching children how to recognize and avoid the things that put them most at risk and helping them make informed decisions, we can help them lead fuller and more productive lives. As your child's primary caregiver, you can support this effort by setting a good example at home.**

**As a teacher, I'm committed to keeping my students safe. I hope you'll help make safety a habit in your family.**

**Sincerely,**



**\* What do you know? (Pre-Test)**

**Teacher Copy**

**\*\* What did you learn? (Post-Test)**

Read these questions aloud to your students, and ask them to fill in the circle in front of the answer they think is correct.

\* The Pre-test is to be submitted prior to teaching any safety lessons to your students.

\*\* The Post-Test is to be administered at the end of the two-week curriculum and after all safety lessons have been taught.

1. What should you do every time you ride in a car?

- Sit near a window
- Buckle your safety belt
- Sit in someone's lap
- Lock the doors
- Roll up the windows

2. If you need to call 9-1-1 for an emergency, what should you tell the operator?

- Tell them what happened and give your name, address and phone number
- Tell them what happened, ask them to come quickly, then hang up right away

3. The school bus has just dropped you off after school. How many giant steps should you take to move away from the bus?

- 1
- 2
- 3
- 4
- 5

4. What should you always wear when riding a bicycle?

- Pants or jeans
- Hat or ball cap
- Helmet
- Loose clothing
- Gloves

5. Where should the shoulder strap for your seat belt be when you ride in a car?

- Under your arm
- Behind your back
- Tightly across your shoulder
- You don't need to wear a seat belt

6. You are walking down the sidewalk with your big brother, and you need to cross the street. Where should you cross?

- At a crosswalk
- In the middle of the block
- It doesn't matter where you cross as long as you look both ways

7. What should your family do to be ready in case there is a fire in your house or apartment?

- Make sure a grown-up knows how to put out a fire
- Have an escape plan
- Have a fire extinguisher in every room
- Do nothing

8. How should you cross a street?

- Run as fast as you can across the street
- With a grown-up, stop, look left, then right, then left again before stepping into the street
- Walk slowly across the street

9. If you find a gun but you can't tell if it is a real gun or a toy gun, what is the safest thing to do?

- Pick it up to see if it is heavy enough to be a real gun
- Shoot it to see if it's a real gun or a toy gun
- Tell a grown-up
- Do nothing

10. If you see a fallen/downed power line, what is the safest thing to do?

- Stay far away from it and tell an adult
- Grab the line and then move it to an area where other people won't be hurt by it
- Find a way to turn the power off so no one gets hurt by it

11. When you are walking and there is no sidewalk, do you walk facing the traffic or with your back to the traffic, moving like the traffic moves?

- Facing the traffic, with a grown-up, so you can see the cars and what they are doing
- With your back to the traffic, with a grown-up, the same way the traffic is moving
- It doesn't matter what direction you walk in

12. When you are riding your bike and there is no sidewalk, do you ride facing traffic or with your back to the traffic, moving like the traffic moves?

- Facing the traffic, with a grown-up, so you can see the cars and what they are doing
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13. When riding your bike on a sidewalk and you come across a person walking towards you on the same sidewalk, what should you do?

- Ride your bike around the walker
- Stop your bike and wait for the person walking to pass you
- Keep riding on the sidewalk because the person walking will move out of your way
- You should never ride your bike on a sidewalk

14. If you are at a crosswalk and the "DON'T WALK" signal is flashing, it's okay for you to start crossing as long as no traffic is coming?

- True
- False

15. If your clothes catch fire, what should you do?

- Stop, drop and roll
- Run around and around yelling as loud as you can
- Spray yourself with water
- Do nothing

16. You should never try to cross railroad tracks if a train is coming or go around closed railroad crossing gates.

- True
- False

17. When there is an emergency and an adult is not near or is hurt, who should you call?

- A neighbor
- 9-1-1
- A friend
- Do nothing

18. You should only go back into a burning building if you forgot your favorite toy.

- True
- False, you should never go back into a burning building

19. How should you cross a street when riding a bike?

- Ride as fast as you can so you don't get hurt
- Leave the bike and then run across the street
- You can cross how and where ever you want because cars will always stop
- Cross with a grown-up and look left, right, then left again while walking your bike across

20. When should a helmet be worn?

- Only when riding in the street
- Every time you ride a bike, a skateboard or a scooter
- When you're going to ride for more than 30 minutes
- Only when you feel like wearing one

21. When riding your bike on a sidewalk and you come across a person walking in the same direction you're riding, what should you do?

- Ride your bike around the walker
- Let the person know you're behind them, get off your bike, walk your bike around them, and then resume riding
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22. It's okay to wear headphones when riding your bike.

- True
- False

23. Should you ever get into a car with someone you and your parents don't know?

- Yes, it's okay even if they don't know my "secret code"
- No, never accept a ride from a stranger.

24. Treat all guns as if they are loaded.

- True
- False

25. In order, what do the following hand signals mean?



- Right turn, slow or stop, and left turn
- Left turn, slow or stop, and right turn
- Left turn, right turn, and slow or stop
- Slow or stop, right turn, and left turn
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## Sheriff's Safety Town Teacher Resource Guide Evaluation Form

We would like to know what you think of the Teacher Resource Guide. Use this form to let us know how the program has worked in your classroom and some ways we can make this even better. We will be very interested to receive your comments and suggestions about the program, which will be given careful consideration in planning future revisions.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Zip: \_\_\_\_\_

Grade Level: \_\_\_\_\_

What do you like about the Teacher Resource Guide?

What do your students like about the Teacher Resource Guide?

What recommendations do you have to make the program better?

Return completed form to: Sheriff's Safety Town  
8910 Jewella Avenue  
Shreveport, LA 71118

**You may bring this form to Safety Town on your scheduled visit.**



# Sheriff's Safety Town Teacher Resource Guide

## Bicycle Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

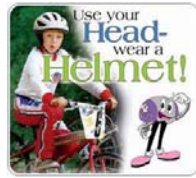
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# BICYCLE SAFETY

It's a beautiful day – the sun is shining, the birds are singing. What could be more perfect than a bike ride? But wait! Before you pull your bike out of the garage, let's find out how to stay safe on two (or four) wheels.

## WHY IS BICYCLE SAFETY SO IMPORTANT?

Every year, over 400,000 children go to the emergency room because of bike accidents. Some are very serious and most of the serious accidents are from head injuries because a helmet wasn't worn.



## HELMET HOW-TO

First of all, **ALWAYS** wear a helmet. Bike helmets are so important!

Always wear a helmet that fits your head. You don't want it too big or too small. Never wear a hat under your helmet.

Once you have the right helmet, you need to wear it the right way – flat on your head, covering your forehead with the strap always fastened.



## HELMET ON, NOW WHAT?

1. Riding a bike that is the right size for you helps keep you safe.
  - When you are on your bicycle, stand straddling the top bar of your bike so that both feet are flat on the ground.
  - There should be 1 to 3 inches of space between you and the top bar.
2. Here's a safety checklist to go over with your mom and dad:
  - Make sure your seat, handlebars, and wheels fit tightly.
  - Check your brakes to be sure they work well and aren't sticking.
  - Check your tires to make sure they have enough air in them.

3. It makes sense to wear very bright colors when you're biking. Choose a color that makes you easy to see.
4. Make sure you don't have anything that will get caught in your bike chain or wheels, such as loose pants legs, backpack straps, or shoelaces.
5. Wear the right shoes – sneakers – when you bike. Sandals, shoes with heels, slippers, and cleats won't help you grip the pedals. And NEVER go riding barefoot!
6. Do not wear headphones – you won't be able to hear what's going on around you.
7. Avoid riding at night. If you have to ride at night, use reflectors, lights and reflective clothing.



Riding a bike can be a lot of fun! But just like your parents who have to be careful and always obey the rules when they are driving a car, there are rules you need to follow when you ride your bike on the road. It's easy to fall off a bike and get hurt, especially if you don't know the rules of the road or if your bike isn't working right.

### Basic Bike-Riding Rules

1. Ride on sidewalks or bike paths when they are available. If you have to ride in the street, always ride WITH traffic, as near to the right as possible.
2. When entering a sidewalk, path, or driveway, make a complete stop. Look left, right, and then back to the left. Be careful not to run into people who are walking on the sidewalk, path, or driveway. Pedestrians always have the right of way so be sure and give an audible warning (bell, horn, word) if you are going to pass them.
3. When crossing the street with a grownup, WALK, don't ride your bicycle. Look in all directions before crossing and cross at intersections using the crosswalk and following traffic signals.
4. Children should never ride their bicycles at night.

5. Keep an eye on the road ahead and watch out for obstacles in the road such as:

wet leaves  
big puddles  
cracks in the road  
potholes

broken glass  
people in your path  
litter  
gravel or rocks

- All of these can cause you to lose control.

6. Stop at all stop signs and obey street lights just as cars do. Know your road signs and obey them. A smart biker follows the rules of the road.
7. Never ride out from behind parked cars and don't ride too close to parked cars. Someone could open their door unexpectedly and well, yikes!
8. Always be prepared to stop. Keep your hands on or close to the brakes, with both hands on the handlebars unless giving a hand signal.
9. Only one person should ride on a bike at a time unless there are seats for two. Keep one hand on the handlebars at all times.



10. Never hitch a ride by holding on to a car or truck.
11. When more than one bicyclist is riding, ride in a straight line, never two or more side by side.

12. Use proper hand signals when turning.



13. Most important, be predictable. Ride in a straight line. Look behind you before changing lanes or turning, use your hand signals and drive carefully.

# BICYCLE SAFETY ACTIVITY SHEET (AGES 8 TO 11)



## ACTIVITY #3: WORD FIND

Find the words listed on the left in the group of letters on the right. Circle the word when you find it.

BICYCLE	N	T	I	Q	N	S	L	Y	A	L
SAFETY	A	O	B	C	R	I	D	T	F	I
HELMET	M	H	I	N	D	G	O	E	R	S
SIGNS	F	T	C	T	X	N	U	F	I	K
FUN	E	A	Y	T	C	S	H	A	E	L
FRIENDS	R	P	C	R	A	E	M	S	N	Z
CAUTION	Y	A	L	A	L	K	T	C	D	S
PATH	D	R	E	M	O	Y	C	O	S	M
PROTECTION	S	P	E	S	N	A	V	T	R	E
SMART	Y	T	C	A	U	T	I	O	N	P



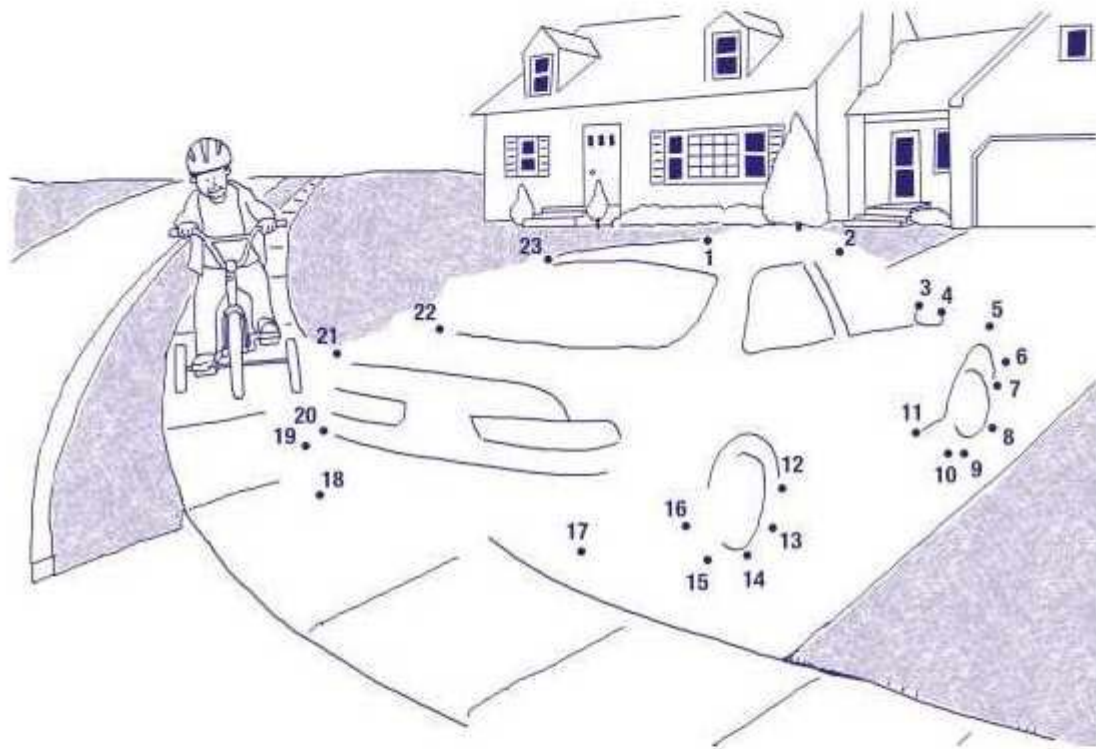
NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

DOT HB 810 709w  
January 2007

## Connect The Dots

Connect the dots to see what every bicycle rider needs to watch out for, then color the picture.



### Let Safety Rule.

Before you ride your bike, always check it over to make sure it is safe to ride.

### Bicycle Safety Check List

Brakes – do they work?	Yes	No
Tires – is there enough air in them?	Yes	No
Steering – are the handlebars straight?	Yes	No
Reflectors – does your bike have them?	Yes	No
Chain – is it on the sprockets?	Yes	No

If you checked "No" for any checkpoint, correct it before you ride.



# What's Different?

Biker Number 1 is a safe biker. See if you can find 10 things that are different about Biker Number 2 that make him the unsafe biker.

Biker Number 1



Biker Number 2



Circle the things that make Biker Number 2 an unsafe cyclist, or list them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Hint: Always ride on the sidewalk, or on the right hand side of the road riding in the same direction traffic is moving.**

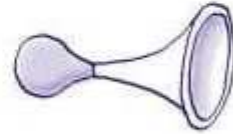
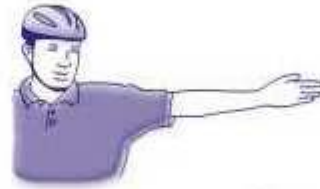
**ANSWERS:** No helmet; flat tire; shoelaces untied; not holding onto handlebars; riding on wrong side of road; about to hit a truck; no horn; no reflectors on wheels; no reflector on front of bike; broken spoke



# Word Match

Draw a line between the words below and the correct pictures.

Stop



Left Turn

Don't Walk



Right Turn

Helmet



Horn



# DANGER RANGERS

## Play It Safe!

### BIKE HELMET MAZE

Charlie is on his way to his friends Rocky's house. He wants to ride his bike there so he needs to find his helmet. Help Charlie find his helmet amongst his toys and then go to his bicycle.



**Safe Kids**  
WORLDWIDE  
[www.safekids.org](http://www.safekids.org)

# Bike Word Search 1

HELMET  
PADS  
SAFETY  
STOP  
GEAR  
RIDE  
GRIPS  
SIGNAL  
BIKE  
HORN  
BRAKES  
TRAIL

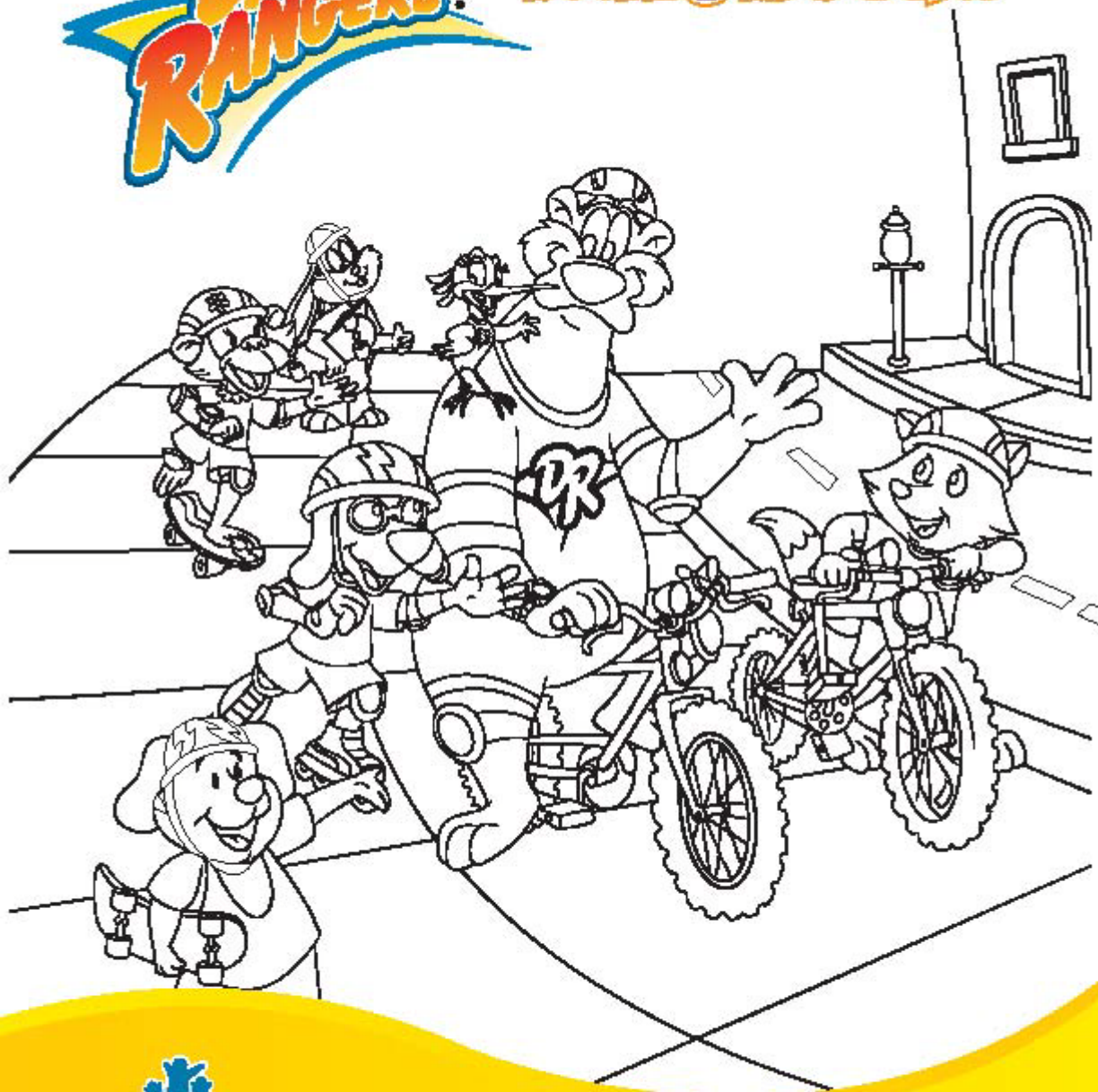
S	P	F	N	R	O	H	A
S	P	M	I	J	C	N	M
X	A	G	Y	Y	X	S	F
E	D	Z	L	B	T	P	K
E	S	N	T	I	R	I	E
P	I	S	E	K	A	R	B
O	G	P	M	E	I	G	R
T	N	L	L	H	L	E	I
S	A	F	E	T	Y	A	D
Q	L	K	H	A	Z	R	E







**Keeping Kids Safe!**



[www.safekids.org](http://www.safekids.org)

**Helmets are cool! Make sure you wear yours every time you go biking, rollerblading or skating!**

Danger Rangers® and the Danger Rangers characters are trademarks of Educational Adventures, LLC © 2007.

Name \_\_\_\_\_



Date \_\_\_\_\_



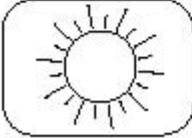










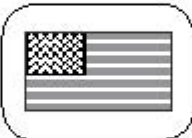



# BICYCLE SAFETY ACTIVITY SHEET (AGES 8 TO 11)



## ACTIVITY #5: FIND THE SAFETY MESSAGE

First name each picture. Then write the first letter of each word in the space provided. A safety message will appear.

 _____ _____	 _____ _____			
 _____ _____	 _____ _____	 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____	 _____ _____	
 _____ _____	 _____ _____	 _____ _____	 _____ _____	



NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

# Sheriff's Safety Town Teacher Resource Guide

## Gun Safety



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# GUN SAFETY

## Teacher/Parent Information

Guns are a leading cause of injury and death to children. Most of those shooting deaths involve guns that have been kept loaded and accessible to children.

There are an estimated 200 million firearms in U.S. homes including 60 million handguns. Unrealistic perceptions of children's capabilities and behavioral tendencies with regard to guns are common, such as misunderstanding a child's ability to gain access to and fire a gun, distinguish between real and toy guns, make good judgments about handling a gun, and consistently follow rules about gun safety.

## Teaching Information

Did you know that some people have to carry guns when they work? Special Agents must carry a gun when they are on duty. Security guards do, too. Who else can you think of who has to carry a gun to work?



Some people have guns for sport shooting, while others collect old guns as a hobby.

No matter why people have guns or why they carry them to work, each one of them must have special training to know how to handle them safely. Some people go to classes to learn gun safety, some learn it from their parents. I want to tell you what to do if you see a gun.



What should you do when you see a gun?

**DO NOT PICK UP THE GUN.  
DO NOT EVEN TOUCH THE GUN.**



If you see a gun or are with a friend who plays with a gun – tell an adult right away. Tell your mom, dad, teacher, or neighbor. Guns should be locked up after they have been used.

**GUNS ARE DANGEROUS. THEY ARE NOT MEANT TO BE TOUCHED BY SOMEONE WITHOUT PROPER TRAINING.**

Here are the basic rules about guns:

**STOP!  
DON'T TOUCH.  
LEAVE THE AREA.  
TELL AN ADULT.**



Read the cartoon below. In your Safety Journal, write a story about the cartoon and tell what you would do if you were the person in the purple shirt.

# GUN SAFETY



If something like this happens to you, tell an adult right away.

# Think Safety

NO

GO

YELL

TELL

**Color the words above their correct color from the hints below.**

RED

Say "NO" as loud as you can when you are in an unsafe situation.

GREEN

Run away from the unsafe situation as fast as you can.

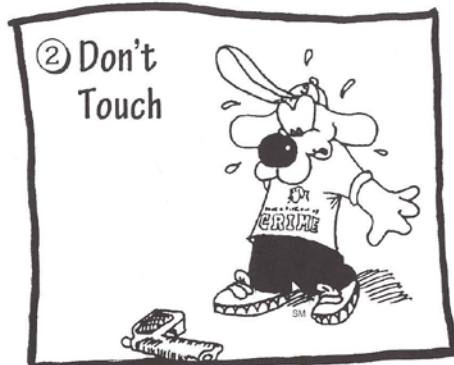
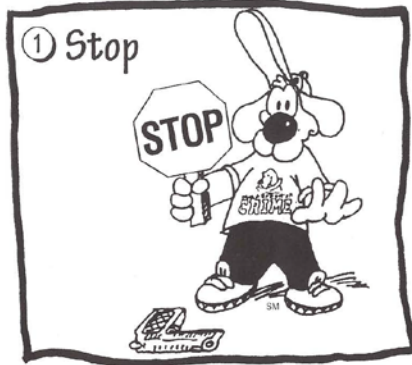
YELLOW

Shout "Help, I don't know this person." Call 9-1-1

BLUE

Tell a parent, teacher or other trusted adult. About what happened.

# If You Find A Gun . . .



NATIONAL CRIME  
PREVENTION COUNCIL

1000 Connecticut Avenue, NW, Thirteenth Floor, Washington, DC 20036, 202-466-6272, www.ncpc.org, www.mcgruff.org

# Sheriff's Safety Town Teacher Resource Guide

## Motor Vehicle Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

Caddo Parish Sheriff's Safety Town  
8910 Jewella Avenue  
Shreveport, LA 71118  
318-698-SAFE (7233)  
[www.sheriffssafetytown.org](http://www.sheriffssafetytown.org)

# MOTOR VEHICLE SAFETY

Motor vehicle crashes are by far the leading cause of unintentional injury-related deaths for children ages 14 and under.

## ALWAYS RIDE BUCKLED UP IN THE BACK SEAT IN A CHILD SAFETY SEAT



Children should be properly restrained in booster seats until they are at least 8 years old, unless they are 4'9" tall, when they are usually big enough to wear a lap-shoulder belt.

Seat belts are the **MOST** effective way to reduce fatalities and serious injuries in a car crash. Seat belts actually save over 10,000 lives in America every year. They are designed so that the

forces in a crash are absorbed by the strongest areas of your body – the bones of your hips, shoulder and chest. The belt will hold your body in place!

### RULE OF THUMB:

Children ages 12 and under should ride in the back seat. The safest place is in the center of the back seat.



Never place a shoulder strap under a child's arm or behind the back. If the strap crosses the child's face or throat, use a booster seat in addition to a safety belt.

### WHAT IS THE CORRECT WAY TO WEAR YOUR SEAT BELT?

The lap portion of your seat belt should sit snugly along your pelvis/lap, **NEVER ACROSS YOUR STOMACH**. The shoulder belt should cross your chest and **NEVER** sit on your neck. **DO NOT** place the strap behind your back.

Family members need to act as good role models and use safety belts at all times.

## Safe/Unsafe Journal Writing Lesson for Motor Vehicle Safety

**Objective:** Students will write creative stories in their Safety Journal about safe/unsafe behaviors using their knowledge of Motor Vehicle Safety.

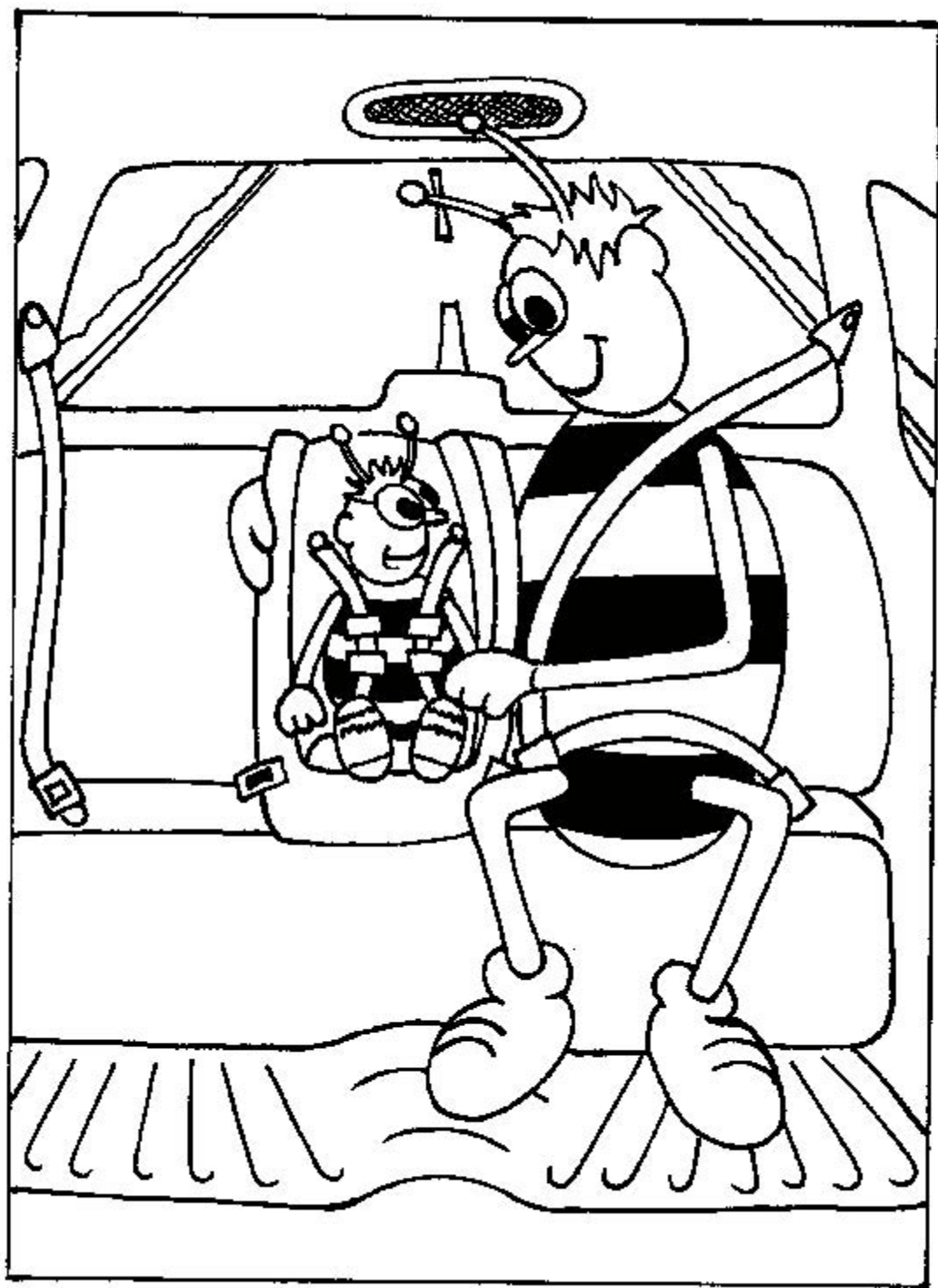
**Material needed:**

- paper
- pencil
- Safety Journal
- 3 index cards

**Procedure:**

1. Begin by labeling the index cards (or whatever you have to use). On one card write **SAFE**. On one card write **UNSAFE**. On one card write **YOUR CHOICE**.
2. Have each child come to the front of the class and choose one of the cards that you will be holding.
3. The student or teacher will read the card out loud and the student will return the card to the teacher.
4. If the word **SAFE** is chosen, the student will draw a picture and write a creative story about a safe motor vehicle practice, i.e. riding in the back seat, wearing a safety belt, etc.
5. If the word **UNSAFE** is chosen, the student will draw a picture and write a creative story about an unsafe motor vehicle behavior, i.e. crawling all over the car, riding in the front seat, etc.
6. If the word **YOUR CHOICE** is chosen, the student will draw a picture and write a creative story about either a safe or an unsafe motor vehicle behavior, it is their choice!
7. Please encourage the students to be creative. Their stories do not have to be true.
8. When complete, allow students to read their stories to the class if they would like to.







# Sheriff's Safety Town Teacher Resource Guide

## School Bus Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

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# SCHOOL BUS SAFETY

## GETTING ON THE SCHOOL BUS

While waiting for the bus, stay away from traffic and avoid roughhousing or other behavior that can lead to carelessness. Do not stray onto streets, alleys or private property.

Stand back 10 feet, or 5 giant steps, from the curb until the bus has completely stopped.

When the bus has stopped and the driver opens the door, line up in single file. Do not push or shove anyone in line. Get on the bus quickly and find a seat.

Use the hand rail when stepping onto the bus.

Be aware of the street traffic around you. Drivers are required to follow certain rules of the road concerning school buses, however, not all do. Protect yourself and watch out!

## BEHAVIOR ON THE BUS

Stay in your seat at all times. Bus seats are designed to protect you from getting hurt if the bus stops suddenly. Also, standing or changing seats may distract the driver.



Keep the aisle of the bus clear of feet, backpacks, books, and lunch boxes so that other children will not trip and fall.

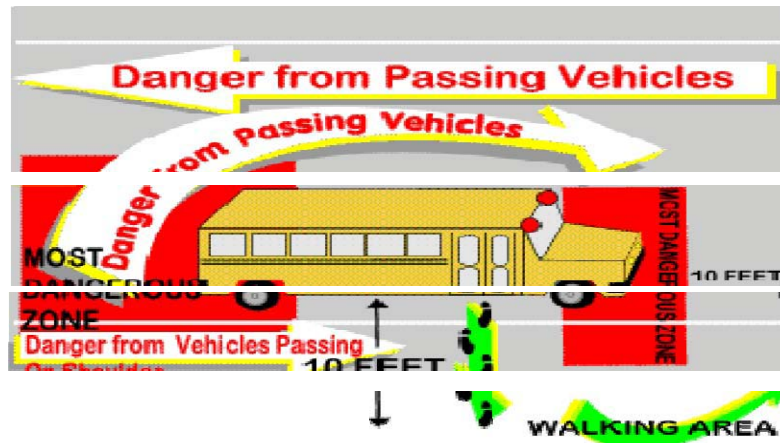
Talk quietly. Loud noises and fighting can distract the driver.

Keep head, arms, and hands inside the bus. Never throw anything out of the bus window. It could hit a person or a car.

Before you reach your stop, get ready to leave by getting your books and belongings together.

At your stop, wait for the bus to stop completely before getting up from your seat. Then, walk to the front door and exit, using the hand rail.

## GETTING OFF THE BUS



After getting off the bus, take 5 giant steps (10 feet) away from the bus, and stay on the sidewalk. If there is no sidewalk, stay on the shoulder of the road. Never walk next to or behind the bus.

If you drop something near the bus, tell the bus driver. Never try to pick it up, because the bus driver may not be able to see you.

Stay away from the bus's rear wheels at all times.

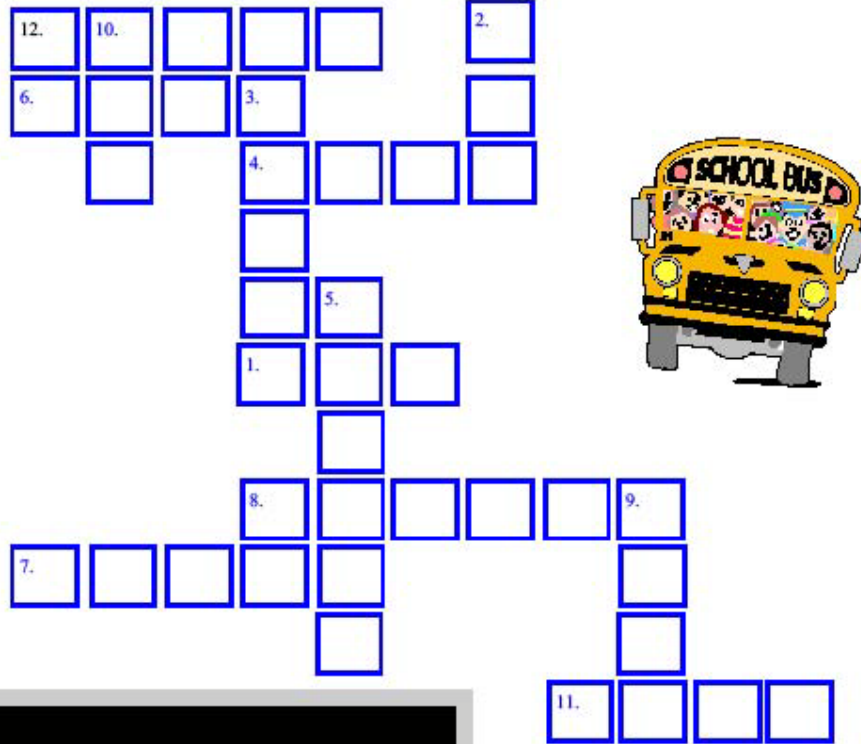
If you have to cross the street in front of the bus, walk at least ten feet ahead of the bus along the side of the road, until you can turn around and see the driver.

## MAKE SURE THAT THE DRIVER CAN SEE YOU!

When the driver signals, walk across the road, keeping an eye out for sudden traffic changes.

**ALWAYS LISTEN TO THE BUS DRIVER. HE OR SHE HAS RULES TO HELP KEEP YOU SAFE.**

## SCHOOL BUS RULES CROSSWORD



### ACROSS

- 1. Always \_\_\_\_ in your assigned seat.
- 6&7. Don't \_\_\_\_ or \_\_\_\_ while getting on the bus.
- 8. Look both ways before crossing the \_\_\_\_.
- 11. Always cross at least ten \_\_\_\_ in front of the bus.
- 12. Never \_\_\_\_ under the school bus.

### DOWN

- 2. Wait until the \_\_\_\_ stops to get off.
- 5. It is important to \_\_\_\_ to the school bus driver.
- 9. Always be on \_\_\_\_ for the school bus.
- 10. Never \_\_\_\_ to or from the bus.

### DOWN/ACROSS

- 3&4. Don't put \_\_\_\_ or \_\_\_\_ out of the bus window.  
(DOWN) (ACROSS)

### WORD BASE

- |        |        |
|--------|--------|
| Arms   | Run    |
| Bus    | Shove  |
| Feet   | Sit    |
| Hands  | Street |
| Listen | Time   |
| Push   | Crawl  |



A school bus is made of many parts. Some of these parts are:

Door            Seat  
 Wheel         Lights  
 Window       Motor  
 Tires          Steps  
 Bumper       Stop Sign  
                  Mirror

Can you find these words in the block below? They can be spelled across, backwards or they might be up or down.

D	V	D	O	O	R	B	N	Z	D	F	G	H
F	Y	G	H	D	F	B	M	X	W	Z	C	V
S	G	P	G	Q	R	V	N	C	H	Q	X	B
R	G	D	T	W	T	F	B	V	E	W	Z	N
G	S	C	R	E	Y	D	V	B	E	W	A	M
H	T	V	E	R	H	M	C	N	L	E	S	L
Y	E	F	D	R	G	O	X	M	V	R	D	K
U	P	D	S	E	A	T	Z	L	B	T	F	J
J	S	W	R	T	A	O	A	K	N	Y	G	H
T	D	G	G	Y	S	R	S	J	M	U	H	G
I	M	H	F	U	D	E	L	I	G	H	T	S
R	N	J	F	I	D	R	F	H	L	L	J	F
E	B	K	D	O	S	T	G	G	K	K	K	D
S	V	L	F	P	D	Y	H	F	J	J	L	S
M	N	P	V	B	U	M	P	E	R	G	P	A
V	G	I	B	L	S	R	O	D	H	H	O	Q
X	I	D	M	J	D	E	T	S	G	F	I	W
C	S	Y	N	H	F	W	U	A	G	D	U	E
Z	P	R	B	G	D	R	R	D	F	R	T	R
X	O	E	W	I	N	D	O	W	S	O	Y	T
C	T	S	C	F	S	T	E	T	A	R	R	Y
V	S	W	X	D	D	R	W	R	Q	R	E	U
B	Q	D	Z	S	F	E	Q	E	Q	I	W	I
N	A	S	D	F	G	H	J	K	L	M	P	O



# School Bus Safety Words

FILL IN THE MISSING LETTERS TO SPELL THE SCHOOL BUS SAFETY WORDS.

1. B     S            S     O      
    21                20    16

2. D     N     E          Z     N      
    1     7    18        15    5

3. N     V     R      R     N  
    5     5            21

4. F     L     O          T     E            B     S            R     L     S  
    15   12   23        8                21                21    5

5. R     D      L     G     T      
    5            9    8    19

6. D     N          P     S          A     D            S     O     E  
    15   20        21   8            14                3    22

7. E     E     G     N     Y      D     O      
    13   18    5    3            15   18

8. S     E     K      Q     I     T     Y  
    16    1            21   5    12

9. F     O     T      B     M     E      
    18    14        21   16   18

Y     U      A     E      I          T     E      M     S          D     N     E      W     E      
    15            18            14            8            15   20            1    7    18            8    14

G     T     I     G      O          A     D      G     T     I     G      O     F      Y     U      
    5    20   14            14            14            5    20   14            6            15   18

S     H     O          B     S      
    3    15    12            21

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
		16	17	18	19	20	21	22	23	24	25	26		
		P	Q	R	S	T	U	V	W	X	Y	Z		



## Unscramble School Bus Words

1. REIVRD \_\_\_\_\_
2. UDTSNEST \_\_\_\_\_
3. SUB TPOS \_\_\_\_\_
4. SOLCHO \_\_\_\_\_
5. WLEOLY \_\_\_\_\_
6. OPTS INGS \_\_\_\_\_
7. GRENAD NEOZ \_\_\_\_\_
8. MCYGERENE RODO \_\_\_\_\_
9. SLEIA \_\_\_\_\_
10. GTHILS \_\_\_\_\_

### WORD BASE

Bus Stop                      School  
Driver                          Danger Zone  
Lights                          Yellow  
Emergency Door  
Stop Sign  
Aisle  
Students



# ANSWER KEY

## Unscramble School Bus Words

1. Driver
2. Students
3. Bus Stop
4. School
5. Yellow
6. Stop Sign
7. Danger Zone
8. Emergency Door
9. Aisle
10. Lights

## School Bus Rules Crossword

- | Across    | Down      |
|-----------|-----------|
| 1. Sit    | 2. Bus    |
| 4. Arms   | 3. Hands  |
| 6. Push   | 5. Listen |
| 7. Shove  | 9. Time   |
| 8. Street | 10. Run   |
| 11. Feet  |           |
| 12. Crawl |           |

## Hidden School Bus Words

D V D O O R B N Z D F G H  
 F Y G H D F B M X W Z C V  
 S G P G Q R V N C H Q X B  
 R G D T W T F B V E W Z N  
 G S C R E Y D V B E W A M  
 H T V E R H M C N L E S L  
 Y E F D R G O X M V R D K  
 U P D S E A T Z L B T F J  
 J S W R T A O A K N Y G H  
 T D G G Y S R S J M U H G  
 I M H F U D E L I G H T S  
 R N J F I D R F H L L J F  
 E R K D O S T G G K K K D  
 S V L F P D Y H F J J L S  
 M N P V B U M P E R G P A  
 V G I B L S R O D H H O Q  
 X I D M J D E T S G F I W  
 C S Y N H F W U A G D U E  
 Z P R B G D R R D F R T R  
 X O E W I N D O W S O Y T  
 C T S C F S T E T A R R Y  
 V S W X D D R W R Q R E U  
 B Q D Z S F E Q E Q I W I  
 N A S D F G H J K L M P O

## School Bus Safety Words

1. Bus Stop
  2. Danger
  3. Never Run
  4. Follow Bus Rules
  5. Red Lights
  6. Push and Shove
  7. Emergency Door
  8. Speak Quietly
  9. Front Bumper
- Bottom Answer:** You are in the most danger when getting on and getting off your school bus.

# Sheriff's Safety Town Teacher Resource Guide

## Pedestrian Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

Caddo Parish Sheriff's Safety Town  
8910 Jewella Avenue  
Shreveport, LA 71118  
318-698-SAFE (7233)  
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# PEDESTRIAN SAFETY

## LEARN TO BE A WISE WALKER



Everyone is a pedestrian at some point in his or her trip, whether it is from the doorstep to the bus stop, from the parking lot to the office or taking the dog for a walk in the neighborhood.

The definition of a pedestrian is “any person afoot or any person in a wheelchair, either manual or mechanical, specifically for use by a physically disabled person.”

Walking is great exercise – you can go almost anywhere on your own two feet! But walking can also be dangerous if you don’t know some safety tips.

- Always walk on the sidewalk. If there is no sidewalk and you have to walk in the road, always walk **FACING** traffic, so you can see the cars and what they are doing.
- Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night, you need to wear special reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you.

Tips for crossing the street:

- Cross only at corners or marked crosswalks. The crosswalk is the safest place to cross, but if there is no crosswalk, cross at the corner. Never take a shortcut across the street.
- Stop at the curb, or the edge of the road.
- Stop and look **LEFT**, then **RIGHT**, then **LEFT** again, before you step into the street. You must also **LISTEN** for motor vehicles.
- If you see a car, wait until it goes by. Then look left, right and left again until no cars are coming.
- If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming. Keep looking for cars while you are crossing, and remember, **WALK**. Don’t run!



## 5 Steps to Safely Crossing the Street

1. Stop.
2. Look both ways.
3. Listen for traffic.
4. Wait until the street is clear and all traffic has stopped.
5. Make eye contact with drivers to be sure they see you.

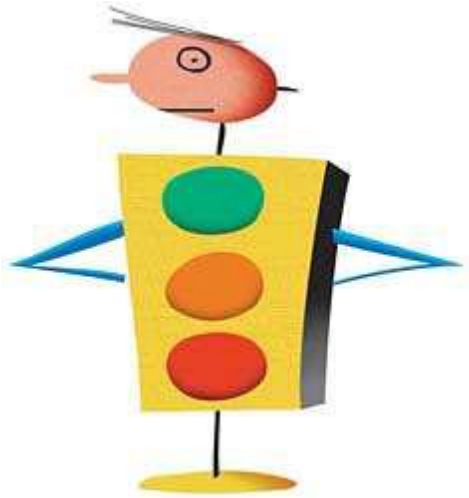
## Pedestrian Traffic Signals



The flashing upraised hand is a warning to people who have not yet entered the intersection. It means that it is too late to start to cross the street before the traffic signal changes. If the flashing hand begins while you are crossing, continue walking.

“Finish on Flash” means quickly finish crossing if the light starts flashing – but do not start crossing.

- Do not get frightened and return to where you started.
- Start on a “fresh green” which allows for maximum crossing time.



**Green** – look for turning cars and then go.

**Yellow** – wait

**Red** – stop

Stop, look and listen **before** you cross the street!  
Use your eyes, then your ears **before** you use your feet!



## Secret Code

Safety should never be a secret. Use the number code below to spell out the message about Pedestrian Safety.

1=r	14=o
2=c	15=e
3=f	16=g
4=z	17=n
5=b	18=i
6=m	19=x
7=a	20=t
8=d	21=p
9=y	22=l
10=v	23=q
11=j	24=u
12=s	25=k
13=h	26=w



12 20 14 21 ' 7 17 8 22 14 14 25

22 15 3 20 - 1 18 16 13 20 - 22 15 3 20

5 15 3 14 1 15 2 1 14 12 12 18 17 16

20 13 15 12 20 1 15 15 20 .

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11=j	24=u
12=s	25=k
13=h	26=w



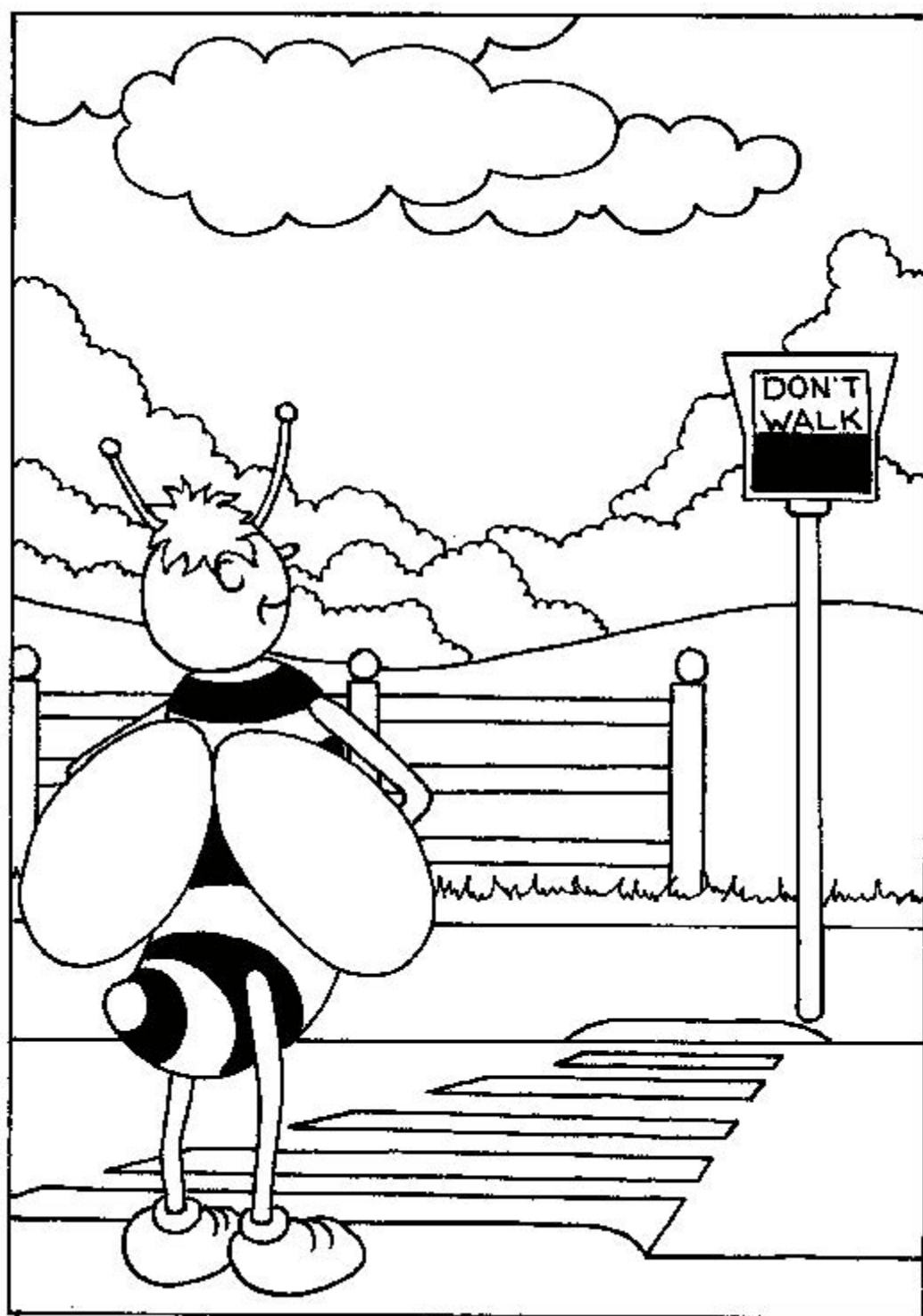
\_S\_T\_O\_P\_,\_A\_N\_D\_L\_O\_O\_K\_

\_L\_E\_F\_T\_R\_I\_G\_H\_T\_L\_E\_F\_T\_

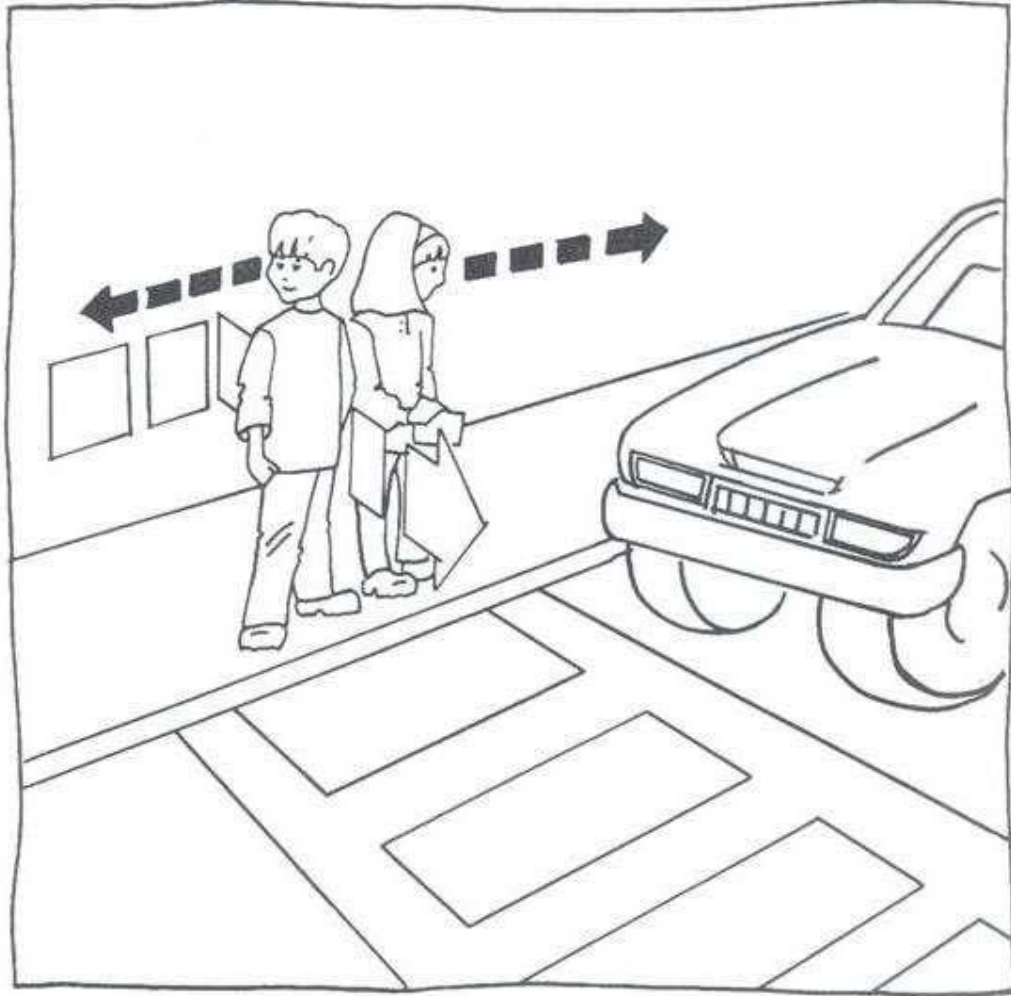
\_B\_E\_F\_O\_R\_E\_C\_R\_O\_S\_S\_I\_N\_G\_

\_T\_H\_E\_S\_T\_R\_E\_E\_T\_.





# Look left-right-left.



**Before you cross, STOP! Look both ways for cars. At the edge of the parked cars, STOP AGAIN!!! Look left-right-left before stepping out into the street.**

# Sheriff's Safety Town Teacher Resource Guide

## Fire Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

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# FIRE SAFETY

Fire is a widespread tragedy in North America. Each year, fire kills more than 4,500 people and injures tens of thousands more. Children are particularly vulnerable to fire.

If your clothes catch fire, stop, drop, and roll – cool and call.



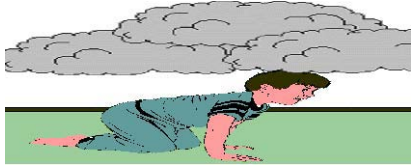
**STOP** immediately where you are.

**DROP** to the ground.

**ROLL** over and over and back and forth, covering your face and mouth with your hands, until the flames are out.

- Then COOL the burn with cool water for 35 minutes.
- CALL a grownup for help.
- Use the “cool a burn” action any time you burn your skin, not just when your clothes catch fire.

# ESCAPE RULES IN A FIRE



When the smoke detector/alarm sounds, get out quickly and report the fire.

- Draw a floor plan of your home, including all windows and doors and locate two escape routes from each room. The first way would be the door and the second way out could be a window. Choose a meeting place a safe distance from the front of your home and mark it on the floor plan.
- If there is a fire, keep calm. Don't panic. Let your family know you are all right.
- Don't hide under a bed during a fire.
- Don't hide in a closet during a fire.
- Test the door before you open it by feeling it with the back of your hand near the top of the door.
- If the door is cool, open it carefully. If the door is **hot**, DO NOT open it.
- Use a second way out like the window if the door is hot.
- If your room is filled with smoke, keep down close to the floor where you can breathe more easily.
- Go to your meeting place and have someone call 9-1-1.

**NEVER** re-enter a burning building!

## **KEEP SAFE AROUND HEAT AND HOT LIQUIDS**

- Give heaters space. Keep heating appliances at least 3 feet away from people and things that can burn.
- Children should not play with or near heating units, and a grownup should always be present when a heating unit is being used.
- Use a fireplace screen to prevent sparks or burning wood from escaping the fireplace.
- Turn off portable heaters before leaving home, going to bed, or taking a nap.
- Be careful of hot liquids – they can burn skin as badly as fire can.

## **TELL A GROWNUP WHEN YOU FIND MATCHES OR LIGHTERS**

Stay away from **MATCHES, LIGHTERS, LIT CANDLES, FIREPLACES, HEATERS, STOVES** and **GRILLS**.



Do not play with matches or lighters.

- 1 Have smoke detectors in each bedroom and in the hallways leading to bedrooms.
- 2 Test your smoke detectors once a month.
- 3 Change your clock; change your battery.
- 4 Do not hide . . . go outside.
- 5 Have an escape plan & practice it.
- 6 To escape a fire, "Fall and Crawl."
- 7 If you're on fire, "Stop, Drop, and Roll."
- 8 Know your local emergency number.

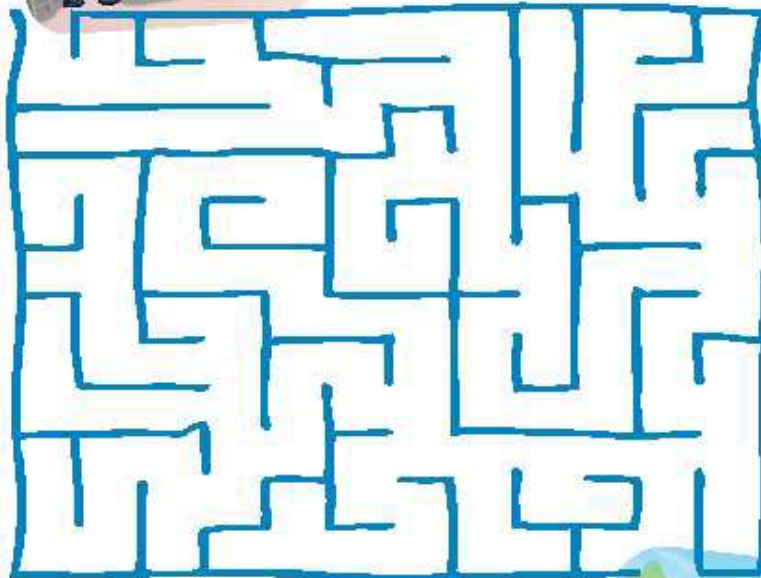




Keeping Kids Safe!



Find Squeaky's emergency escape route from the bedroom to the Danger Rangers' outdoor meeting place!



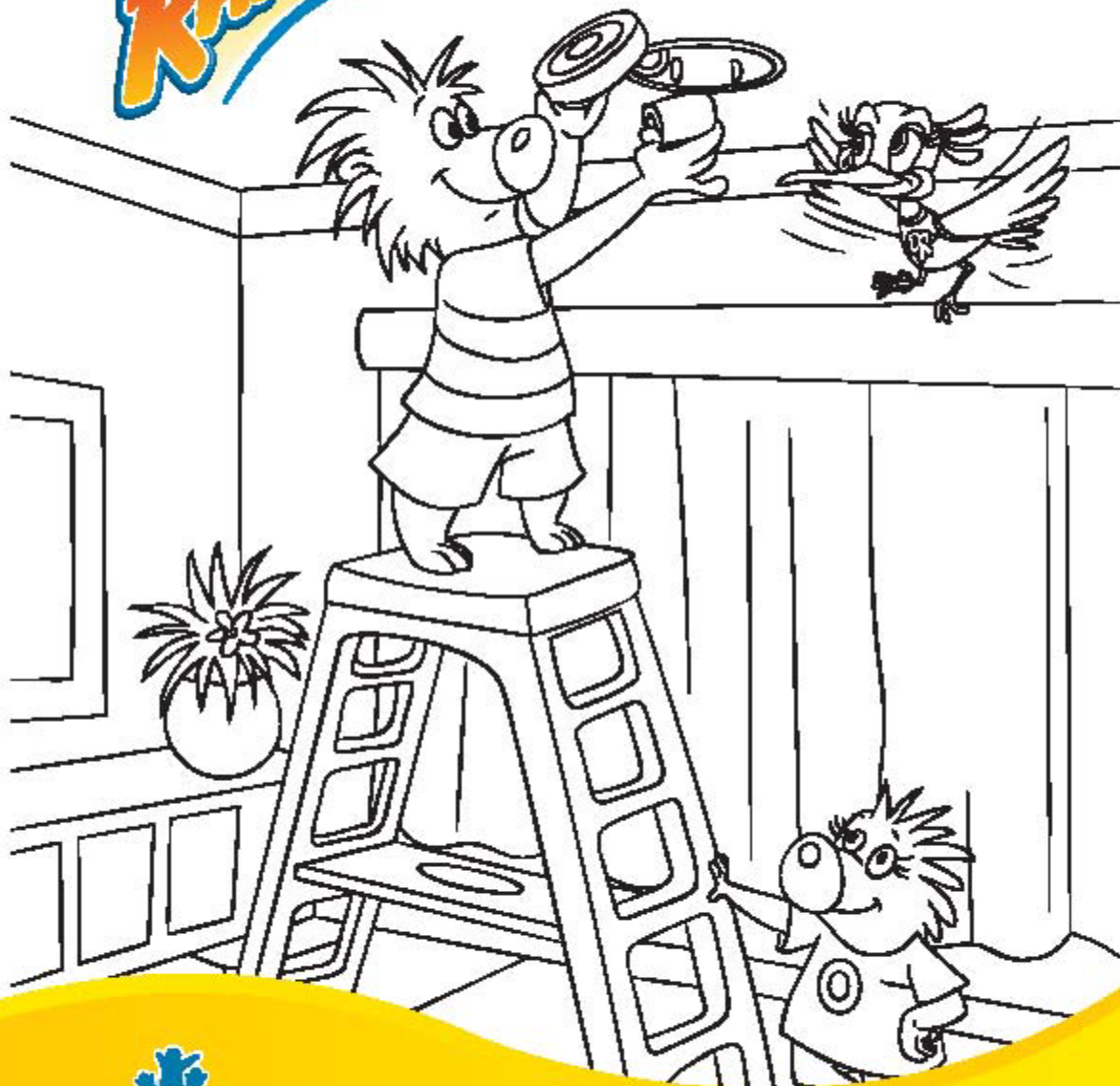
  
**Safe Kids**  
WORLDWIDE  
[www.safekids.org](http://www.safekids.org)

**MEETING PLACE MAZE**

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**DANGER  
RANGERS.**

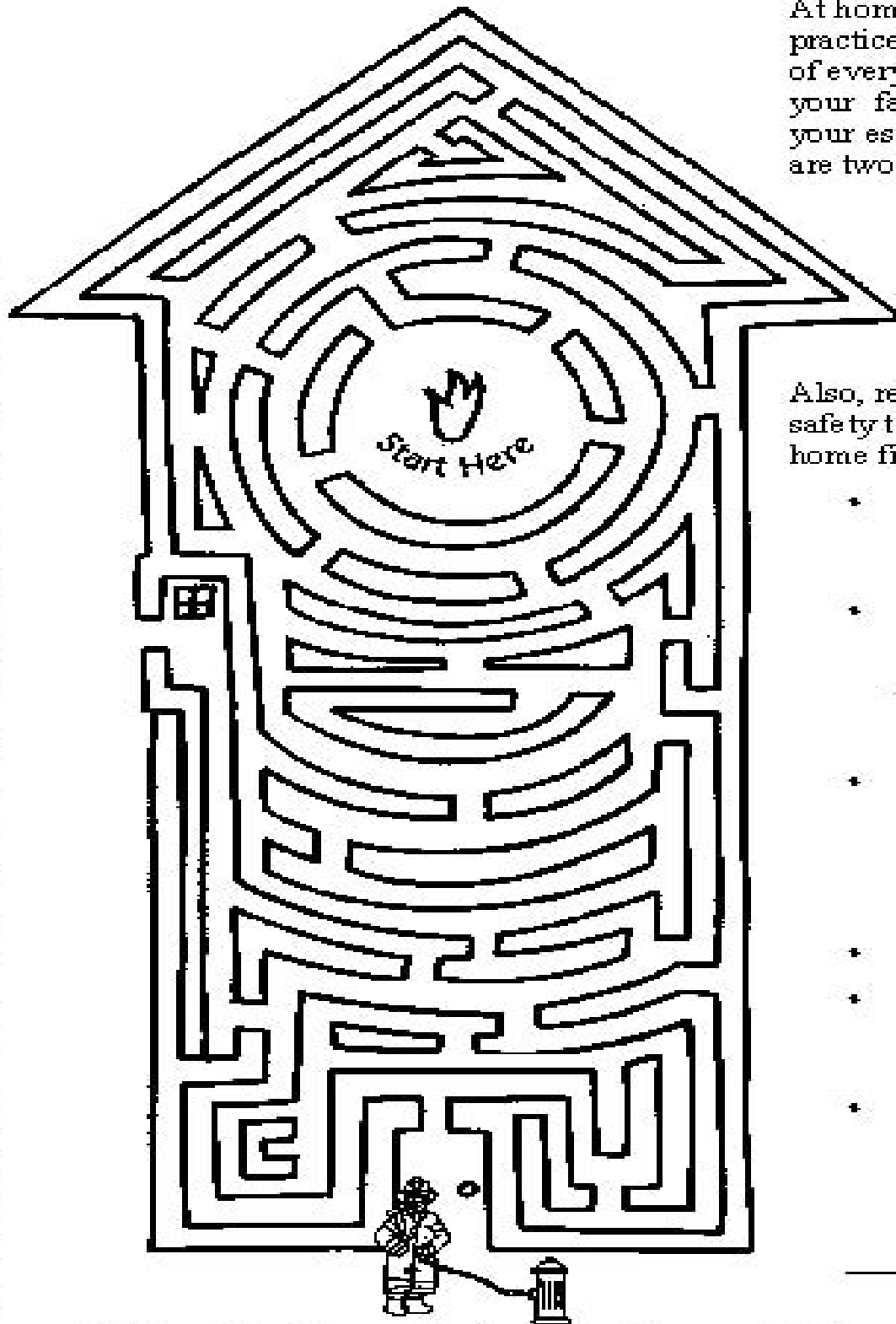
**Keeping Kids Safe!**



  
**Safe Kids**  
WORLDWIDE  
[www.safekids.org](http://www.safekids.org)

**Remind your parents to check the batteries in  
your smoke alarm once a month and to  
replace the batteries two times each year.**

Danger Rangers® and the Danger Rangers characters are trademarks of Educational Adventures, LLC © 2007.



At home you should practice two ways out of every room with your family. Just like your escape plan, there are two ways out of this maze.

Can you find them?

Also, remember these safety tips for your home fire escape drill:

- Crawl low to avoid smoke and heat.
- Feel doors with the back of your hand before opening them.
- Do not open the door if it feels hot. Use your second exit.
- Get out fast.
- Meet outside and then call for help.
- Fill in your emergency number here:

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# Sheriff's Safety Town Teacher Resource Guide

## Railroad Safety



Educating children and families about safety in a creative, fun, interactive environment, to reduce the number of preventable injuries.

Caddo Parish Sheriff's Safety Town  
8910 Jewella Avenue  
Shreveport, LA 71118  
318-698-SAFE (7233)  
[www.sheriffssafetytown.org](http://www.sheriffssafetytown.org)

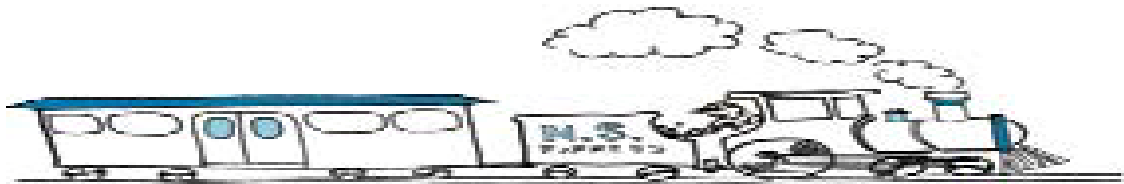
# Railroad Safety



A train can't stop as quickly as a car. A train going 55 mph can take a mile or more to stop – that's about 20 football fields.

Because of their size, trains might look like they are moving slower than they really are.

In 2005, a total of 39 children ages 15 and under were killed in a train collision.



## Quick Tips For Kids:

- Always cross at a public railroad crossing. Crossings have a sign and most also have lights, a bell and/or gates.
- Cross the same way you would cross the street – look left, right and left before crossing the train tracks. Listen for the train coming and for a warning bell. If there are warning lights, watch for them to flash.
- Never try to cross the tracks if a train is coming.
- Always walk your bike across the tracks to make sure the tires do not get caught.
- Never walk or play on or near railroad tracks. It is dangerous.

## Watch for these Railroad Signs:

This sign means you are coming to a railroad crossing. Always look both ways and listen carefully to be sure a train is not coming from either direction before crossing the tracks.



Many railroad crossings have a gate with flashing lights that close when a train is coming.

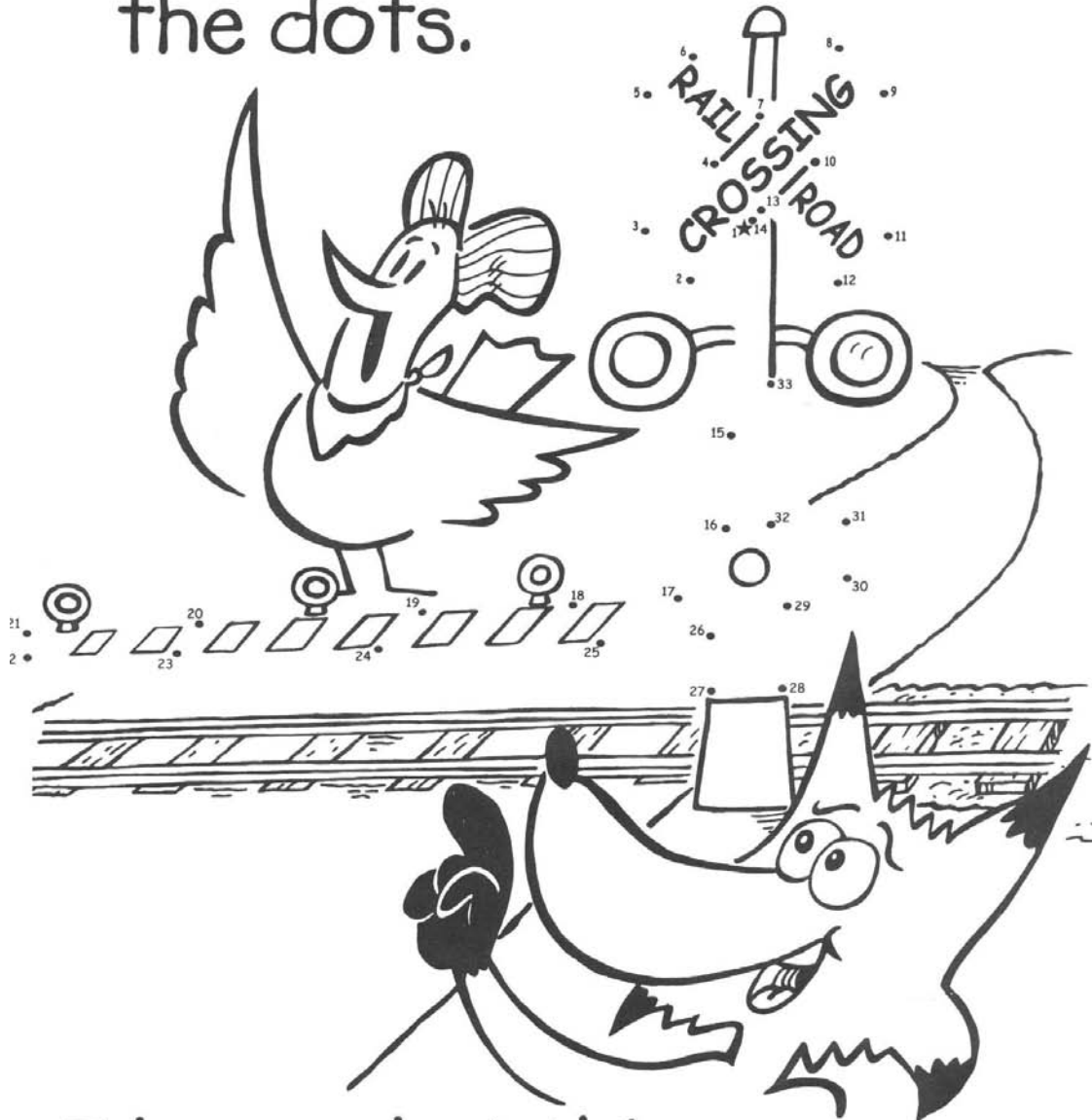
- NEVER go around a closed railroad gate.
- NEVER try to get across the track before the train gets there.

Some crossings which don't have gates may have this sign. When the lights are flashing, a train is coming. You should wait until the train or trains have passed before trying to cross the tracks.





Connect  
the dots.



I know what this means...  
**Stop for trains!**



When your car  
is stuck on  
a railroad  
crossing ...  
What should you do?



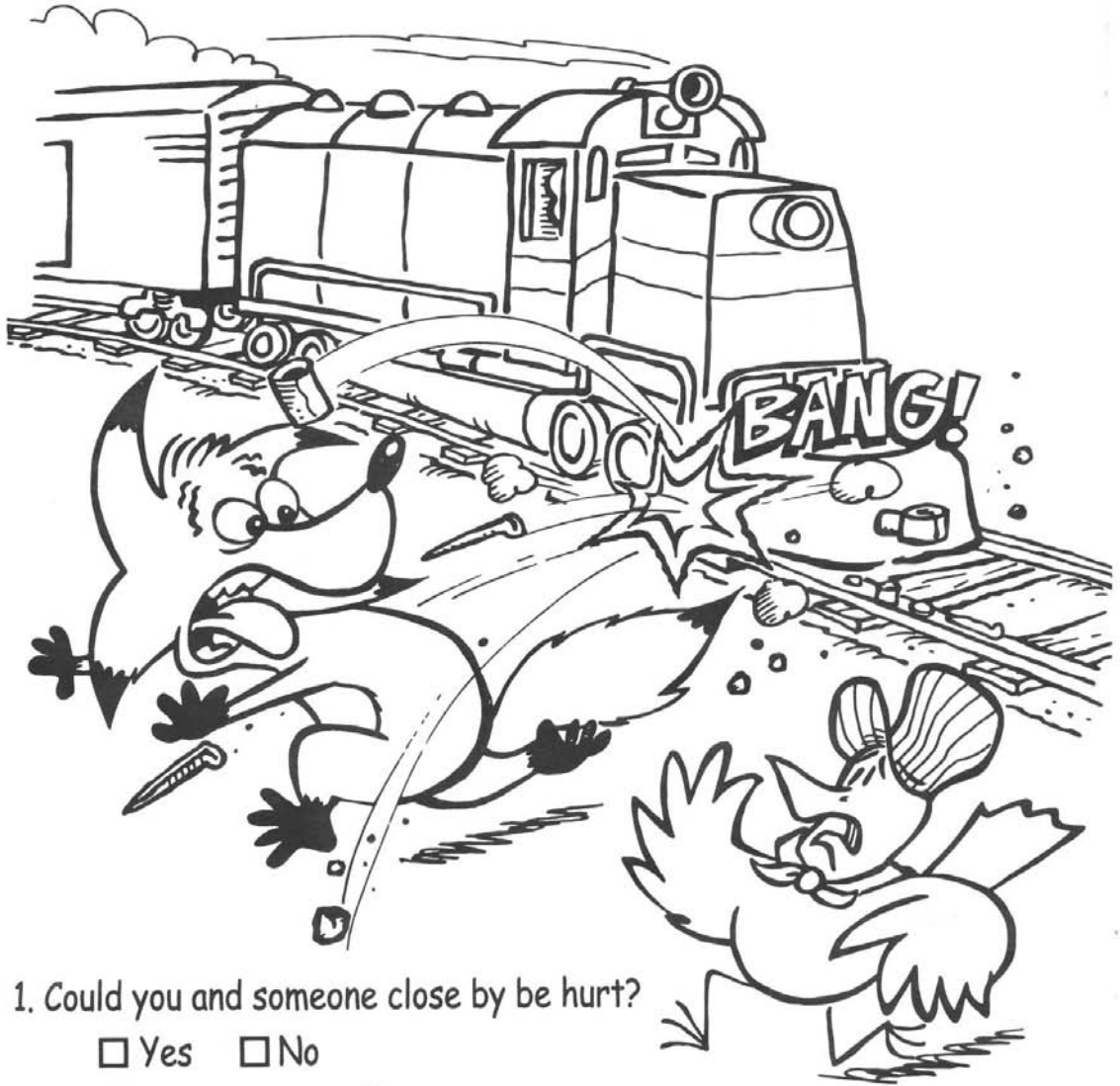
Circle the Correct answer.

1. Wait for help.
2. Listen to the radio.
3. Get out fast and run away from the tracks.

Answer: #3



# What happens if you put things on the track?



1. Could you and someone close by be hurt?

Yes  No

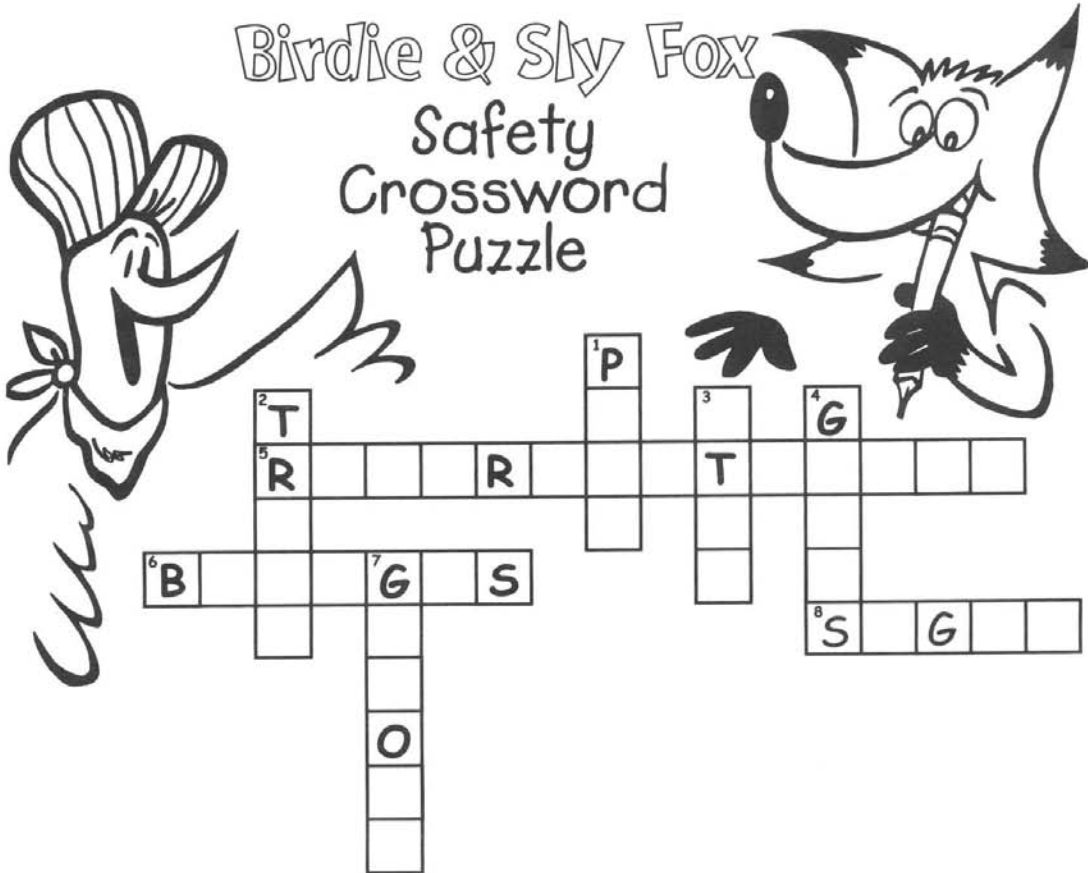
2. Could it cause a wreck?

Yes  No

Answers:  
1. Yes 2. Yes

# Birdie & Sly Fox

## Safety Crossword Puzzle



## Questions

### Across

5. Never walk near or climb on what?
6. They are only wide enough for the train.
8. What tells you railroad tracks are near?

### Down

1. Never \_\_\_\_\_ around tracks or railroad equipment.
2. What can you expect to see on a railroad track?
3. What you should do if you can hear the train whistle. \_\_\_\_\_, look and listen, but never stop on or near the tracks.
4. Never drive or walk around these when they are down.
7. If your car stops on the tracks, you should do this and run away from the tracks.

ACROSS 5. Railroad Tracks 6. Bridges 8. Signs DOWN 1. Play 2. Train 3. Stop 4. Gates 7. Get Out

# Sheriff's Safety Town Teacher Resource Guide

## Electrical Safety



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# Electrical Safety



Electricity keeps us cool in the summer, lights the house, and runs the TV, radio, and computer. Can you name other things that run on electricity?

But electricity can also be dangerous. It doesn't take much power to hurt someone. Electricity can shock, burn or even kill you! Electricity flows through water almost as easily as it travels through the wire that brings electricity to your house. Your body is 70% water. So if you touch electricity, it will flow through you and you will be hurt.

## Avoid Electrical Shock

- Do not touch electrical cords that are broken or have wire showing.
- Do not play with or bite electrical cords.
- Do not stick fingers or any other objects into light sockets, appliances or electrical outlets.
- Do not overload outlets with too many plugs.
- Do not pull on cords to unplug things. Hold on to the plug itself.
- Do not touch anything electrical while you are wet or standing in or near water.
- If you ever find that a power line has fallen, **STAY AWAY FROM IT** and immediately tell an adult, who can call SWEPCO.
- Do not fly kites, model airplanes or balloons near power lines.
- Do not climb power poles or trees close to power lines.
- Do not touch or go next to electrical equipment. Stay away from anything that says "**Danger**", "**High Voltage**" or "**Keep Out.**"
- Tell your parents to keep ladders and TV antennas away from power lines.
- **NEVER** go near electrical substations.
- Don't touch a fence if you see a fallen wire nearby. It could be energized.

# Electrical Safety Hunt

Using this checklist, ask a grownup to help inspect your home. If you find unsafe items, check off “Needs Fixed” and ask the grownup to correct the hazards to help make your home safer.

## Electrical Safety Rule Good Need Fixed

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Electrical appliances are used away from water.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Electrical cords are in good condition.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Electrical outlets have one plug in each of the two outlets.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Electrical appliances that get hot are kept away from things that could burn (light bulbs, heaters, toasters). | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Extension cords are for temporary use only, not plugged in and left in place.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Small appliances are unplugged when not in use.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A multipurpose fire extinguisher is kept in the home.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Grown-ups carry appliances by the handles not the cord.  | <input type="checkbox"/> | <input type="checkbox"/> |

## Mr. Plug Saves Sillyville

Read “Mr. Plug Saves Sillyville” to the students.

### Mr. Plug Saves Sillyville

Once upon a time an enchanted village lay deep within the knolls of the world. Sillyville was its name. Every creature in the village of Silly wore rubber galoshes, carried a fire extinguisher on their back, and knew 911 by heart.

That is because not one creature in Sillyville could remember how to be safe with electricity. Try as they would it was of no use! Their silly minds would not allow it.

As I sit here and tell you that safety matters, they kept forgetting. One day, Mr. Plug visited Sillyville. He was worried about all that he saw. He knew something needed to be done to help the creatures of Sillyville.

Listen to some of the things they did. Identify if you think it would cause a fire or a shock. And also identify what number you would call to help the people of Sillyville.

→ They were forever forgetting where the dishtowel should be hung, and hung it instead on the living room lamp.

→ They were forever forgetting to remove the cord from an outlet by pulling the plug, not the cord.

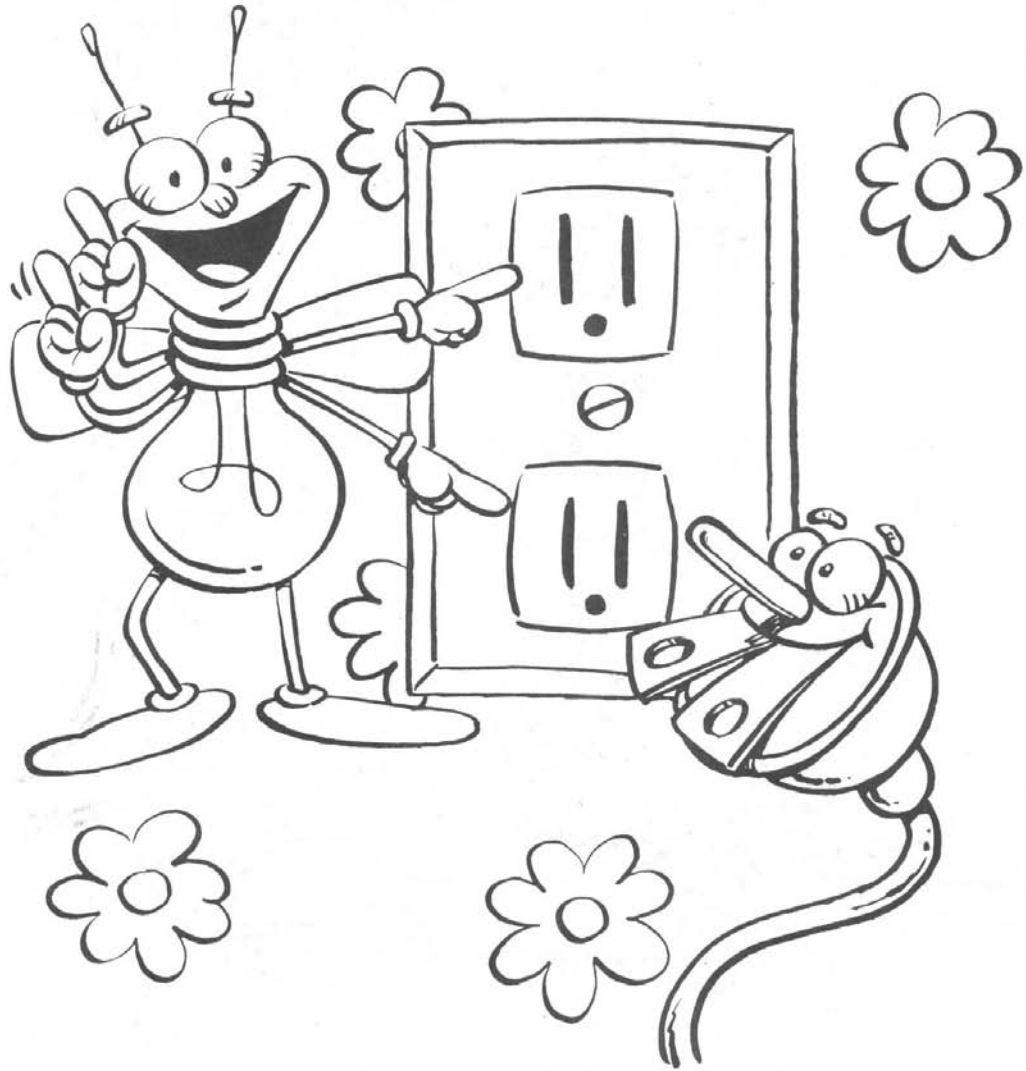
→ They were forever forgetting to dry their hands before turning on the light switch.

→ They were forever forgetting to put only one plug into each electrical socket.

In your journal, draw a picture of a creature from Sillyville. Then write a story about what you think Mr. Plug did to help the creatures of Sillyville become safer with electricity.



Keep fingers and  
other objects away from  
electrical outlets.

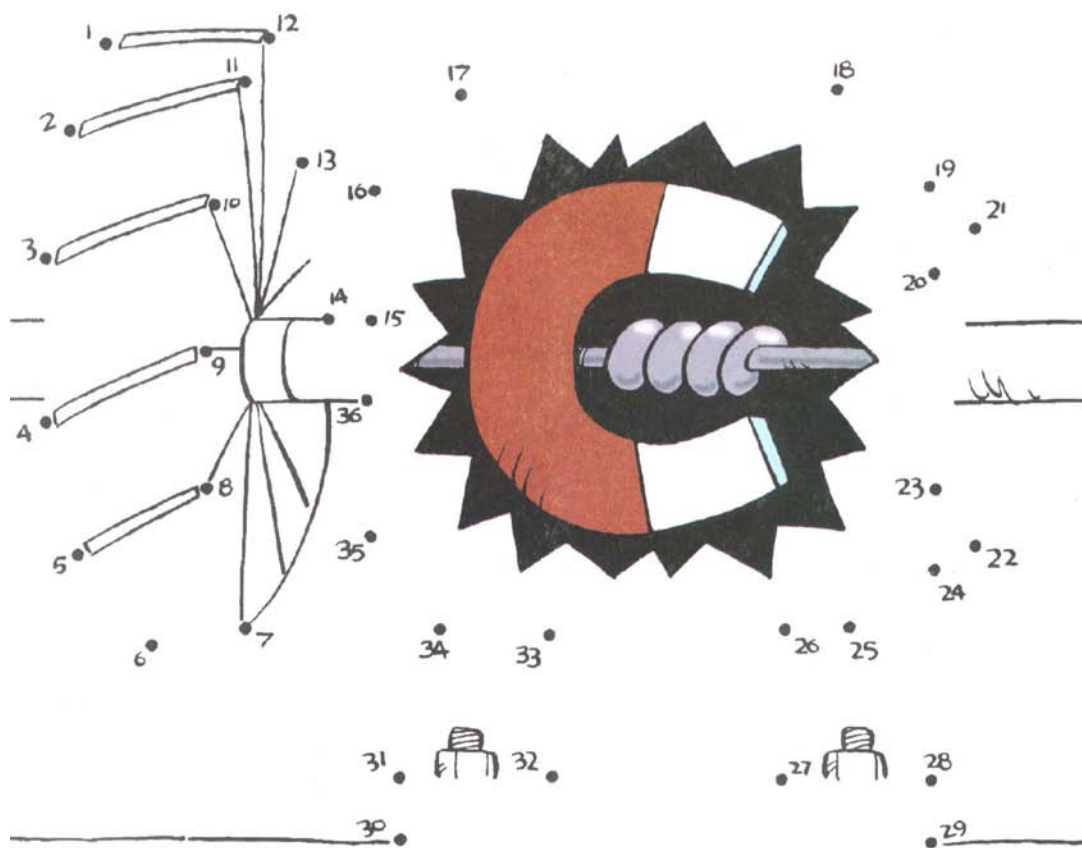
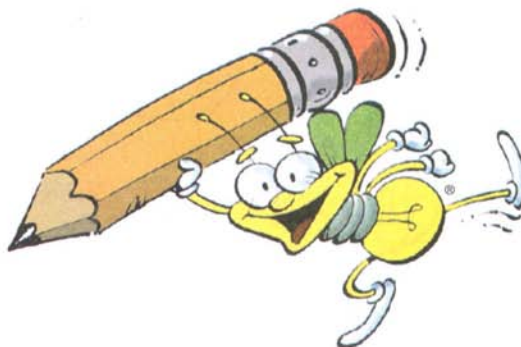


Never pull a  
plug out by  
the cord.



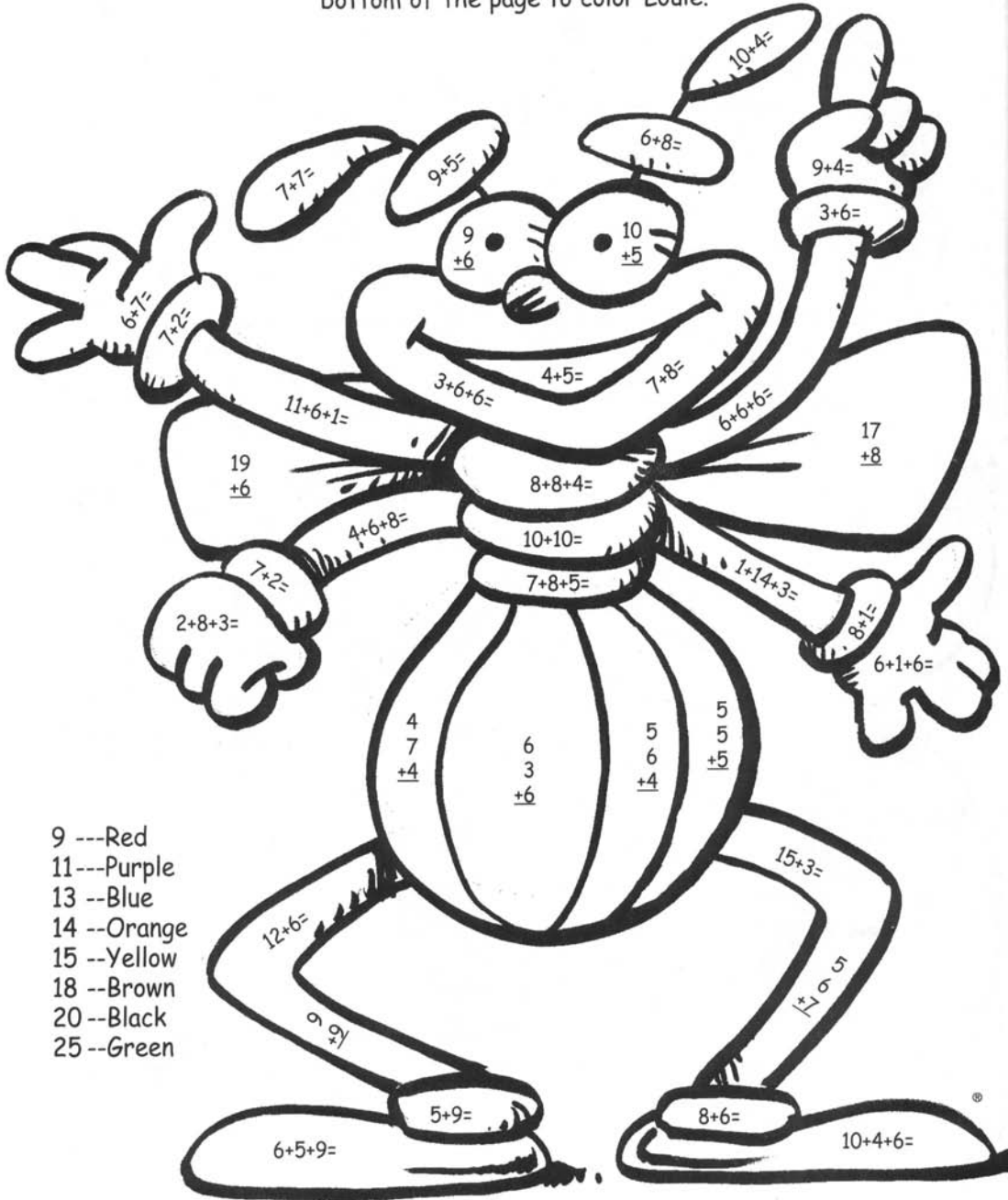
# CONNECT THE DOTS

Follow the numbers and connect the dots and you'll have the generator that makes electricity at the power plant. Then turn the page over, cut along the lines and you'll have a puzzle. See if you can put it back together.

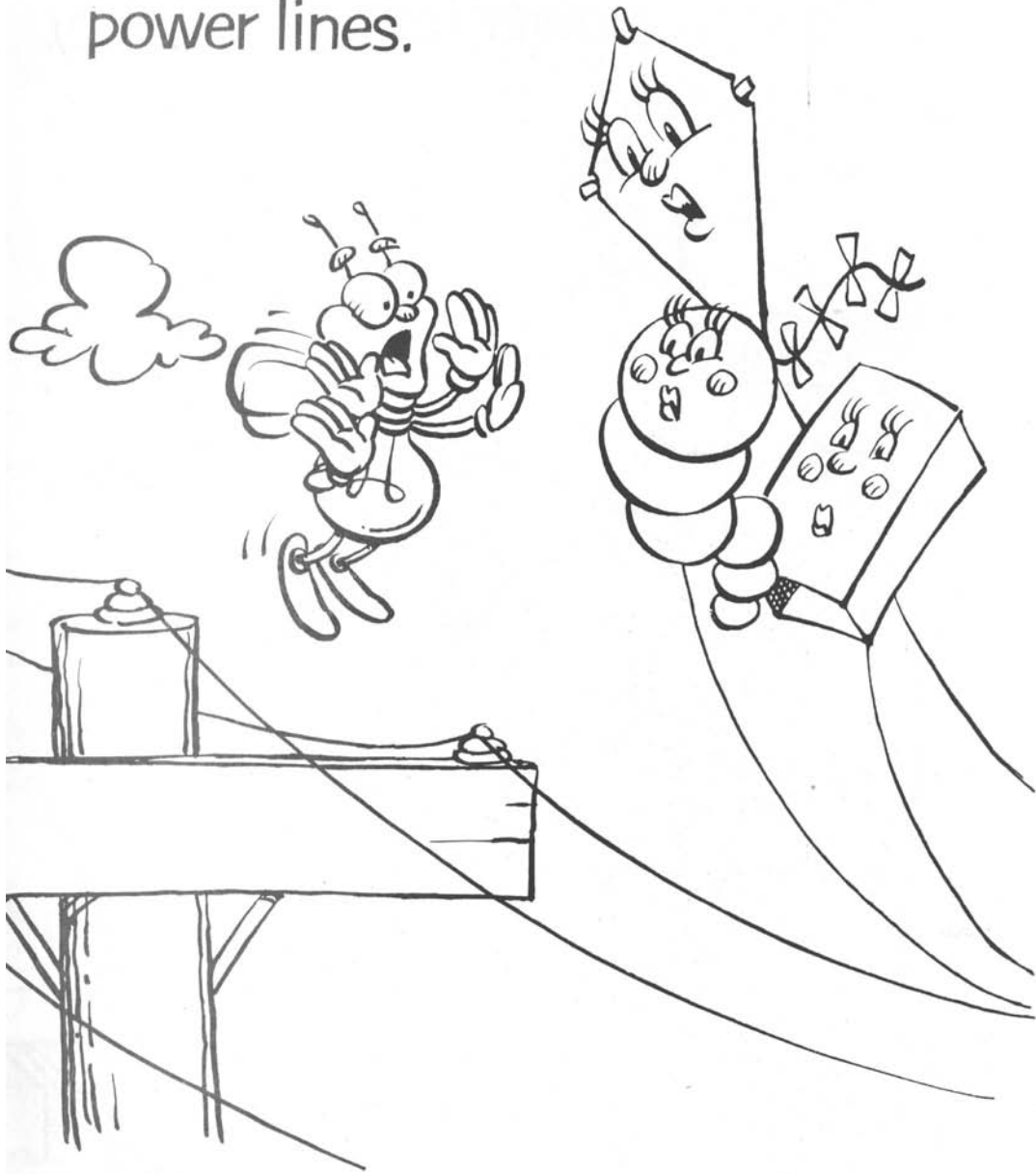


# MEET LOUIE!

Complete all the addition problems. Check your answers. Use the color code at the bottom of the page to color Louie.



Never fly  
kites near  
power lines.



# Sheriff's Safety Town Teacher Resource Guide

## 9-1-1 Familiarization



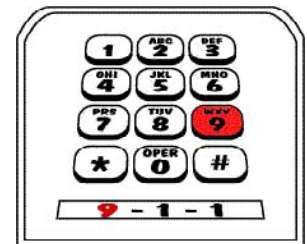
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# Calling 9-1-1

Not that many years ago, there was a separate telephone number for each type of emergency agency. For a fire, you called the fire department number. For a crime, you called the police. For a medical situation, you phoned the ambulance or doctor.

In 1968, 911 was established as a central number for all types of emergencies. An emergency dispatch operator quickly takes information from the caller and puts the caller in direct contact with whatever emergency personnel are needed, making the response time quicker.



## WHEN to call 9-1-1

- 9-1-1 is the number to call when you need help in an emergency!
- An **emergency** is when something happens and you need the police, firemen, or an ambulance. For example, if you see your neighbor's house on fire, that's an emergency! If someone falls down and is badly hurt, that's an emergency, too! But, if your cat is stuck in a tree, that's not an emergency.
- 9-1-1 is not the number to use if you just need help from an adult or for pets. You should never call 9-1-1 as a joke.



### HOW to call 9-1-1

- **Pick up the phone** and listen for a dial tone.
- Push the “**9**” button, push the “**1**” button, and then push the “**1**” button again.
- Press the “**send**” button after 9-1-1 if on a cell phone.
- **Wait** for the 9-1-1 operator to answer the phone.

9-1-1 operators can answer calls from the Deaf or Hard of Hearing, in Spanish, in Chinese, in French and hundreds of other languages! 9-1-1 operators are ready to answer calls from anyone who needs help.

### WHAT to do when 9-1-1 answers

- Remember to **stay calm** and **speak slowly**.
- Tell the 9-1-1 operator **what's wrong** (what the emergency is) and **where** you need help.
- Speak **loud and clear** when the 9-1-1 operator asks you questions.  
Do not nod your head – say “yes” and “no” out loud.
- **Stay on the phone** until the 9-1-1 operator tells you to hang up.

### WHEN you should NOT call 9-1-1

- When there is no emergency
- For animals
- As a game or prank
- For a joke
- To practice

## Emergency 9-1-1 Activity and Journal Assignment



### Materials Needed:

- two paper or plastic cups per child
- some string
- 2 paper clips per child
- sharpened pencil for poking holes

### Instructions:

- 1 With the pencil, carefully poke a small hole in the bottom of each cup.
- 2 Tie the paper clip to one end of the string.
- 3 Thread the other end of the string through the hole in the bottom of one of the cups. Be sure to thread it from the inside of the cup to the outside. The paperclip will keep the string from going all the way through the hole.
- 4 Then thread the string through the hole in the second cup, but this time do it from the outside of the cup to the inside.
- 5 Tie the second paper clip to the other end of the string. The paper clip should be inside the cup, just like the first paper clip.
- 6 Then, pull the cups so that the string is tight and have one person talk into the cup while the other person holds the cup to their ear.

### Now it is time for the activity:

- Have each student think about an emergency, either real or make-believe, that would cause them to call 9-1-1.
- One child acts as the 911 operator, saying “9-1-1, what is your emergency?”
- The second child states their emergency, remaining calm.
- The 9-1-1 operator then asks for the name, address and location of the caller and asks them to stay on the line.
- The caller responds to the questions asked.
- Switch roles when the students feel their call is complete.

### Journal

Have the students draw a picture and write a story, real or make-believe, about a time when 9-1-1 was called or could have been called. Allow students to read their stories to the class if they would like to.

## 911 Word Search

U B O T S D E C P I A N H F I  
S T S X R L N U Z M W A E W C  
F E B S B U Y D B Q K M L I C  
O M Q U E Y H U K L T E P H N  
T E O T F R L F S C I R V R F  
S R N O E A D I Z S B I H W D  
T G P A N L C D C V B F N V E  
A E S C M K E I A A K G T H Y  
W N E I K E D P S M O K E F H  
P C A H V E C Z H O R W B S B  
I Y W Z M N N Y G O P T B Q K  
R O T A R E P O V Q N O W Y C  
H O R N S P J W O V W E L V V  
L A P O L I C E M A N A K T G  
P E R I F J L M T Y O S F G C

ADDRESS

FIRE

HURT

PARAMEDICS

SMOKE

AMBULANCE

FIREMAN

NAME

POLICEMAN

TELEPHONE

EMERGENCY

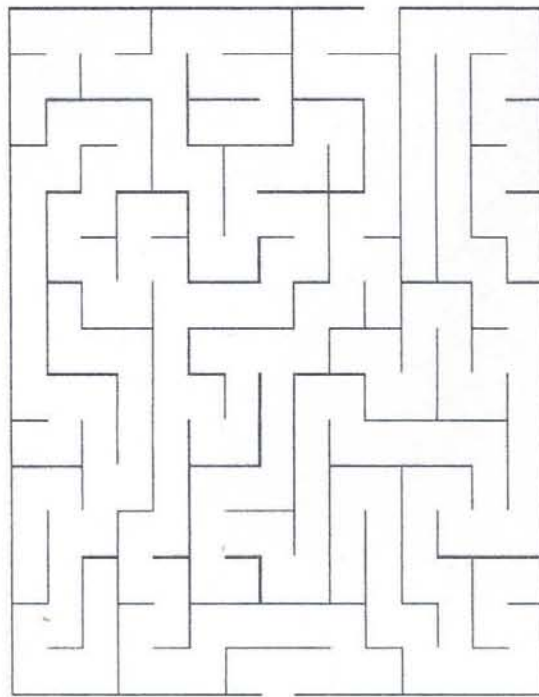
HELP

OPERATOR

SICK

TROUBLE

# Help is on the way



# Sheriff's Safety Town Teacher Resource Guide

## Stranger Danger



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# STRANGER DANGER

Say **NO** to Strangers



**Strangers can hurt you. Be aware and be safe.**

## Who is a **STRANGER**?

A stranger is **anyone** you don't know. Strangers can be men, women or teenagers. If you've never met them in real life, they're a stranger! Although there are kind strangers, some strangers are not always kind and some can hurt you. A stranger who is not kind does not have to look scary. They can be good looking, clean and well-dressed. There is no way to tell if someone is good just by looking at them. Bad people can pretend to be nice to try and fool you. Don't be fooled! Just stay away.

## What should you do if a stranger tries to talk to you?



Ignore them.



Don't look at them or acknowledge that they have spoken to you.



Walk quickly or run from them.



Go in the opposite direction as fast as you can.



Go to a home of someone you know or to an area that has a lot of people.



Tell an adult you can trust about what happened, like a parent, a teacher, a police officer or some other grown-up your parents have given you permission to talk to.

## What about when you're home alone?



Keep all doors and windows locked and don't let anyone know you're home alone.



If someone rings your doorbell, look through a peephole or window to see who it is. If you don't recognize them, don't open the door! Even if they are saying it is an emergency and they need to use the phone or come inside, don't open the door.



If someone calls and asks for your parents, don't tell them you're home alone. Tell the person your mom or dad can't come to the phone right now, but you will take a message and they'll call them back in a few minutes. Tell them this even if your parent(s) is gone for an hour or more.

## How do strangers trick you?

Strangers who are bad people and who want to hurt you have developed some pretty tricky things to do to confuse you and get you alone with them.



"Help Trick." This is when a stranger asks you to help them find a lost pet or maybe asks you for directions to get somewhere. Seems harmless enough, right? That's what they want you to think. There are adults all over the place that a stranger can ask for help. Turn and walk away.



"Emergency Trick." A stranger might tell you that there's an emergency in your family and that your mom or dad asked them to get you. The stranger may even say that your mom or dad is hurt. Think about this. Your mom or dad would never send a stranger to tell you news like that. Turn around and run away!





“Accident Trick.” This is when a stranger lays on the ground and looks like they are hurt or in pain. The desire to help this person is big and kids want to help and be heroes. Don’t go over to the person. Go to someone you know and tell them about the situation or call 9-1-1 and they’ll come to help.



“Animal Trick.” This is when a stranger holds a small animal and invites you to pet it. This is hard to resist but it can be a trick! The stranger might ask you to come back to their car or home and help feed the baby animal. Don’t! Run away!



“Bribe Trick.” This is when a stranger promises you candy, money or something else that you might like to have. People don’t generally give gifts to people they don’t know. This is a trick. Turn around and run away.

People who look friendly are not always nice. **Keep safe** with these tips:



Always tell your parents where you are going.

Try not to walk anywhere alone. Walk with a friend.

Don’t take shortcuts through the woods, a back street or empty lot.

Don’t get too close to strangers. Make sure you have room to run.

Don’t tell a stranger your name or address.



Never take candy, money or gifts from a stranger.

Never go with a stranger to help look for a lost pet or play a game.

Never get into a car with anyone you don’t know.

If a stranger bothers you, run away and ask an adult for help.



If a stranger follows you or grabs for you, yell real loud! Shout, “I don’t know you,” so people know you’re in trouble. Fight back and make as much noise as you can.

If anyone touches you in a bad way, say, “NO!” as loud as you can and run away. Tell an adult immediately.

Tell your parents about places or people that make you feel unsafe.



Know how and when to call **9-1-1**.

Never open the door to a stranger.



Never tell anyone on the phone you're alone.  
Don't tell callers your name, phone number or address.  
If you don't like what someone is saying on the phone,  
hang up right away.



Talk to your parents and come up with a secret code word  
for emergencies.  
Never go with anyone unless they know the secret code  
word.

## Secret Code Word



Talk to your parents about a secret code word. You and  
your parents are the only people who should know the  
code word.



The word should be unique.



Don't use words that are familiar to others such as your  
name, your middle name, your pet's name, etc.

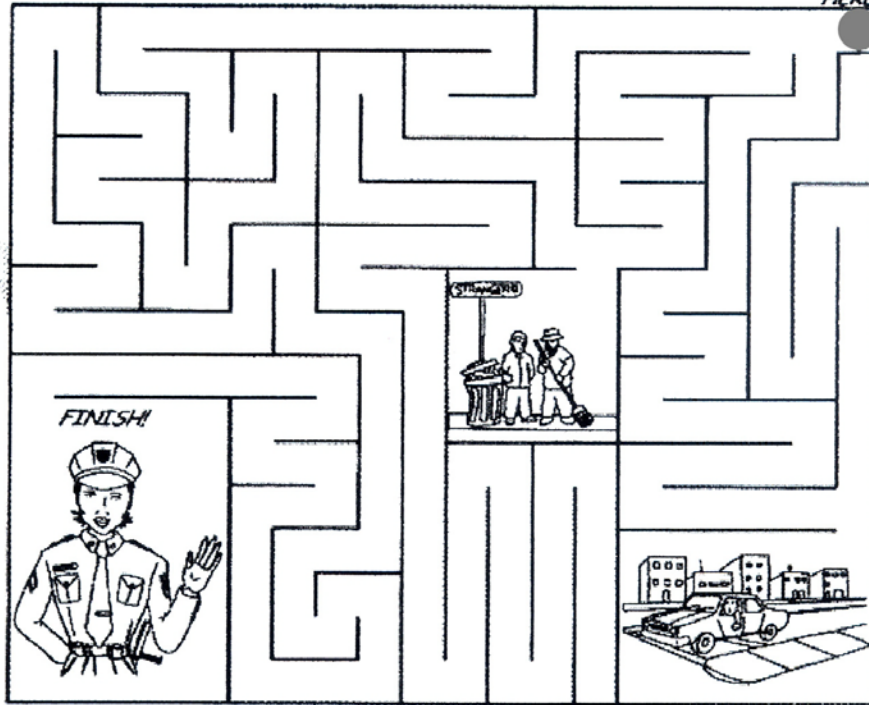


If someone tries to pick you up but doesn't have the  
secret code, run away and tell an adult you can trust.

**What is a secret family code word used for?** So you will know your  
parents sent someone to pick you up.

Rule #1:  
STAY AWAY FROM DANGER...  
DON'T TALK TO STRANGERS!

START  
HERE!



A stranger is anyone who you don't know well. A stranger can be nice or not nice, man or woman, young or old. Help me find the police officer, while staying away from all the strangers.



Rule #7:  
**DON'T GET IN THE CAR...  
RUN FAST AND FAR!**



If a stranger in a car or truck tries to talk to you, offer you a ride or ask you for help, stay away from them. Get away fast, running the other way so they can't follow you. Never get into a car with a stranger. Color the picture above of the child staying away and being safe.



## **Sheriff's Safety Town Second Grade Content Standards**

### Louisiana English Language Arts Content Standards

#### **STANDARD ONE**

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

ELA-1-E1      gaining meaning from print using a full range of strategies (e.g., self-monitoring and correcting, searching, cross checking) evidenced by reading behavior while using the cueing systems and building vocabulary using a full range of strategies

ELA-1-E5      reading, comprehending, and responding to written, spoken, and visual texts in extended passages

#### **STANDARD TWO**

Students write completely for a variety of purposes and audiences.

ELA-2-E1      dictating or writing a composition that clearly states or implies a central idea with supporting details in logical, sequential order

ELA-2-E4      using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)

ELA-2-E6      writing as a response to texts and life experiences (e.g., journals, letters, lists)

#### **STANDARD FOUR**

Students demonstrate competence in speaking and listening as tools for learning and communicating.

ELA-4-E2      giving and following directions/procedures

ELA-4-E3      telling or retelling stories in sequence

ELA-4-E5      speaking and listening for a variety of audiences and purposes (e.g., classroom, real life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)

ELA-4-E6      listening and responding to a wide variety of media (e.g., music, TV, film, speech)

ELA-4-E7      participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)

## **STANDARD FIVE**

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

- ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics
- ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)

## **STANDARD SEVEN**

Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

- ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information
- ELA-7-E4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections to real life situations

Health Content Standards

## **STANDARD ONE**

Students will comprehend concepts and strategies related to health promotion and disease/injury prevention.

- 1-E-2 demonstrate personal health and safety habits that promote optimal health and safety

## **STANDARD TWO**

Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.

- 2-E-1 identify characteristics of valid health/safety information and health/safety promoting products and services
- 2-E-2 demonstrate the ability to locate resources from home, school and community that provide valid health/safety information

### **STANDARD THREE**

Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

- 3E1 identify personal health/safety needs
- 3E2 demonstrate responsible personal health/safety behaviors
- 3E3 illustrate safety/injury prevention techniques related to daily activities
- 3E4 demonstrate ways to avoid and reduce threatening situations

### **STANDARD FIVE**

Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

- 5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and nonverbal communication
- 5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others
- 5-E-3 apply a decision-making process to address personal health/safety issues and problems
- 5-E-4 demonstrate refusal skills to enhance health/safety
- 5-E-6 establish personal health/safety goals and track progress toward its achievement

### **STANDARD SIX**

Students will demonstrate the ability to advocate personal, family, and community health.

- 6-E-2 convey how to access appropriate health and crisis care services in emergency situations
- 6-E-3 demonstrate the ability to communicate information that promotes positive health/safety choices

### Social Studies Content Standards

#### **CIVICS**

#### Structure and Purposes of Government

- C-1A-E1 identify local community and parish laws, and the persons responsible for making and enforcing them



- C1AE2 identify the necessity of local government and how it helps meet the basic needs of society
- C1AE7 explain the need/purpose/importance of having rules in the school, community, and society

#### Foundations of the American Political System

- C-1B-E2 explain how citizens help leaders in a community solve problems

#### Roles of the Citizen

- C-1D-E1 define the meaning of the term community citizen
- C-1D-E2 identify examples of responsible citizenship in the school and community settings
- C-1D-E3 discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules
- C-1D-E4 describe the actions individuals or groups may take to improve their community
- C-1D-E5 identify a community issue and describe how good citizenship can help solve the problem

This curriculum was prepared with the support of the Willis-Knighton Health System.