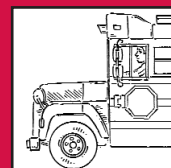
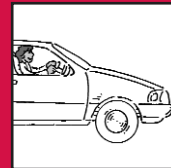


# Road Safety Learning Resources for Schools

Aligned with  
Manitoba's Health  
Education/Physical  
Education Curriculum



## Grade 1

Manitoba  
Education,  
Training  
and Youth



**Manitoba  
Public Insurance**

## Acknowledgements

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Manitoba Public Insurance (MPI) and the Government of Manitoba Education, Training and Youth (MET & Y) gratefully acknowledge the participation and support of the various government agencies, community organizations and people who contributed so generously of their time and expertise in the development of the Children's Traffic Club and the School-based Road Safety Learning Resources Program. Also, we would like to acknowledge the Scottish Road Safety Campaign and Alberta Transportation and Utilities as well as other counterpart road safety organizations in other jurisdictions for graciously sharing their resources.

Many people within MPI, MET & Y and the wider professional community have contributed immensely to this program.

In particular, we would like to express our special thanks to the following:

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Our special thanks go to all the students and teachers who participated in piloting the materials in the classrooms. Their feedback has contributed immensely to the development of a more teacher/student user-friendly resource package for Manitoba Schools.

Stay Safe at all times,  
Paul Allen  
Manager, Road Safety Department  
Manitoba Public Insurance



# GRADE 1

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## INTRODUCTION

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We are delighted to welcome you and your class to partake in the school-based road safety learning program. This program is a continuation of the Children's Traffic Club, which is now available in day care centres across Manitoba.

Unfortunately, the leading cause of death and injury for children 5 – 14 years of age in Manitoba is road-related. In many instances, simple precautions could have prevented the occurrence and severity of such incidents.

Research studies have shown that children's perceptions and sensory skills may sometimes put them at a disadvantage in traffic situations. In most instances, young children:

- Experience difficulties in judging speed and distance
- Assume that cars can stop instantly
- Have difficulty discriminating the direction of sounds
- Cannot perceive complicated traffic situations
- Think that if they can see a vehicle, then the driver can see them
- Have a lack of well-developed "peripheral vision"
- Concentrate on what interests them the most at a particular time

In order to reduce the potential risks that our children face on the roads, they must be taught to appreciate their role, rights and responsibilities with respect to their safety on our roads and in other related situations. This resource is designed to help educators provide the students with the knowledge, skills and attitudes that will enable them to achieve the aforementioned objectives.

The Road Safety Program includes a series of learning activities and accompanying visuals and student worksheets. The learning activities reflect differentiated instruction (see *Success for All Learners*).

A Road Safety Scope and Sequence Matrix is provided. This matrix explains the "fit" between the Road Safety Learning Activities and relevant sections of the *Kindergarten to Senior 4 Physical Education / Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. There is a box in the bottom right-hand corner beside every specific Student Learning Outcome (SLO) that identifies the number of the learning activity or activities that addresses part or all of the SLO.

A sample Parent Letter is enclosed that identifies the specific content for the respective grade with suggestions for parental involvement to reinforce children's learning. Teachers may revise this Parent Letter before sending it home prior to the commencement of this program.

Teachers are to note that **not** all road safety content may be applicable to every community. Teachers are advised to use professional discretion in the selection of content. It is advisable to check what is taught of road safety in the previous grade.

Suggestions for Assessment are provided for every learning activity. There is a Teacher Road Safety Checklist provided at the end of each grade. This checklist can be used for ongoing observations and to determine student progress for assessment purposes. When planning their assessment, teachers are advised to refer to *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles, Appendix A: Assessment, Evaluation and Reporting*.

Road Safety is one aspect of the Safety General Student Learning Outcome #3 in the Framework document. The time allotted to teach Health Education in the classroom is limited. Curricular connections are provided for each learning activity. It is recommended that teachers use curricular connections in order to cover all the Road Safety Learning Activities. Teachers may wish to use some of the learning activities as Take-Home Activities for students to complete with their families. Road Safety is an ongoing concern and teachers are encouraged to review this topic with students on a seasonal basis.

This Road Safety Program provides teachers with a valuable, user-friendly resource that enhances the teaching of a topic that is important to daily living and active, healthy lifestyles.

**GRADE ONE**  
**ROAD SAFETY**  
*SCOPE and SEQUENCE*

**LEGEND**

Number(s) of Learning Activity  
or Activities that address part  
or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3  Specific Student Learning Outcomes (SLOs)	Complementary GLOs	
		Personal and Social Management #4  SLOs	Fitness Management #2  SLOs
<p><b>Knowledge:</b> Strand B Safety of Self and Others</p> <p>1. Community Safety Awareness (Science and Social Studies)</p>	<p><input type="checkbox"/> K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns and holidays, and ways to avoid injury. <b>Activities 1, 2, 3, 4, 5, 6, 8, 14</b></p>		
<p>4. Community Supports and Services (Science and Social Studies)</p>	<p><input type="checkbox"/> K.3.1.B.4 Recognize community helpers (e.g. safe adult, police officer, bus driver, teacher, block parent) and how to seek help (e.g. know emergency telephone numbers, ask a safe adult or teenager for help, dial emergency telephone number, report what happened). <b>Activities 9, 10, 13, 14</b></p>		

**GRADE ONE**  
**ROAD SAFETY**  
*SCOPE and SEQUENCE*

**LEGEND** ■

Number(s) of Learning Activity  
 or Activities that address part  
 or all of SLOs.

<b>Content/ Curricular Connections</b>	<b>SAFETY General Student Learning Outcome (GLO) #3</b>	<b>Complementary GLOs</b>	
		<b>Personal and Social Management #4</b>	<b>Fitness Management #2</b>
<b>Skills:</b> Strand A Application of Safety Practices... 1. Physical Activity	<b>Specific Student Learning Outcomes (SLOs)</b>  <input type="checkbox"/> S.3.1.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike, crossing road/crosswalk).  ■ Activities 4, 7, 11, 12, 13, 14, 15, 16	<b>SLOs</b>  <b>Knowledge:</b> Strand A Personal Development  3. Decision-Making/Problem-Solving Process (ELA and Science) <input type="checkbox"/> K.4.1.A.3 Identify initial steps (e.g. extending knowledge, stop and think, check rules, check options) for making simple personal and/or guided decisions regarding home and classroom situations (e.g. follow rules, wear protective equipment during play).  ■ Activities 11, 12, 13, 15	<b>SLOs</b>  <b>Skills:</b> Strand A Acquisition Fitness Management Skills...  1. Active Participation a) general fitness activities <input type="checkbox"/> S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e. transport, manipulation and balance) that contribute to skill/fitness development and enjoyment.  ■ Activities 4, 13



**GRADE ONE**  
**ROAD SAFETY**  
 SCOPE and SEQUENCE

**LEGEND**

Number(s) of Learning Activity  
 or Activities that address part  
 or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3  Specific Student Learning Outcomes (SLOs)	Complementary GLOs	
		Personal and Social Management #4  SLOs	Fitness Management #2  SLOs
<b>Skills:</b> Strand A Application of Safety Practices... 1. Physical Activity (cont'd)		Strand B Social Development 1. Social Responsibility (Social Studies and ELA) a) Responsible social behaviours <input type="checkbox"/> K.4.1.B.1a Identify examples of responsible social behaviours (e.g. following rules, being courteous) for getting along with others in school and schoolyard. Activities 4, 15	
		4. Avoidance and Refusal Strategies <input type="checkbox"/> K.4.1.B.4 Identify ways to exercise caution, avoidance and/or refusal (e.g. look for danger, ask adult for help, say "no" and walk away) in potentially dangerous situations. Activity 15	

**GRADE ONE**  
**ROAD SAFETY**  
*SCOPE and SEQUENCE*

**LEGEND** ■

Number(s) of Learning Activity or Activities that address part or all of SLOs.

Content/ Curricular Connections	SAFETY General Student Learning Outcome (GLO) #3  Specific Student Learning Outcomes (SLOs)	Complementary GLOs	
		Personal and Social Management #4  SLOs	Fitness Management #2  SLOs
<b>Skills:</b> Strand A Application of Safety Practices... 1. Physical Activity (cont'd)	<b>Skills:</b> Strand A Acquisition P and SM Skills... 1. Goal Setting/Planning (ELA) <input type="checkbox"/> S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task). ■ Activity 16 2. Decision Making/Problem Solving (all subjects) <input type="checkbox"/> S.4.1.A.2 Demonstrate ways (e.g. ask a knowledgeable person, participate in discussion groups or brainstorm activities) to expand knowledge (e.g. stop and think before reacting and explore different options for making informed and health-enhancing decisions). ■ Activities 11, 12, 15, 16 2. Decision Making/Problem Solving (all subjects) <input type="checkbox"/> S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g. follow directions, look after belongings) in daily routines. ■ Activities 10, 15, 16		

**GRADE ONE**  
**ROAD SAFETY**  
*SCOPE and SEQUENCE*

**LEGEND** ■

Number(s) of Learning Activity or Activities that address part or all of SLOs.

<b>Content/ Curricular Connections</b>	<b>SAFETY General Student Learning Outcome (GLO) #3</b>	<b>Complementary GLOs</b>	
		<b>Personal and Social Management #4</b>	<b>Fitness Management #2</b>
	<b>Specific Student Learning Outcomes (SLOs)</b>	<b>SLOs</b>	<b>SLOs</b>
<b>Knowledge:</b> Strand A Physical Activity Risk Management  2. Exercise safety (Science)	<input type="checkbox"/> K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g. ice/rain make road surface slippery, hot weather requires fluid replacement, danger of frostbite). ■ Activities 13		
3. Dress/Footwear	<input type="checkbox"/> K.3.1.A.3 Recognize the importance of proper, secure footwear (e.g. for keeping feet and ankles safe, warm) in physical activity on different surfaces (e.g. icy or wet surfaces). ■ Activity 13 <input type="checkbox"/> K.3.1.A.5		
5. Alternative Pursuits a) Selected activities (Science)	Identify common playground and physical activity hazards at school (e.g. parking lots, roads around the school). Activity 8, 15 <input type="checkbox"/> K.3.1.B.3		
<b>Knowledge:</b> Strand B Safety of Self and Others  3. Prevention and Care of Injuries (Science)	Identify practices to prevent injuries related to indoor and outdoor play. Activity 13, 15 ■		

Dear Parent/Guardian,

In the weeks ahead, the class will be studying **Road Safety**. Students will focus on the following Road Safety areas:

- Traffic
- Pedestrian Safety
- School Bus Safety
- Seat Belt Safety
- Community Safety Helpers

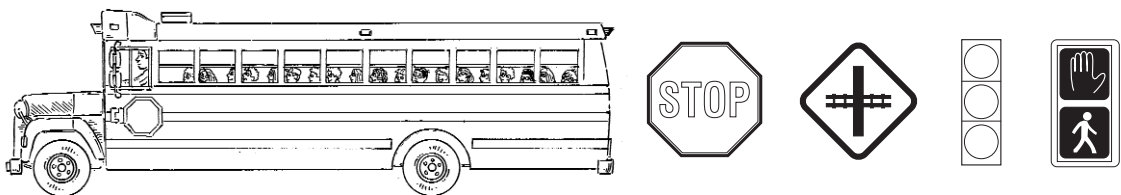
The learning activities actively involve the students in learning “safety rules” of the road. If you have any items at home that might improve our study of Road Safety (e.g. games, videos, magazine) that you would be willing to let us use, we would appreciate it.

We invite you to enhance your child’s learning by:

- modelling positive safety habits (e.g. wearing your seat belt, following road rules),
- doing the learning activities sent home with your child,
- discussing the importance of road safety.

Thank you for your support and involvement!

Sincerely,



# ACTIVITY 1 How Do You Travel To School? \_\_\_\_\_

## Prescribed Learning Outcomes:

### Safety SLOs:

**K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.

### Complementary SLOs:

---

### Activity Outcomes:

Students will be able to:

- Compare the ways students most often travel to school.
  - State if they are travelling safely to school.
  - Identify and record how students travel to school.
- 

### Suggestions for Instruction:

- Using a show of hands, ask students the following questions:
  1. Do you travel most often by car/van/truck?
  2. Do you travel most often by school bus?
  3. Do you walk to school most often?
- Make a tally of the number of responses to each question.
- Discuss the way most students in the class travel to school.
- Introduce Activity 1 Worksheet: *How do you travel to school?* (to be done together with teacher direction).
- Instruct those students who come by car to place a small X or suitable mark beside the car.
- Instruct those students who come by bus to place a small X or suitable mark beside the bus.
- Instruct those students who walk to place a small X or suitable mark beside the boy walking.
- Students who come by car are to look at the pictures in the car column and record with an X or suitable mark if they used their seat belt or did not use their seat belt.
- Students who come by bus are to look at the pictures in the bus column and record with an X or suitable mark if they sat safely in their seat or stood up while the bus was moving.
- Students who walk to school are to look at the pictures in the walk column and record with an X or suitable mark if they walked with a family member or with a friend.

NOTE: If the students walked alone then only the top picture would be Xed or marked in that column, and coloured.

- Ask students to colour all of the pictures that they have Xed or marked.
- A class graph with the categories of car, bus and walking may be completed.
- Discuss with students if they travel safely to school.

**Suggestions for Assessment:**

- Ask students how they travel to school and if they think it is safe and why.
- 

**Cross-Curricular Connections:**

- Mathematics (data management)
- 

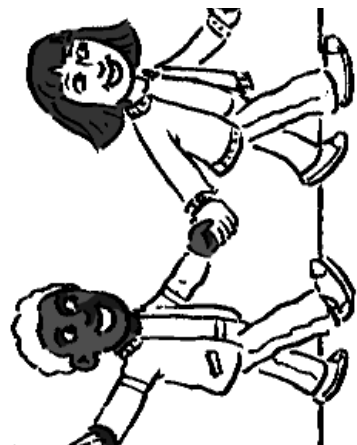
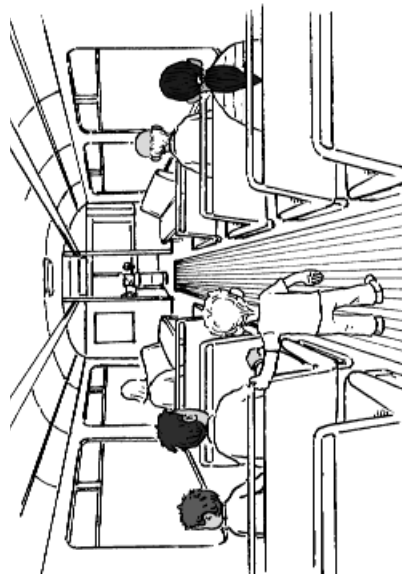
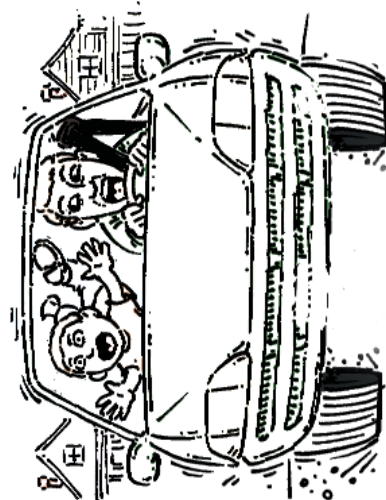
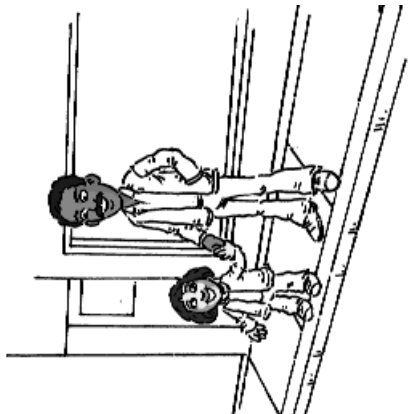
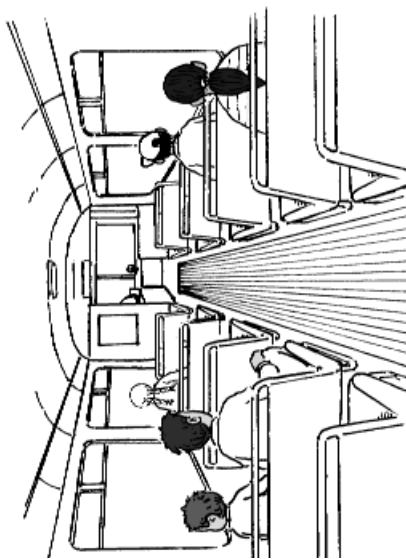
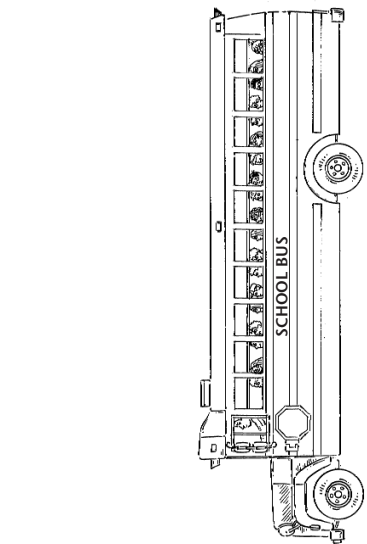
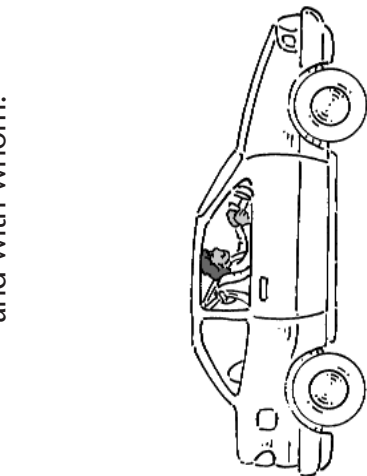
**Opportunities for Family/Community Involvement:**

- Invite students to discuss with their families how safe they think their ways of travelling to school are.

Instructions: Mark how you travel to school and with whom.

How do you travel to school?

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



## ACTIVITY 2 Road Safety Dot – to – Dot

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.

#### Complementary SLOs:

---

#### Activity Outcomes:

Students will be able to:

- Name 5 traffic signs (i.e. stop sign; traffic light; pedestrian crosswalk; pedestrian traffic light; railway crossing ahead).
  - State what each of the 5 traffic signs tells people to do.
  - Define what is meant by a pedestrian.
- 

#### Suggestions for Instruction:

- Show 5 coloured traffic signs, Activity 2 Visuals A-E, one at a time (e.g. stop sign; traffic light; pedestrian crossing; pedestrian traffic light; railway crossing).
- As each traffic sign is displayed, discuss its shape and relate the shape to familiar objects in the students' environment (e.g. octagon shape - stop sign; round shape - ball or a penny; square shape - a television; rectangular shape - a door or window; diamond shape - professional baseball field).
- Ask what each sign tells us to do.
  1. Stop sign - eight sides; message - stop your feet;
  2. Traffic light - rectangular like a door; round lights like a ball; message - red means stop; yellow means look and listen for danger; green means go when it is safe;
  3. Pedestrian crosswalk - rectangular like a door; message - a place where people may cross when it is safe and drivers are to stop so people may cross; stop, look both ways, listen, point your arm and cross when it is safe;  
NOTE: Define pedestrian (a person who is walking).
  4. Pedestrian traffic light - old one is rectangular like a door, while the new one is square like a television; message - red hand means do not walk; flashing hand means get off the road; walking person means check for traffic then cross the street when it is safe;
  5. Railway crossing ahead - diamond shape like a baseball field; message - stop, look and listen for trains.
- State that all 5 signs are traffic signs that protect us around the road.
- Introduce Activity 2 Worksheet: *Safety dot-to-dot*.
- Ask students to connect the dots in each of the 4 pictures and correctly colour.



**Suggestions for Assessment:**

- Name a traffic sign and ask student to identify the correct one and state what it tells us to do.
- 

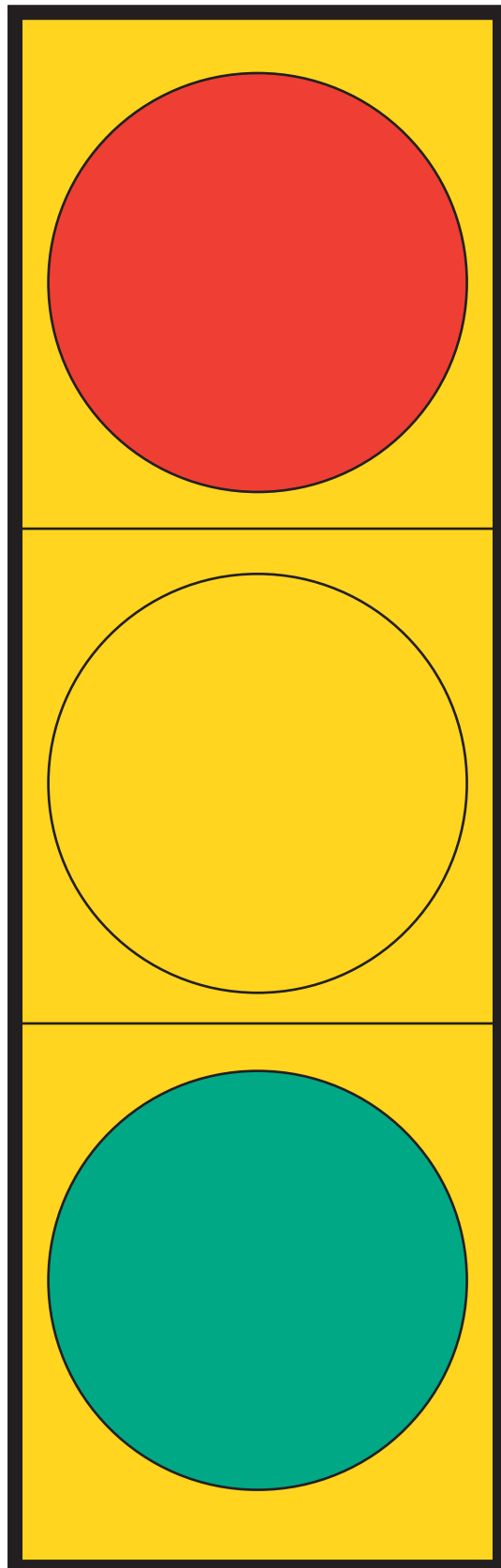
**Cross-Curricular Connections:**

- Mathematics (number; shape and space)
  - English Language Arts (comprehend and respond personally and critically to literary and media texts)
- 

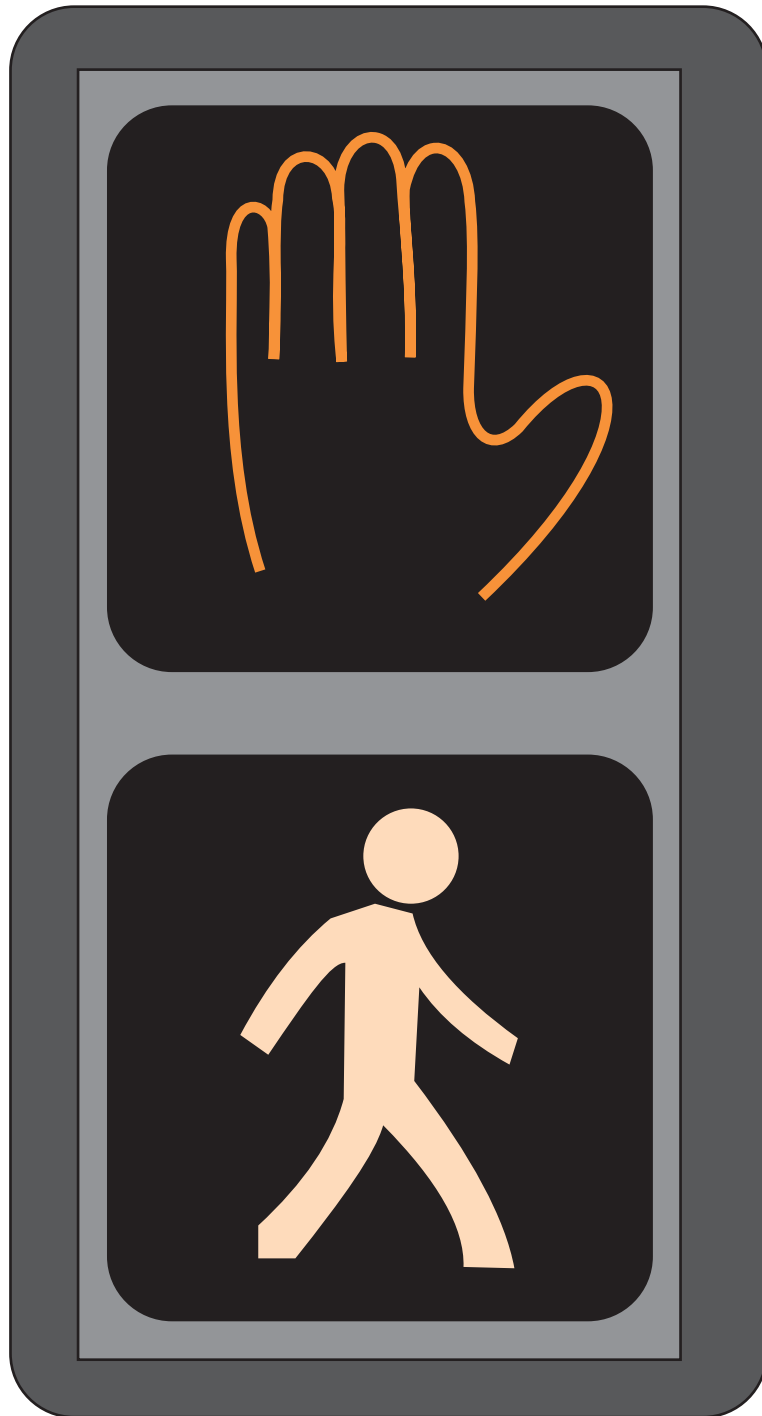
**Opportunities for Family/Community Involvement:**

- Invite students to take their parents on a road safety walk to spot the 5 traffic signs.







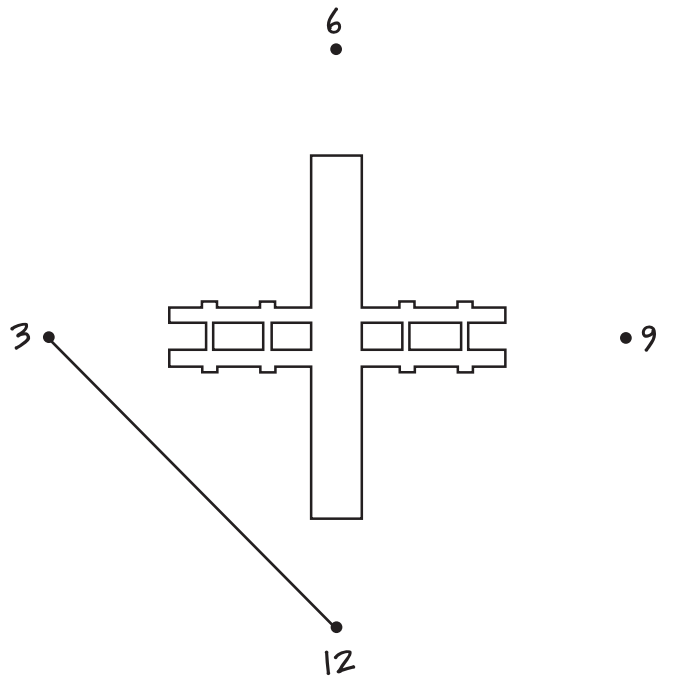
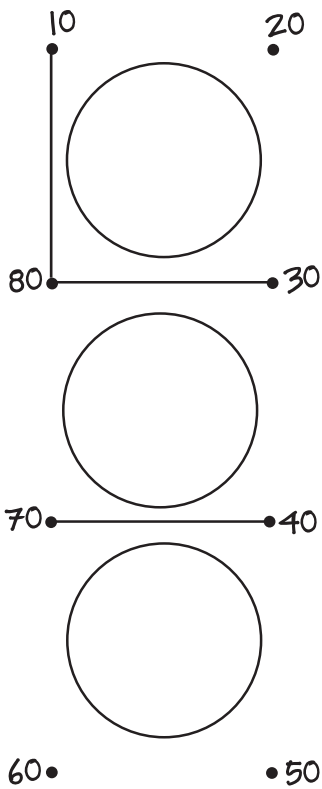
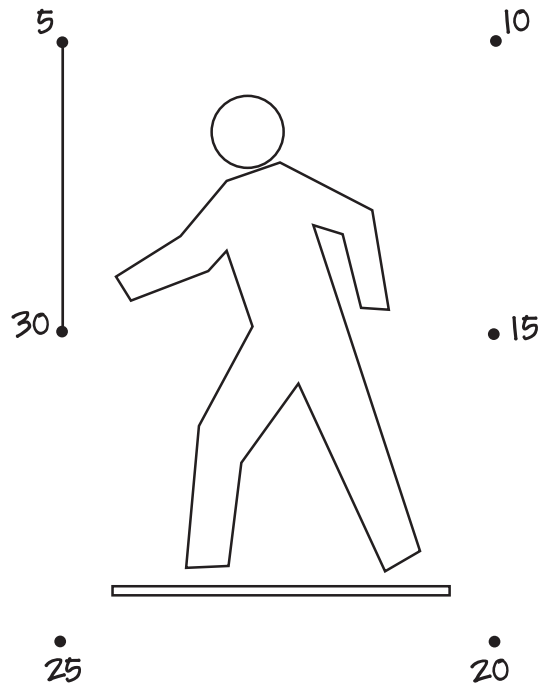
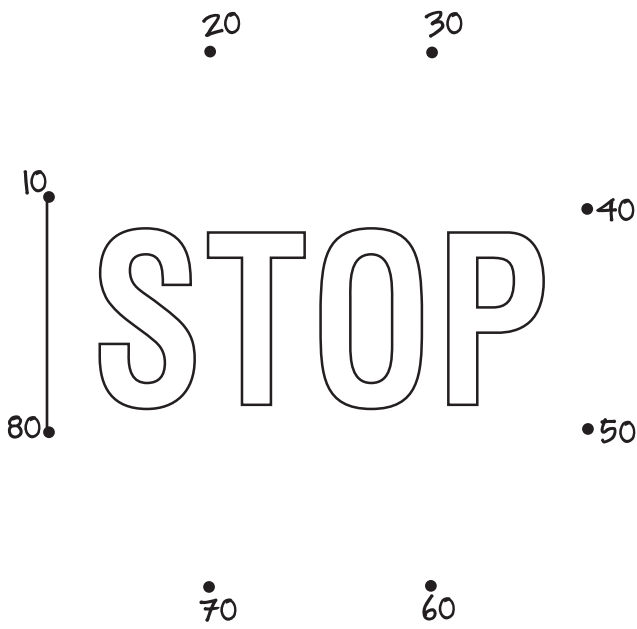




Instructions:  
Connect the dots.

# Safety dot-to-dot

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



## ACTIVITY 3 Traffic Signs – Song 1

---

### **Prescribed Learning Outcomes:**

#### **Safety SLOs:**

**K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.

#### **Complementary SLOs:**

---

#### **Activity Outcomes:**

Students will be able to:

- Review the traffic signs.
- 

#### **Suggestions for Instruction:**

- Sing the safety song “Traffic Signs” to the tune “She’ll Be Coming Round The Mountain”.
  - Display the traffic signs identified in the song.
  - Students perform the actions.
- 

#### **Suggestions for Assessment:**

- Name each of the 4 traffic signs in the song and ask students to identify the correct ones and to state what each tells us to do.
- 

#### **Cross-Curricular Connections:**

- Music
  - English Language Arts (celebrate and build community)
- 





#### **Opportunities for Family/Community Involvement:**

- Send the song home for families to sing together.



## TRAFFIC SIGNS

(Sung to the tune of “She’ll Be Coming Round The Mountain”)

We’ll be looking for that sign of red and white	STOP! STOP! (Both hands up in halt position)	
We’ll be looking for that sign of red and white	STOP! STOP! (Repeat action)	
We’ll be looking for that sign		
With SAFETY in our minds		
We’ll be looking for that sign of red and white.	STOP! STOP! (Repeat action)	
We’ll be looking for that yellow and black sign	CHUG! CHUG! (Pulling a train whistle)	
We’ll be looking for that yellow and black sign	CHUG! CHUG! (Repeat action)	
We’ll be looking for that sign		
With SAFETY in our minds		
We’ll be looking for that yellow and black sign.	CHUG! CHUG! (Repeat action)	
We’ll be looking for that sign of black and white	CROSS HERE! (One arm raised)	
We’ll be looking for that sign of black and white	CROSS HERE! (Repeat action)	
We’ll be looking for that sign		
With SAFETY in our minds		
We’ll be looking for that sign of black and white.	CROSS HERE! (Repeat action)	
We’ll be looking for that red, yellow and green	TRAFFIC LIGHT! (One hand above eyes looking)	
We’ll be looking for that red, yellow and green	TRAFFIC LIGHT! (Repeat action)	
We’ll be looking for that sign		
With SAFETY in our minds		
We’ll be looking for that red, yellow and green.	TRAFFIC LIGHT! (Repeat action)	

- Debbie Kaatz

## ACTIVITY 4 Road Safety Scavenger Hunt

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.
- S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike, crossing road/crosswalk).

#### Complementary SLOs:

- S.2.1.A.1a** Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment.
  - K.4.1.B.1a** Identify examples of responsible social behaviours (e.g. following rules, being courteous) for getting along with others in school and schoolyard.
- 

### Activity Outcomes:

Students will be able to:

- Participate in a road safety scavenger hunt in the gymnasium or outside.
  - Identify traffic signs and road dangers.
  - Explain what each traffic sign tells people to do.
- 

### Suggestions for Instruction:

- Photocopy 5 sets of Activity 4 Visual A: *Road safety scavenger hunt - Traffic signs* and Activity 4 Visual B: *Road safety scavenger hunt - Dangers*.
  - Cut out all photocopied traffic signs and vehicles.
  - Place the traffic signs and vehicles around the gym or field.
  - Review the traffic signs and vehicles with the class.
  - State that vehicles are dangers that may hurt or injure/harm pedestrian (person who is walking).
  - Divide students into small groups of 4 to 5 students.
  - Ask each group to search carefully for one complete set of five traffic signs and then return to a specific location and sit down.
  - Ask each group to search carefully for one complete set of four vehicles (road dangers) and then return to a specific location and sit down.
- 

### Suggestions for Assessment:

- Ask students to name the colours of the traffic signs and their messages.
- Ask students to name some road dangers.

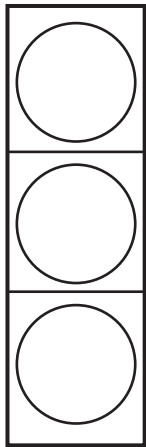
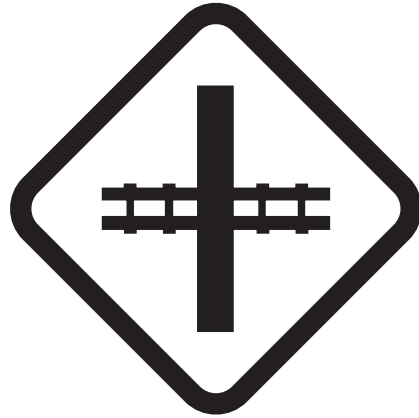
**Cross-Curricular Connections:**

- Mathematics (statistics and probability)
  - Physical Education/Health Education (fitness management; personal and social management)
- 

**Opportunities for Family/Community Involvement:**

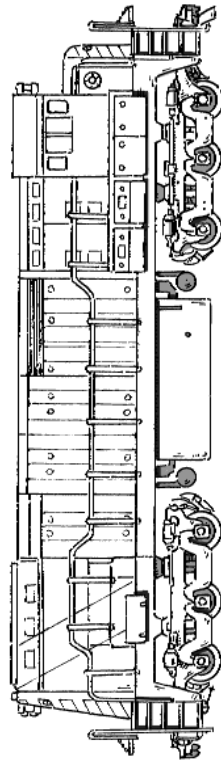
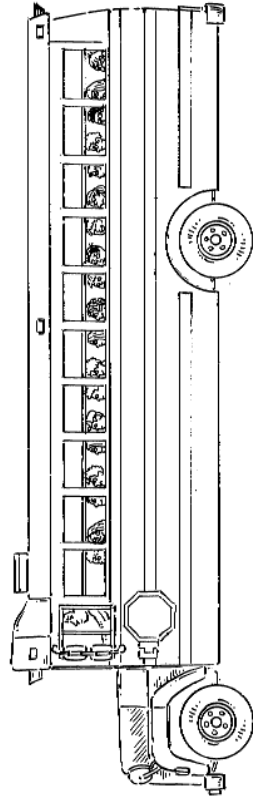
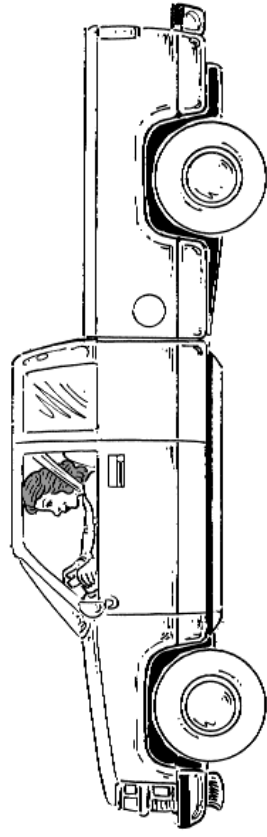
- Invite students to take their parents on a road safety walk to identify the five traffic signs and some road dangers (e.g. vehicles).

Road safety scavenger hunt - Traffic signs



Road safety scavenger hunt – Dangers

K.3.1.B.1  
S.3.1.A.1



## ACTIVITY 5 Traffic Signs And Dangers – Song 2 \_\_\_\_\_

### **Prescribed Learning Outcomes:**

#### **Safety SLOs:**

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.

#### **Complementary SLOs:**

---

#### **Activity Outcomes:**

Students will be able to:

- Review the traffic signs and dangers (risks) on the road.
- 

#### **Suggestions for Instruction:**

- Sing the safety song “Traffic Signs and Dangers” to the tune “Are You Sleeping?/Where is Thumbkin?”
  - Display the traffic signs identified in the song.
- 

#### **Suggestions for Assessment:**

- Name 2 of the traffic signs in the song and ask students to identify each and state what each tells us to do.
- 

#### **Cross-Curricular Connections:**

- Music
  - English Language Arts (celebrate and build community)
- 

#### **Opportunities for Family/Community Involvement:**

- Send the song home for families to sing together.

## TRAFFIC SIGNS and DANGERS

(Sung to the tune of "Are You Sleeping?/Where Is Thumbkin?")

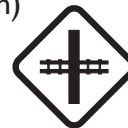
Where is crosswalk sign?  
Where is crosswalk sign?  
Here I am! (Show pedestrian crosswalk sign)  
Here I am!  
My colour is black and white.  
Cars will keep me in their sight.  
Walk where it's safe!  
Walk where it's safe!



Where is pedestrian light?  
Where is pedestrian light?  
Here I am! (Show pedestrian traffic light)  
Here I am!  
Hand up means you must STOP!  
You must NOT try to walk!  
Walking person will show  
When it's time to go!



Where is railway crossing?  
Where is railway crossing?  
Here I am! (Show railroad crossing sign)  
Here I am!  
Yellow is my colour.  
A very careful fellow.  
Be aware!  
Be aware!



- Debbie Kaatz

## ACTIVITY 6 Road Safety Word Find

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.

#### Complementary SLOs:

---

#### Activity Outcomes:

Students will be able to:

- Review safety words in the word find.
- 

#### Suggestions for Instruction:

- Introduce Activity 6 Worksheet: *Road safety word find*.
  - Ask students what each of the words on the word list means.
  - Ask students to find and circle the 15 road safety words listed at the bottom of the worksheet.
- 

#### Suggestions for Assessment:

- Ask students to explain what words on the word find list mean.
- 

#### Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts)
- 

#### Opportunities for Family/Community Involvement:

- Have students take their worksheets home and discuss what the words mean with their families.



# Road safety word find

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

**Instructions:** Circle the road safety words listed.

r	t	p	r	o	a	d	c	d
e	y	e	l	l	o	w	r	a
d	f	d	m	p	v	y	o	n
g	r	e	e	n	b	u	s	g
l	w	s	a	f	e	g	s	e
o	s	t	o	p	f	m	w	r
o	b	r	a	i	l	w	a	y
k	x	i	w	c	a	r	l	p
t	r	a	f	f	i	c	k	z
s	m	n	e	o	b	i	k	e

bike

bus

car

crosswalk

danger

green

look

pedestrian

railway

red

road

safe

stop

traffic

yellow

## ACTIVITY 7 Do You Know The Road Safety Rules? \_\_\_\_\_

### Prescribed Learning Outcomes:

#### Safety SLOs:

**S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike, crossing road/crosswalk).

#### Complementary SLOs:

---

#### Activity Outcomes:

Students will be able to:

- State the pedestrian safety rules.
  - State the vehicle passenger safety rules.
  - State the school bus safety rules.
- 

#### Suggestions for Instruction:

NOTE: This activity may be taught in three sessions:

1) pedestrian safety, 2) vehicle passenger safety, 3) school bus safety.

- Using a show of hands, ask students the following questions:
    1. Do you stop behind the curb before you cross the road?
    2. Do you hold hands with an adult when crossing the road?
    3. Do you look for traffic before crossing driveways and back lanes?
    4. Do you always wear a seat belt?
    5. Do you line up single file to board the bus?
    6. Do you stay seated until the bus has completely stopped?
    7. Do you stay away from the school bus danger zone?
  - Review all pedestrian safety rules:
    1. Cross at intersections and crosswalks. Cross where it is safe (rural).
    2. Stop behind the curb or roadside.
    3. Look and listen for traffic on the road.
    4. Hold hands with adult, sibling or friend when crossing the road.
    5. Look both ways for traffic before crossing roads, driveways and back lanes.
    6. Point your arm to cross the road.
    7. Cross when it is safe.
    8. Play in safe places.
  - Review vehicle passenger safety rules:
    1. Always wear a seat belt.
    2. Listen for the click!
  - Discuss with students pick up and drop off procedures for students who are driven to school.
- 

#### Suggestions for Assessment:

- Ask students to name the colours of the traffic signs and their messages.
- Ask students to name some road dangers.

- Review school bus safety rules:
  1. Wait 2 giant steps back from the road.
  2. Line up single file to board the bus.
  3. No pushing or shoving.
  4. Use the handrail to get on and off the bus.
  5. Do not throw things.
  6. No eating or drinking on the bus.
  7. Always listen to the bus driver.
  8. Stay seated until the bus has come to a complete stop.
  9. Get off the bus in a single file.
  10. Stay away from the school bus danger zone.
 

NOTE: Display Activity 7 Visual A: *School bus danger zone* to a small group or make an overhead for a class activity.

The school bus danger zone is the area 3 metres from the bus on all sides in which the bus driver cannot see the students.
- Display Activity 7 Visual B: *Do you know the road safety rules?* to a small group or make an overhead for a class activity.
- Ask students to identify the road safety “Dos” (positive safety behaviours).
 

(Answers for the “Dos”:

  - a) adult and child crossing at a crosswalk;
  - b) adult and child stopping behind the curb;
  - c) adult and child holding hands to cross the road;
  - d) adult pointing arm to cross road;
  - e) driver of car and passengers are wearing seat belts.)
- Introduce Activity 7 Worksheet: *Do you know the road safety rules?*
- Brainstorm all the road safety “Dos” on the worksheet.
 

(Answers:

  - a) students playing in a safe place;
  - b) students crossing the road with the school patrol or adult;
  - c) pedestrians pointing their arm to cross the road;
  - d) wearing seat belts;
  - e) children lined up in single file to board the bus;
  - f) stopping behind the curb.)
- Ask students to circle all the safety “dos” on the worksheet.
- Correct the worksheet with the class.
- Ask students to state a safe way to act when: 1) a pedestrian, 2) a passenger in a vehicle, 3) a passenger in a school bus.
- Use the Teacher Road Safety Checklist to assess students’ road safety knowledge. (See Assessment Tool.)

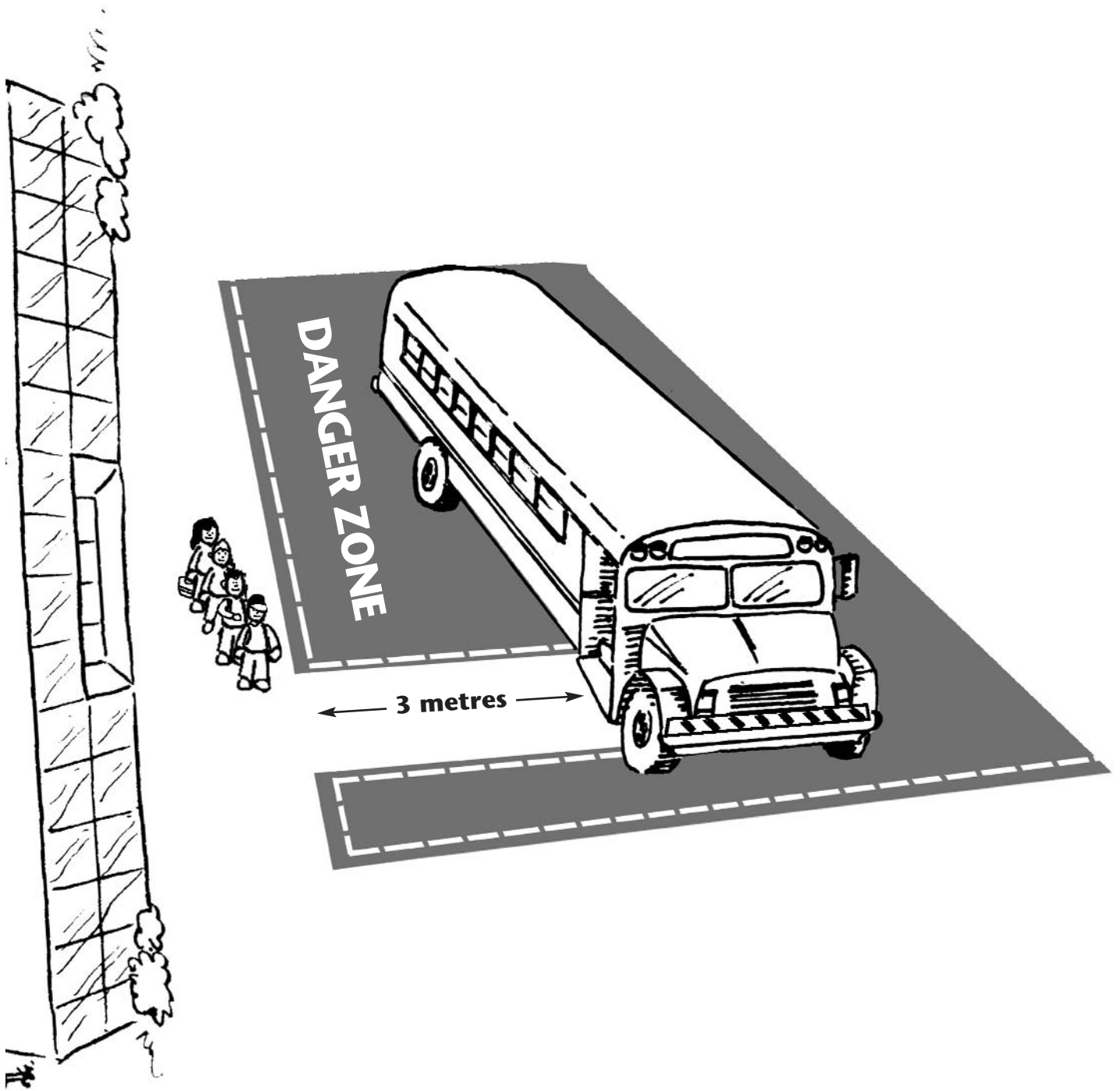
**Cross-Curricular Connections:**

- English Language Arts (explore thoughts, ideas, feelings and experiences; comprehend and respond personally and critically to literary and media texts)
- 

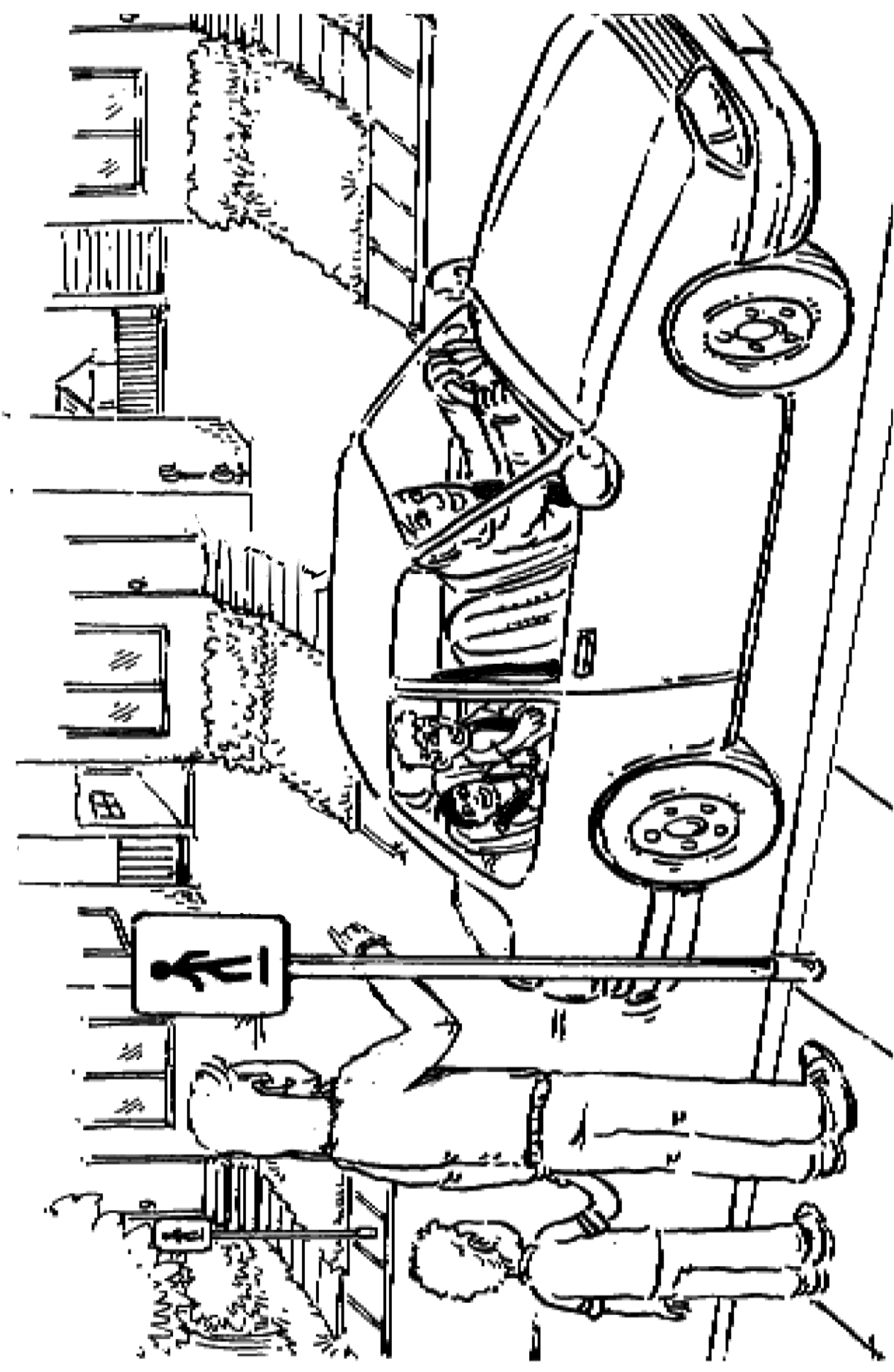
**Opportunities for Family/Community Involvement:**

- Send a copy of the road safety rules home for students to discuss with their families.
- Have students discuss with their parents the pick up and drop off procedures when driven to school.
- Invite students and their families to locate a community map (often found in the telephone directory) and trace the safest path for them to travel to school.

# School bus danger zone



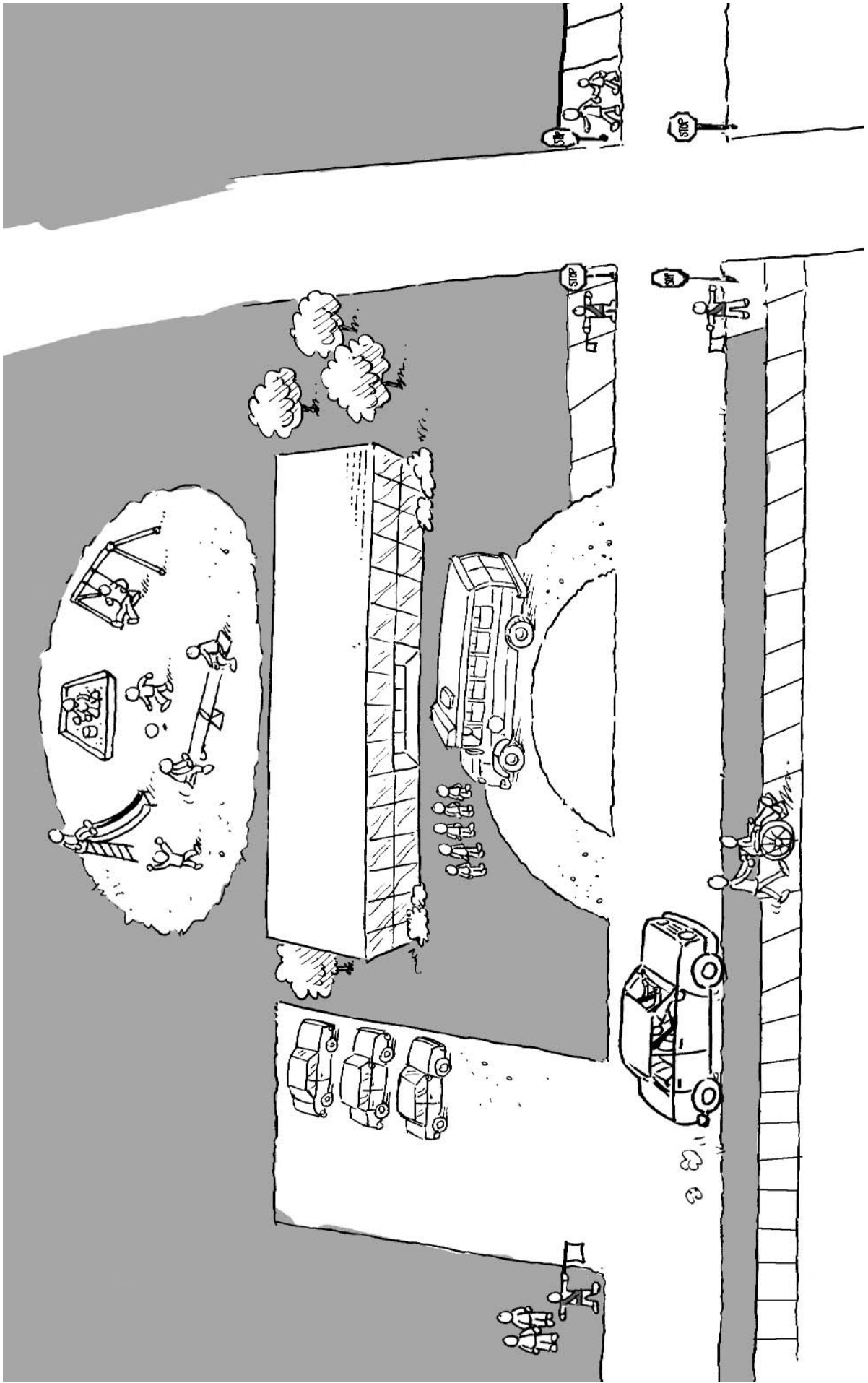
Do you know the road safety rules ?



Instructions: Circle the road safety "dos".

Do you know the road safety rules?

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



## ACTIVITY 8 | Spy The Road Danger

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.
- K.3.1.A.5** Identify common playground and physical activity hazards at school (e.g. parking lots, roads around the school).

#### Complementary SLOs:

---

### Activity Outcomes:

Students will be able to:

- Identify safety dangers (risks) related to road, vehicle and bus ridership and ways to avoid injury.
  - Identify some road dangers (hazards) at school.
  - State why these things are dangers.
- 

### Suggestions for Instruction:

- Review the definition of a danger (an object or activity that might hurt or injure/harm).  
NOTE: A danger may be an object (known as a hazard, e.g. parked truck) or an action (known as a risk, e.g. running onto the road).
- Discuss common dangers at school around road, vehicle and bus ridership.
- Introduce Activity 8 Worksheet A: *I spy the road danger*.
- Ask students to circle 6 (or more) dangers in the picture.  
(9 possible answers: NOTE: These dangers are all risks or actions.
  - a) boy throwing an object out the bus window;
  - b) child walking on the curb;
  - c) cyclists riding side-by-side;
  - d) cyclists riding without bike helmets;
  - e) child running in front of mother;
  - f) child crossing in the middle of the road;
  - g) child not wearing a seat belt in the car;
  - h) child chasing a ball into the road;
  - i) child skipping in an unsafe place.)
- Discuss the students' answers.
- Introduce Activity 8 Worksheet B: *I spy the road danger*.



- Ask students to circle the 6 dangers in the picture.  
(Answers:
    - a) child skipping behind the school bus;
    - b) 2 children tossing ball near school bus;
    - c) children are crowded together to board school bus;
    - d) 2 children playing hopscotch beside a car in parking lot;
    - e) 3 children playing ball hockey behind cars in parking lot;
    - f) child getting out of vehicle on wrong side of road e.g. driver's side.)
  - Discuss the students' answers.
- 

**Suggestions for Assessment:**

- Discuss with individual students their answers and what may result from each possible danger.
  - Use the Teacher Road Safety Checklist to assess students' road safety knowledge.  
(See Assessment Tool.)
- 

**Cross-Curricular Connections:**

- Mathematics (number)
- 

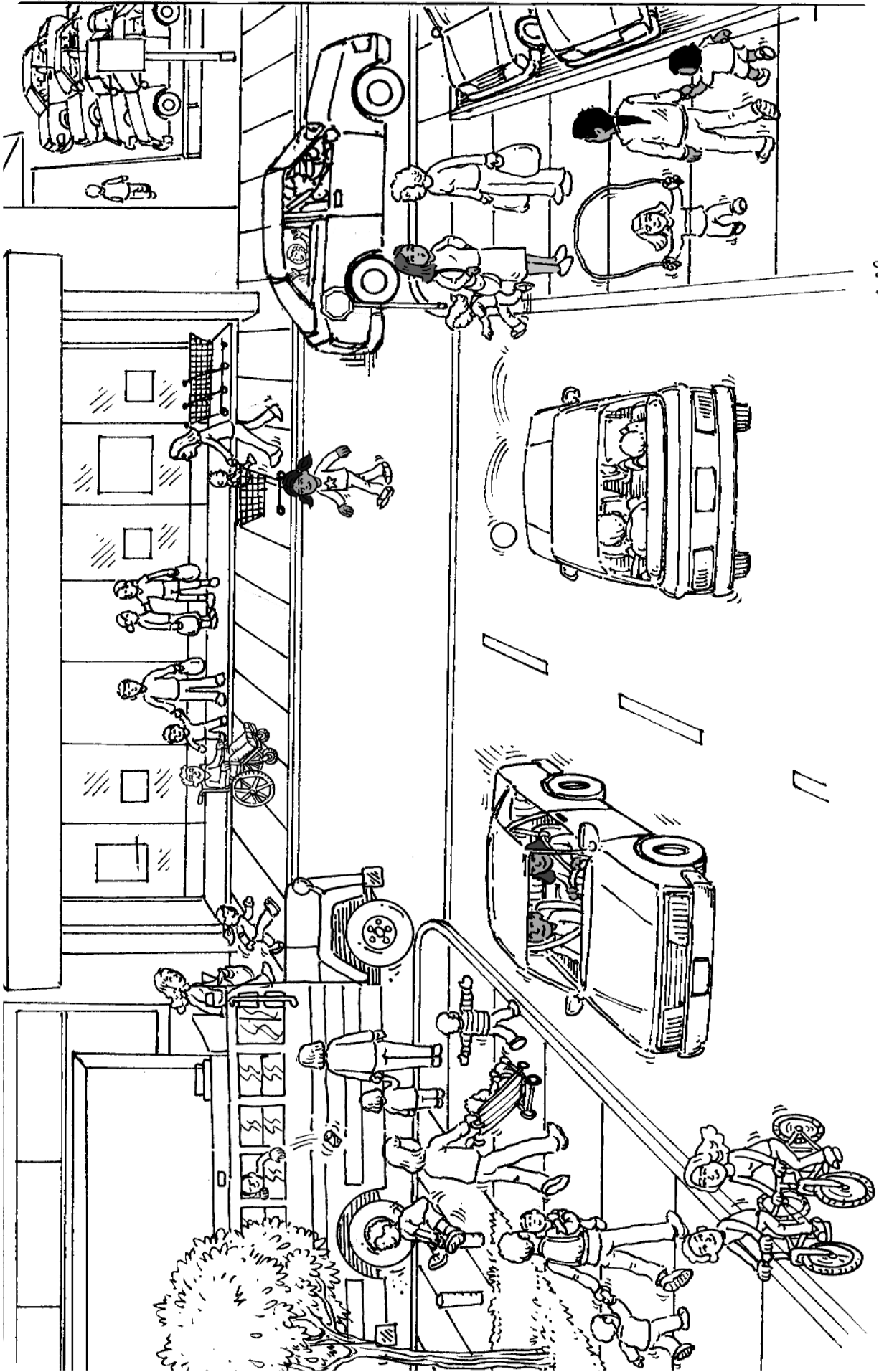
**Opportunities for Family/Community Involvement:**

- Invite students to take their parents on a safety walk and name the dangers they can see around their neighbourhood.

Instructions: Circle the road dangers.

I spy the road danger

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



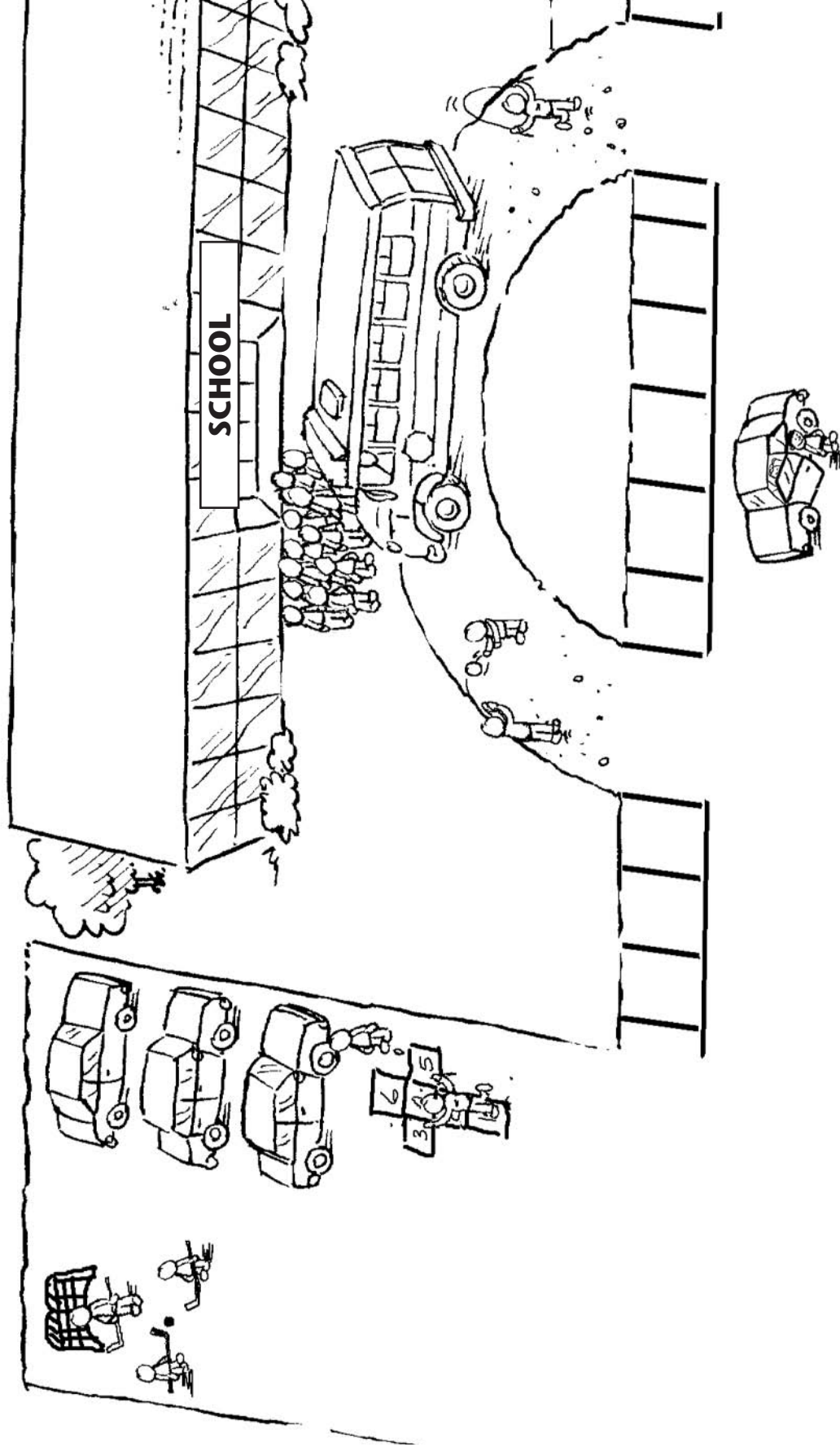
K.3.1.B.1  
K.3.1.A.5

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

I spy the road danger

Instructions: Circle the road dangers.

K.3.1.B.1  
K.3.1.A.5



## ACTIVITY 9 Who Can Help Us? Riddles

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

**K.3.1.B.4** Recognize community helpers (e.g. bus driver, school patrol, Block Parent, police officer) and how to seek help.

#### Complementary SLOs:

---

#### Activity Outcomes:

Students will be able to:

- Describe what a safety helper does.
  - Identify the types of safety helpers in the community.
  - Name the safety helper by the job done.
- 

#### Suggestions for Instruction:

- Ask students if they help their families with jobs around the house.
  - State that helpers are people who “help” or “lend a hand” to those in need.
  - State that a safety helper is a person who “helps” to keep people safe.
  - Brainstorm different types of safety helpers in the community (e.g. teachers, parents, bus driver, police, RCMP, school patrol, Block Parent, babysitters, ambulance driver or attendant).
  - Read each of the 4 riddles *Who Can Help Us? Community Safety Helper Riddles* and ask students to guess who the community safety helper is.
  - Once students have guessed whom the safety helper might be, show the matching Activity 9 Visual A, B, C or D that is the correct answer to each riddle.  
(Answers: police officer/RCMP, school patrol, bus driver, and Block Parent)
  - Ask students from whom they would seek help if they needed assistance while:
    - playing in their front yard,
    - walking to school,
    - playing on the playground.
- 

#### Suggestions for Assessment:

- Ask students to name three types of safety helpers in the community and the jobs they do.
- 

#### Cross-Curricular Connections:

- Social Studies (connecting and belonging)
  - English Language Arts (enhance the clarity and artistry of communication)
- 

#### Opportunities for Family/Community Involvement:

- Invite students to ask their families to name all the types of safety helpers in the community and discuss their jobs.

**WHO CAN HELP US?**  
COMMUNITY SAFETY HELPER RIDDLES

RIDDLE 1: I work in the community  
I am a trusty friend  
And if you are in danger  
It is me who they will send.  
Who am I?  
Answer: Police Officer/RCMP (Activity 9 Visual A)

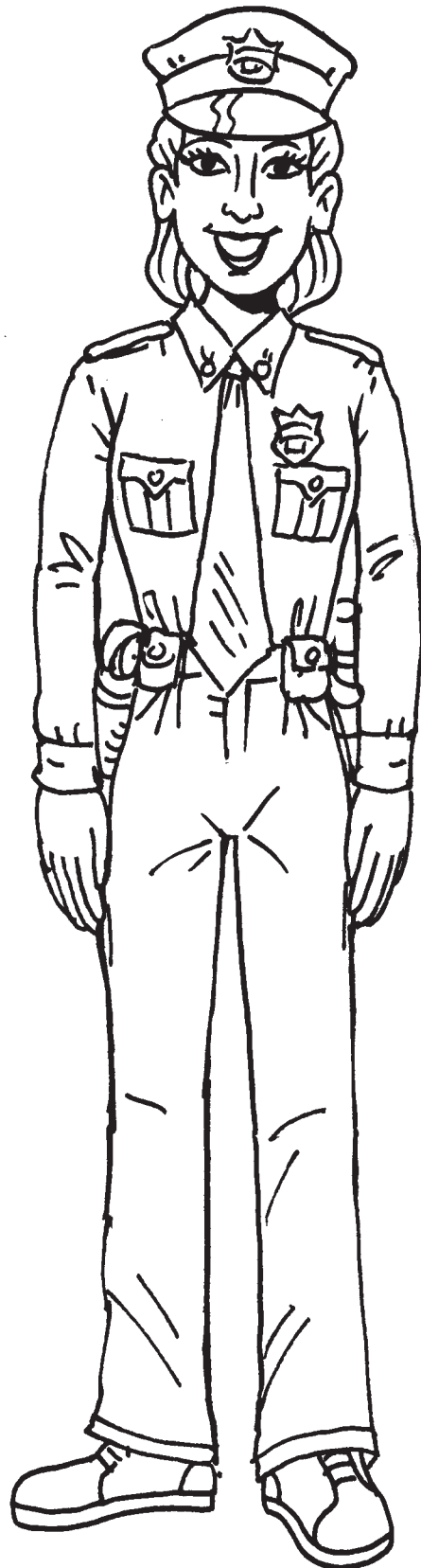
RIDDLE 2: I meet you near the school  
And wear a safety vest.  
When the cars are coming,  
We'll cross when it is best.  
Who am I?  
Answer: School Patrol (Activity 9 Visual B)

RIDDLE 3: I've got safety on my mind  
As I drive you to school.  
Getting you safely back again  
Is my number one rule.  
Who am I?  
Answer: Bus driver (Activity 9 Visual C)

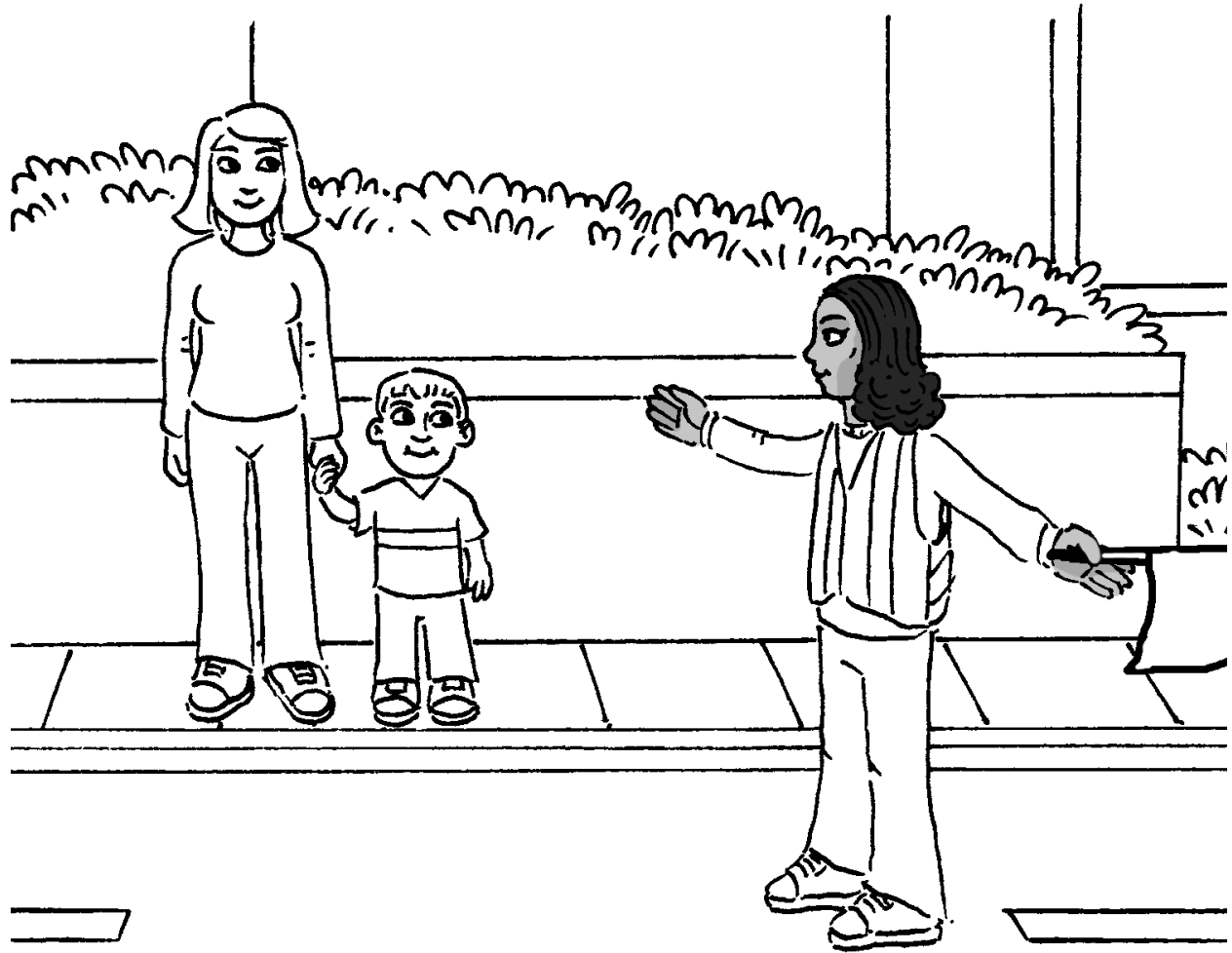
RIDDLE 3: I have a sign in my window  
It is red and white.  
And if you are in trouble  
With me you'll be all right.  
Who am I?  
Answer: Block Parent (Activity 9 Visual D)

- Debbie Kaatz

Community safety helper

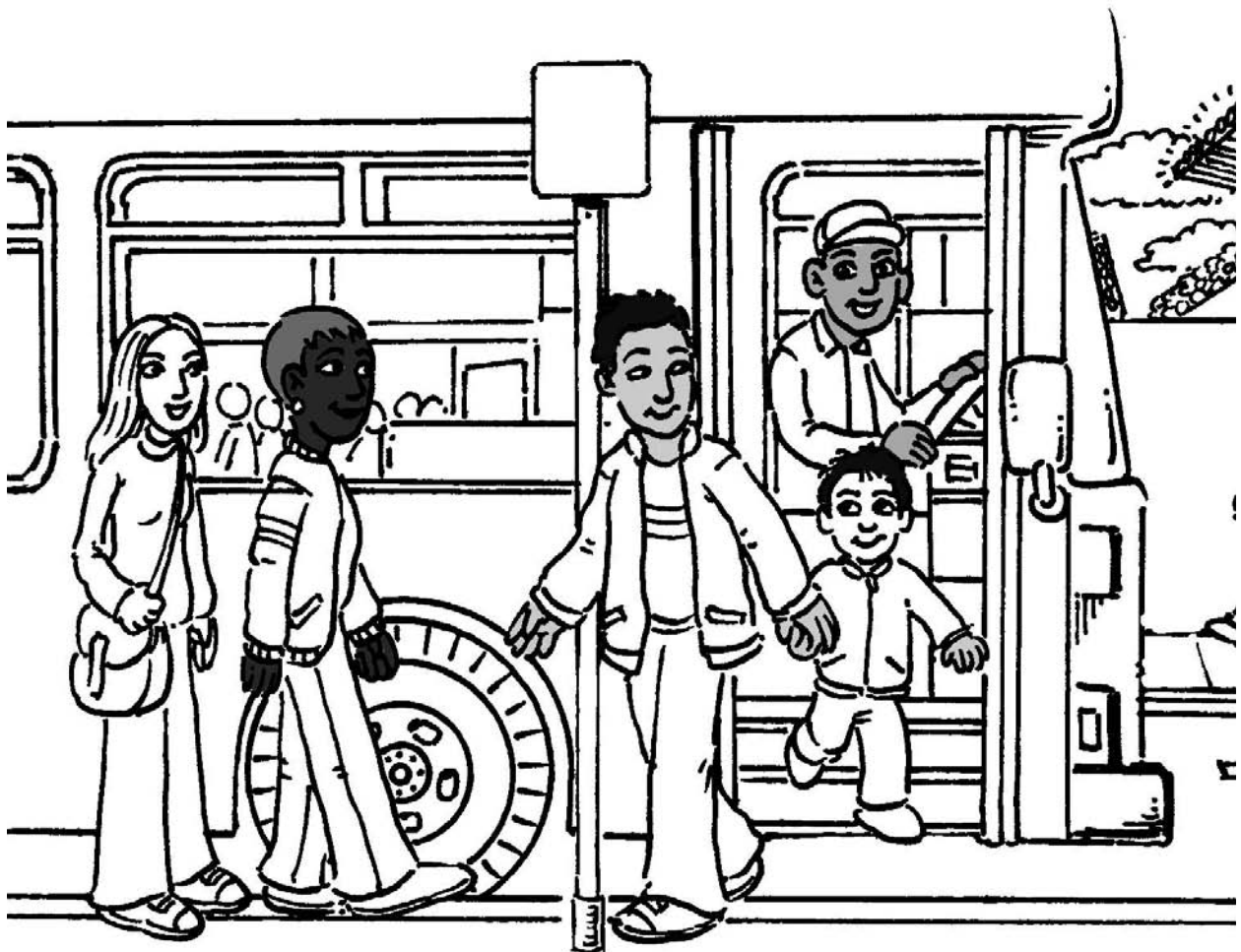


Community safety helper



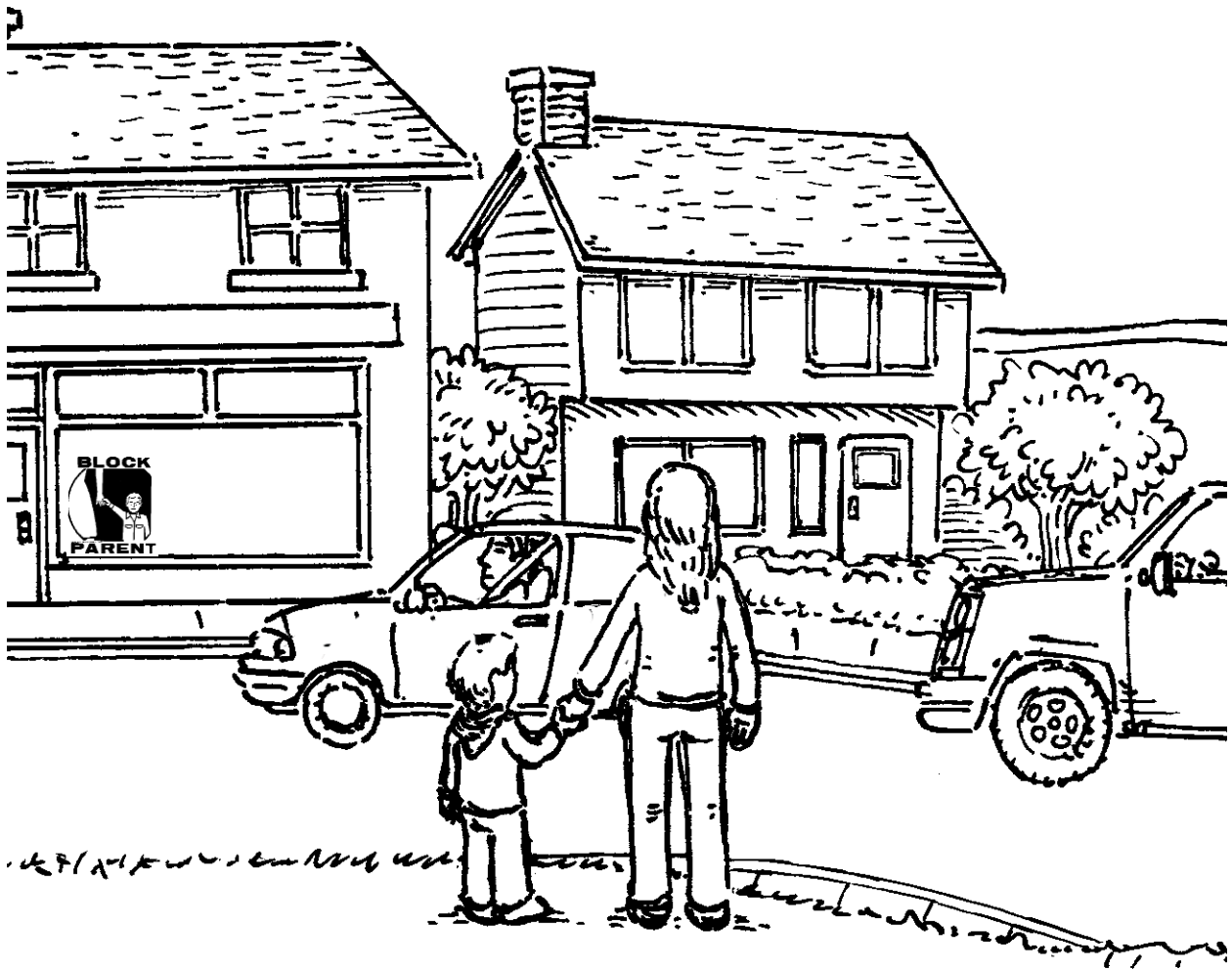


Community safety helper





Community safety helper



## ACTIVITY 10 How To Get Help

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.4** Recognize community helpers (e.g. bus driver, school patrol, Block Parent, police officer) and how to seek help (e.g. know emergency telephone numbers, dial emergency number, report what happened).

#### Complementary SLOs:

- S.4.1.A.3** Demonstrate behaviours that show social responsibility (e.g. follow directions) in daily routines
- 

### Activity Outcomes:

Students will be able to:

- Identify the types of safety helpers in the community.
  - State their home telephone number.
  - State the emergency telephone number for their area.
  - Seek help in an emergency situation.
  - State responsible ways to act when seeking help.
- 

### Suggestions for Instruction:

- Review examples of the types of safety helpers in the community.
- Ask students if they know their home telephone numbers.
- Ask the students if they know the emergency telephone number for their area.
- State the emergency telephone number for the area and ask students to repeat it.  
NOTE: In some areas it may be advisable to dial 0 to reach the telephone operator.
- Introduce Activity 10 Worksheet: *How to get help*.
- Ask students to print their home phone number and the emergency phone number and colour them in on the worksheet.
- State that in an emergency they need to know:
  1. Their area's emergency telephone number,
  2. Their name,
  3. Their address,
  4. How to clearly state the problem.
- Provide a few role play situations where students may need help.  
(Examples: a) while walking to a friend's house, you get lost;  
b) a child is hit by a car and you must get help.)
- Ask students to pretend to dial the emergency telephone number and provide the necessary information.  
NOTE: The emergency operator will ask: What is your name? What has happened? Where are you? (Describe where you are, if you cannot name a specific location.) Is an adult available?  
The telephone operator will ask: How can I help? What has happened?  
(The operator will put you through to the emergency response number.)

**Suggestions for Assessment:**

- Ask students to state his/her telephone number, first and last name, address and the emergency phone number in their areas.
  - Through simulations, have students pretend to dial the emergency telephone number and provide the necessary information.
- 

**Cross-Curricular Connections:**

- English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information)
  - Social Studies (connecting and belonging)
- 

**Opportunities for Family/Community Involvement:**

- Invite students to practice emergency telephone call simulations with their parents stating the necessary information.
- Encourage families to make a “how to get help” sign and post it in a central location near the telephone in the event of an emergency.

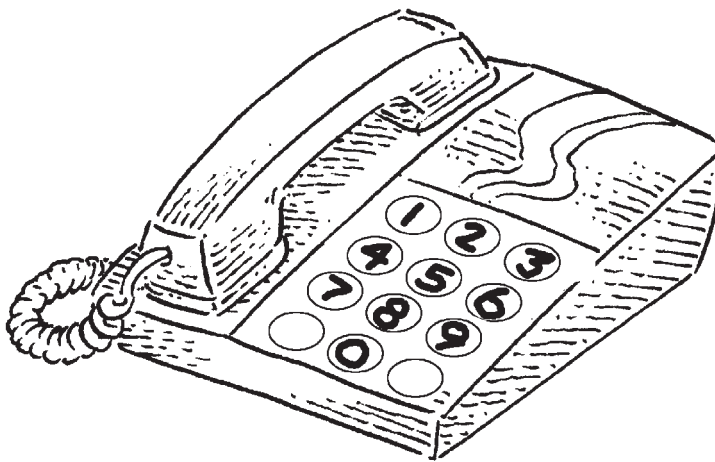
## How to get help

**Instructions:** Write in the phone numbers and colour the numbers on the phones.

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



**My phone number** \_\_\_\_\_



**The *HELP* phone number** \_\_\_\_\_

## ACTIVITY 11 Safe Paths

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

**S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike, crossing road/crosswalk).

#### Complementary SLOs:

**K.4.1.A.3** Identify initial steps (e.g. extending knowledge, stop and think, check rules, check options) for making simple personal and/or guided decisions regarding home and classroom situations (e.g. follow rules).

**S.4.1.A.2** Demonstrate ways (e.g. participate in discussion groups or brainstorm activities) to expand knowledge (e.g. stop and think before reacting and explore different options for making informed and health-enhancing decisions).

---

### Activity Outcomes:

Students will be able to:

- Describe a safe path to travel to school and home.
  - Make road safe decisions and give reasons for their choice.
- 

### Suggestions for Instruction:

- Show Activity 11 Visual: *Safe paths* to a small group or make an overhead for a class activity.
  - Brainstorm for all the potential dangers.
  - Brainstorm for all the possible safe paths the child and adult might take to travel safely from their home to school and back.
  - Decide upon the safest path and why it is the safest.
  - Discuss why the other paths are not as safe.
  - Introduce Activity 11 Worksheet: *To school and home safely*.
  - Ask students to mark the safest path for the boy and the girl to travel to school and home safely.
  - Discuss the students' choices.
- 

### Suggestions for Assessment:

- Ask students to describe safe paths to travel to and from school.
- 

### Cross-Curricular Connections:

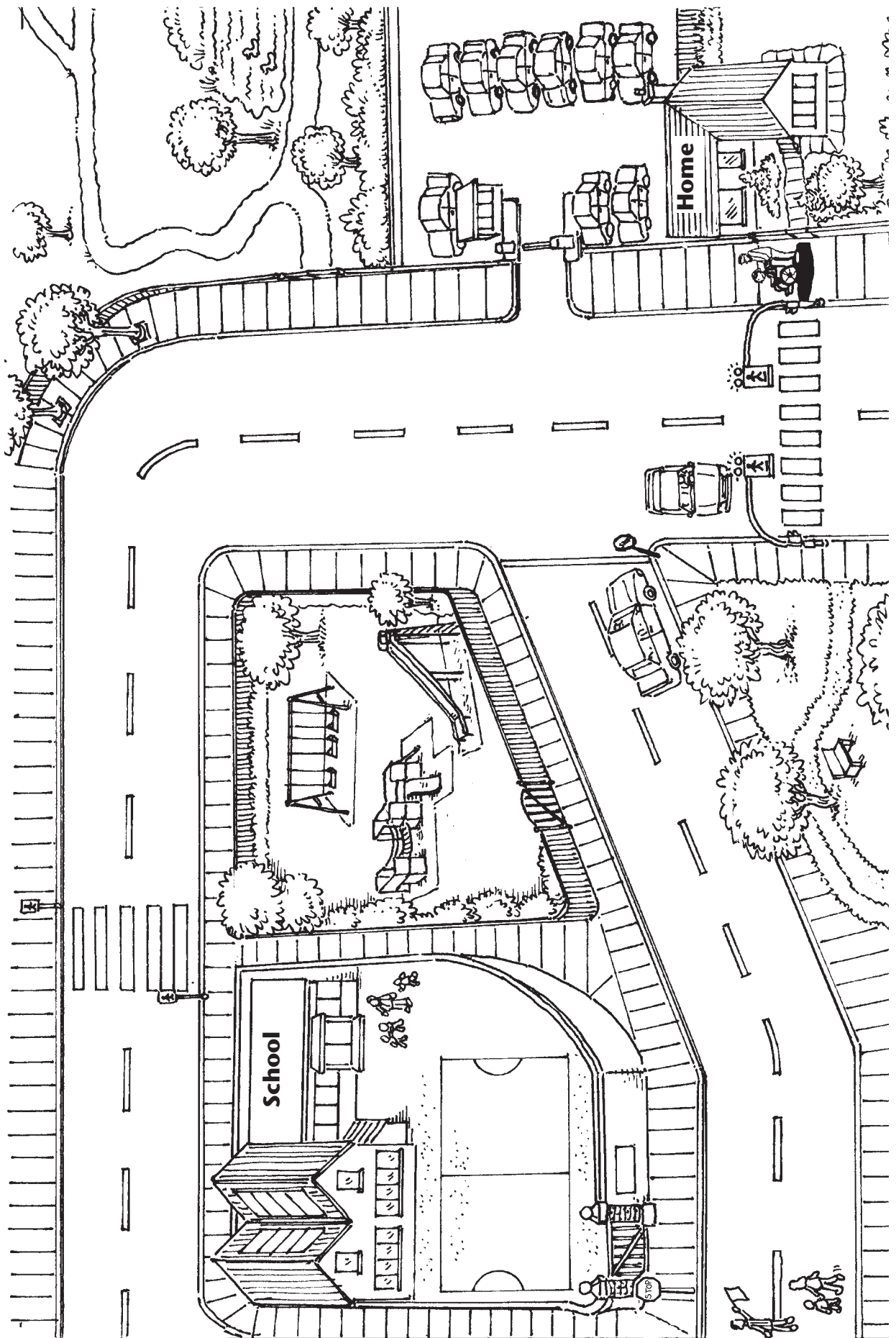
- English Language Arts (explore thoughts, ideas, feelings and experiences; enhance the clarity and artistry of communication)
- Social Studies (connecting and belonging)
- Physical Education/Health Education (personal and social management)

---

**Opportunities for Family/Community Involvement:**

- Invite students and their families to locate a community map (often found in the telephone directory) and trace the safest path for them to travel to school.

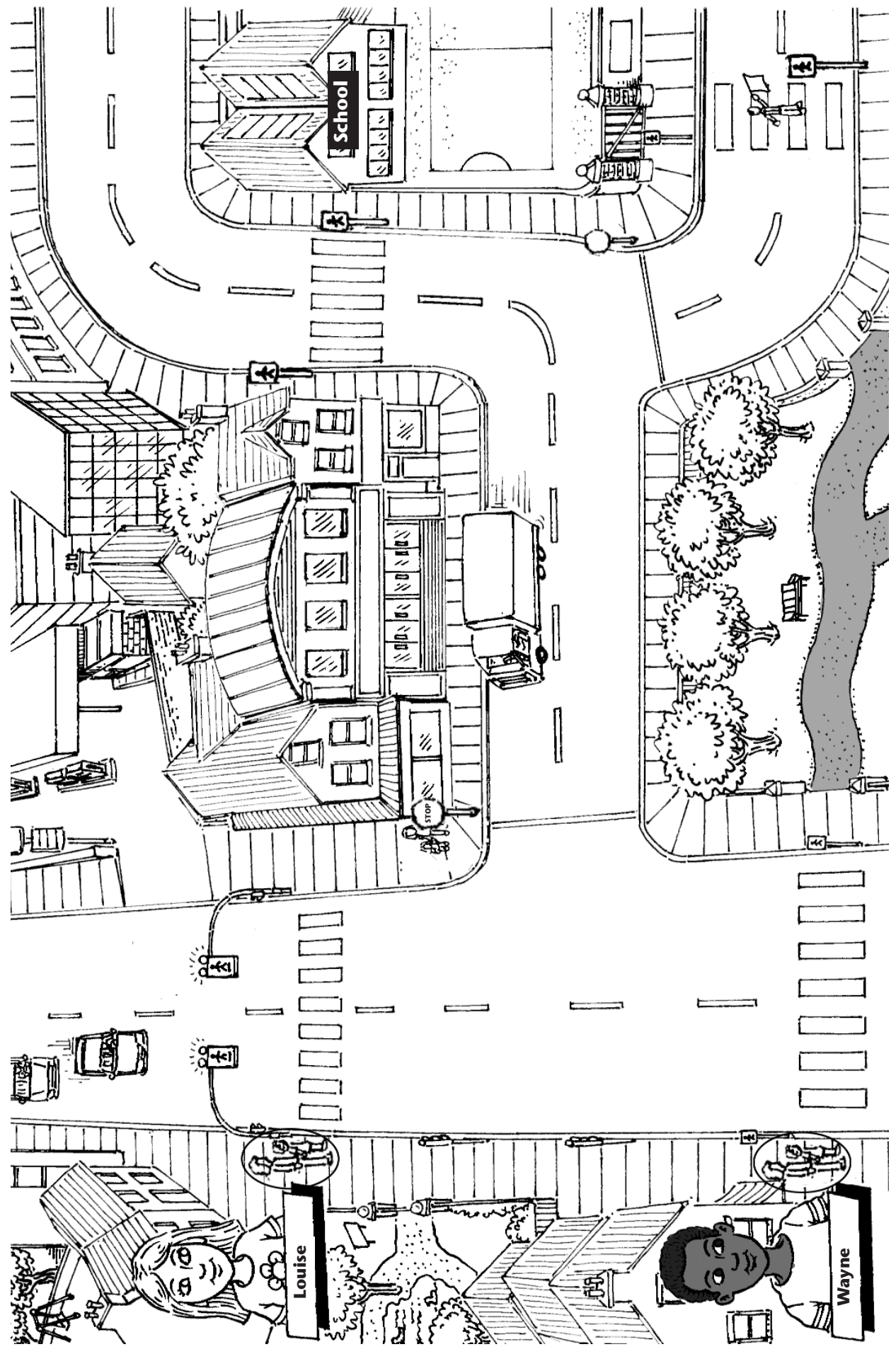
Safe paths



# To school and home safely

Instructions: Mark the safest paths for the boy and girl.

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





## ACTIVITY 12 Safe Places

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

**S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike crossing road/crosswalk).

#### Complementary SLOs:

**K.4.1.A.3** Identify initial steps (e.g. extending knowledge, stop and think, check rules, check options) for making simple personal and/or guided decisions regarding home and classroom situations (e.g. follow rules).

**S.4.1.A.2** Demonstrate ways (e.g. participate in discussion groups or brainstorm activities) to expand knowledge (e.g. stop and think before reacting and explore different options for making informed and health-enhancing decisions).

---

### Activity Outcomes:

Students will be able to:

- Identify safe places for pedestrians and traffic.
  - Make decisions with a partner that reflect road safety rules.
- 

### Suggestions for Instruction:

- Introduce Activity 12 Worksheet A: *Cut-out figures*, which shows 10 people/traffic objects, to a small group or make an overhead for a class activity.  
NOTE: Some of these people and traffic will be seen in different seasons (i.e. spring, summer, fall and winter).
- Introduce Activity 12 Worksheets B and C: *Safe places*.
- Discuss, for spring, where each object may be found, if this is a safe or unsafe place, and what may happen to the object.
- Discuss, for winter, where each object may be found, if this is a safe or unsafe place, and what may happen to the object.
- Divide the class into pairs.
- Ask student pairs to select either a spring or winter scene from Activity 12 Worksheets B or C.  
NOTE: Student pairs may draw their own backgrounds.
- Give each pair of students one Activity 12 Worksheet A: *Cut-out figures*.
- Instruct each pair of students to pick 3 cut-outs, of which 3 are people and 3 are traffic, and colour and cut them out. Each pair will have 6 cut-outs.
- Instruct each pair to discuss where the cut-outs should be safely placed. Once they have decided, the cut-outs may be glued into position on the worksheet selected.
- Participate in a gallery walk and view the completed worksheets.
- Each pair may present their pictures to the class and explain their decisions.  
NOTE: Students may do this activity individually.

**Suggestions for Assessment:**

- Ask students to explain why they placed the cut-outs where they did.
- 

**Cross-Curricular Connections:**

- English Language Arts (explore thoughts, ideas, feelings and experiences; celebrate and build community; manage ideas and information)
  - Physical Education/Health Education (personal and social management)
  - Science (daily and seasonal changes)
  - Social Studies (connecting and belonging)
- 

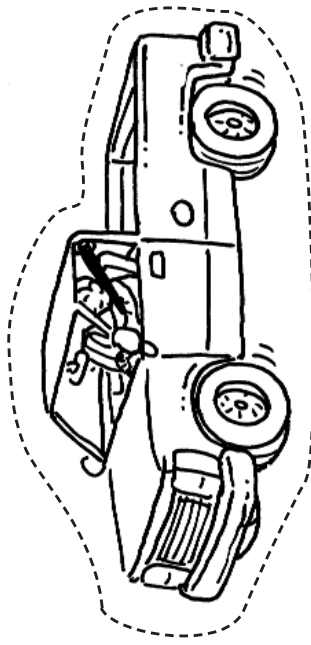
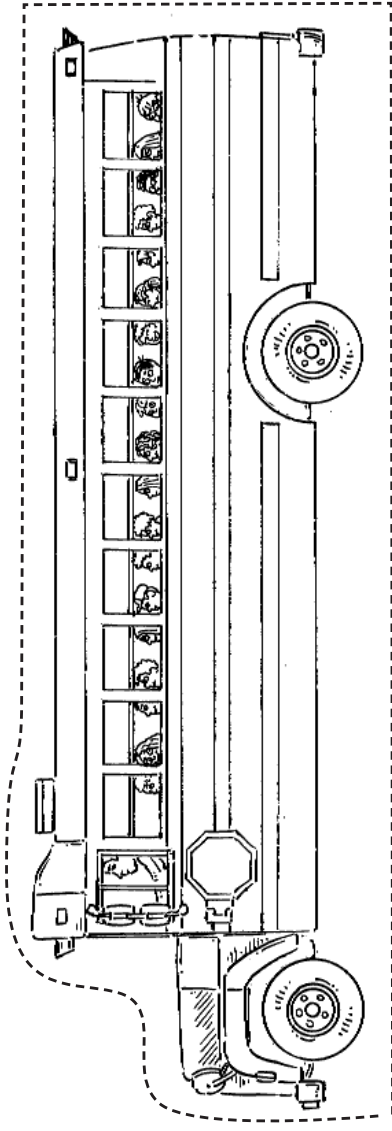
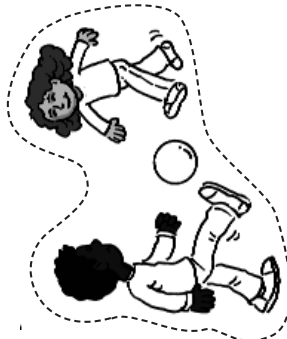
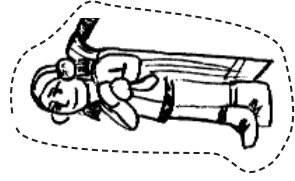
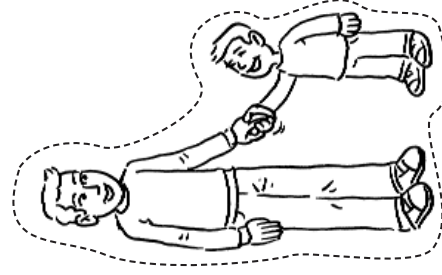
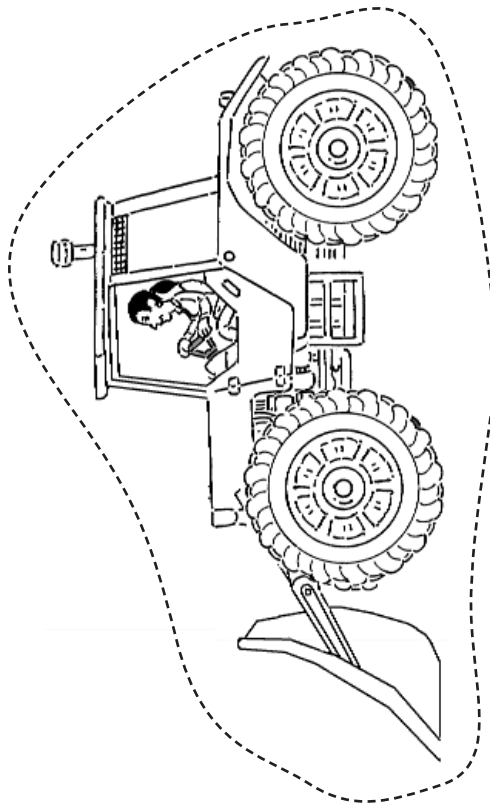
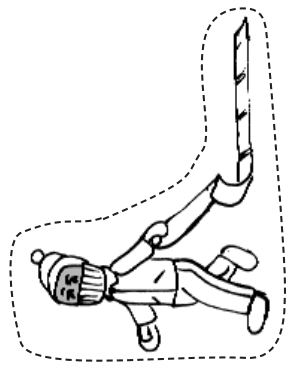
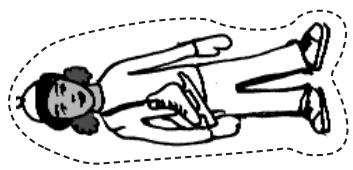
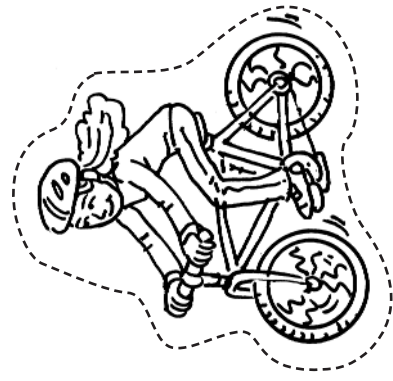
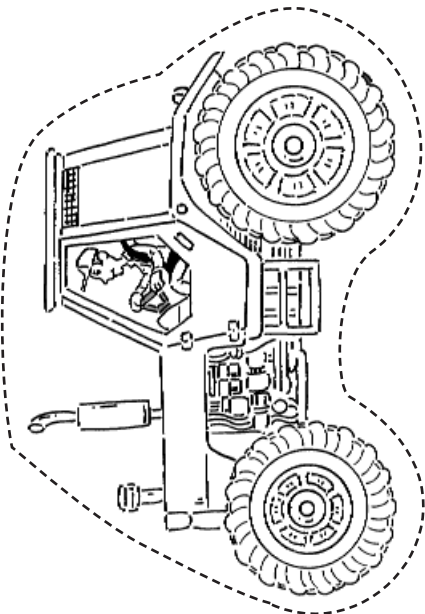
**Opportunities for Family/Community Involvement:**

- Invite students to take their worksheets home and discuss with their families safe places for people and traffic.

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

# Cut-out figures

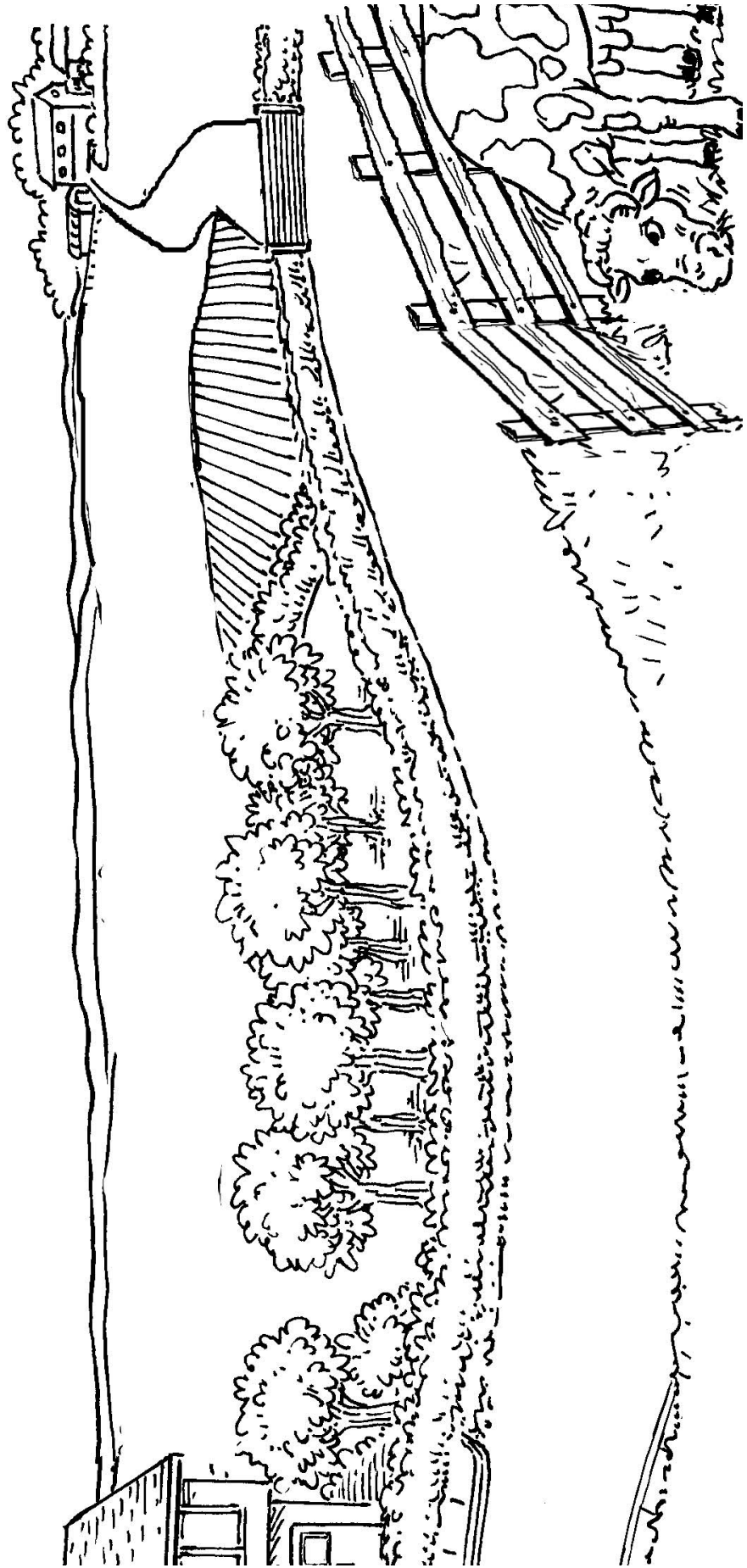
Instructions: Colour and cut out.



Instructions: Glue the cut-outs  
in safe places.

Safe places

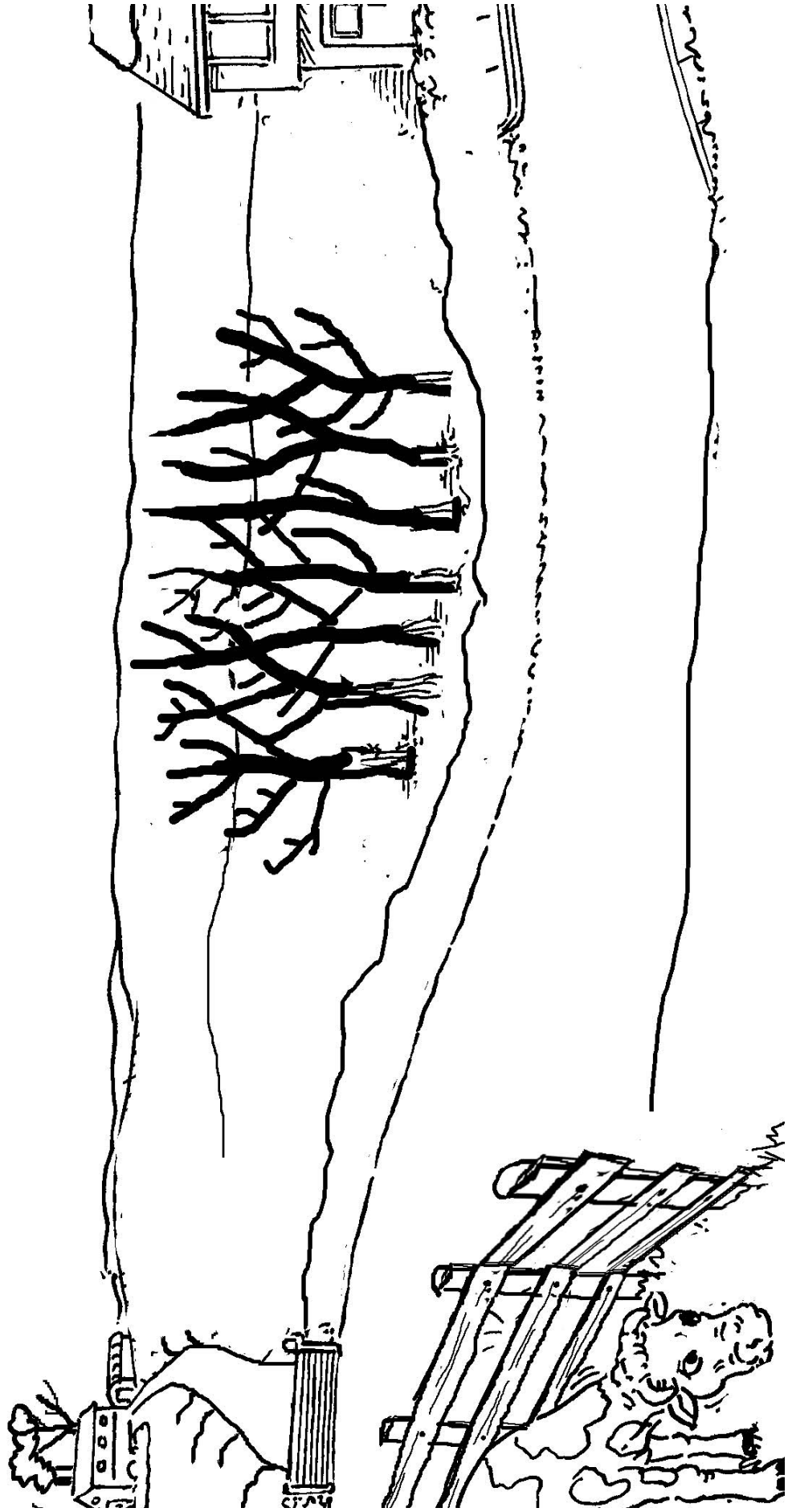
Name: \_\_\_\_\_



Instructions: Glue the cut-outs  
in safe places.

Safe places

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



## ACTIVITY 13 Practice – Road Safety Walk

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding a bike crossing road/crosswalk).
- K.3.1.A.2** Identify how weather conditions may affect safe exercising (e.g. ice/rain make road surface slippery).
- K.3.1.A.3** Recognize the importance of proper, secure footwear (e.g. for keeping feet and ankles safe) in physical activity on different surfaces (e.g. icy or wet surfaces).
- K.3.1.B.3** Identify practices to prevent injuries related to indoor and outdoor play.
- K.3.1.B.4** Recognize community helpers (e.g. bus driver, school patrol, Block Parent, police officer) and how to seek help.

#### Complementary SLOs:

- K.4.1.A.3** Identify initial steps for making simple personal and/or guided decisions regarding home and classroom situations.
  - S.2.1.A.1a** Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment.
- 

### Activity Outcomes:

Students will be able to:

- Demonstrate basic rules and routines such as correct pedestrian behaviours around road safety.
  - Practice making decisions involving road safety.
  - Demonstrate practices that prevent injuries related to indoor and outdoor play.
  - Name the types of safety helpers in the community.
  - Identify correct and incorrect footwear for indoor and outdoor activities.
  - Participate in various activities that enhance their road safety skills.
- 

### Suggestions for Instruction:

NOTE: Ask the Physical Education teacher, older students or school patrols for help in setting up this activity. Students in Grade 4 may assist as part of Activity 12: *Road Safety Promotion Plan* in the Road Safety Program.

- Construct 1 or 2 mock intersections in different areas of the gymnasium/hall using existing lines on the floor, some masking tape and pylons.
- Ask 3 helpers (e.g. Grade 4 students or school patrols) to assist at the mock intersections.
- Reproduce 2 or 3 of Activity 13 Visuals A-E: blackline master traffic signs, or use the coloured traffic signs provided.
- Post stop signs on the back of chairs and place at corners of the intersections.
- Post one crosswalk sign along the “road” (lines on the gym floor).
- Have 4 or 5 students pretend to be traffic vehicles using 4-wheeled scooters. Have them pretend to put on their seat belts. Listen for the click!
- Ask students to decide when to safely cross the road while watching for “traffic”.



- Ask students to complete the Safety Walk, which may include:
    1. crossing the road at a stop sign:
      - a) with an adult or friend,
      - b) alone,
      - c) with help from a school patrol.
    2. crossing the road at a crosswalk:
      - a) with an adult or friend,
      - b) alone,
      - c) with help from a school patrol.
  - Have students take turns being the “traffic”.
  - Discuss proper footwear for indoor and outdoor activities.
  - Discuss how weather conditions may affect the condition of the road and the vehicle’s ability to stop quickly, as well as your ability to walk (e.g. icy, slippery).
  - Discuss what you, as the teacher, observed about students’ road safety skills.
- 

**Suggestions for Assessment:**

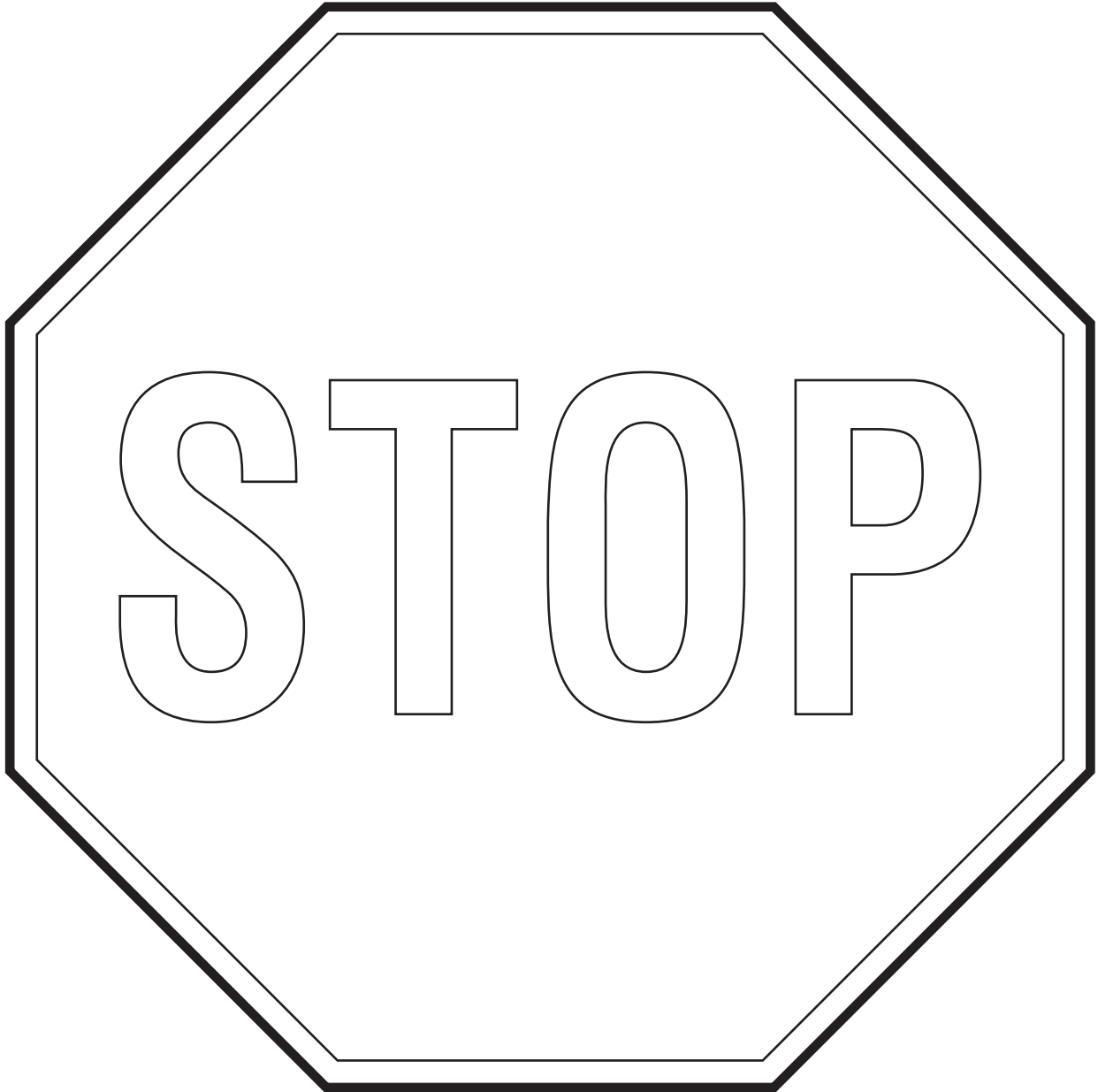
- Use the Teacher Road Safety Checklist to assess students’ road safety skills during the simulations. (See Assessment Tool.)
- 

**Cross-Curricular Connections:**

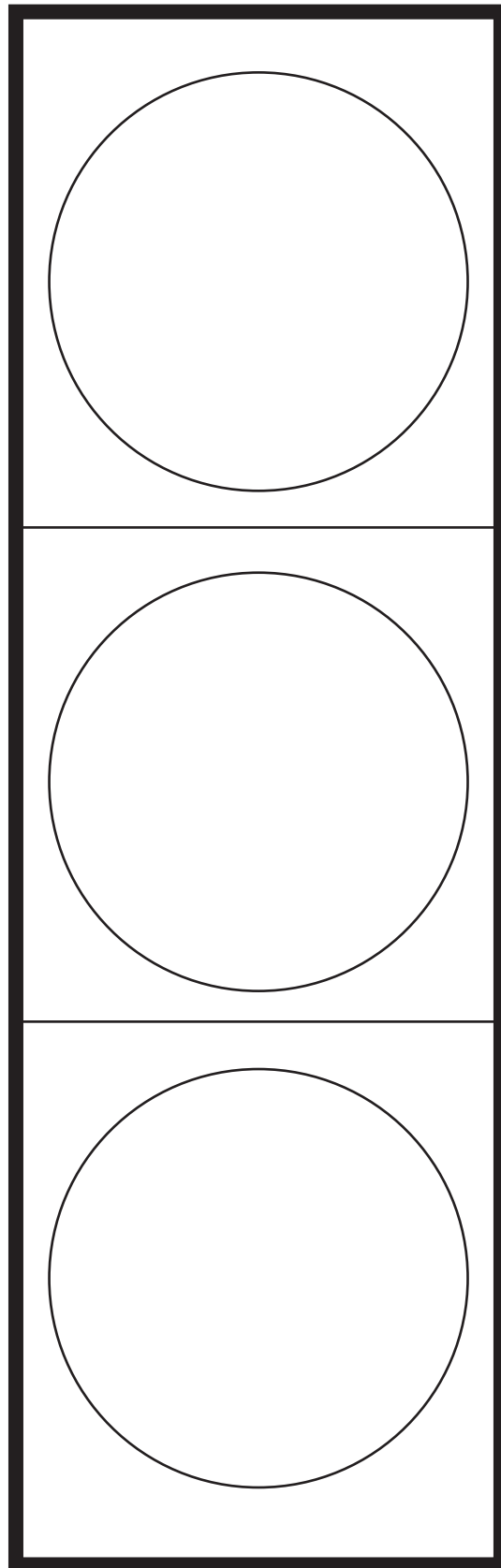
- Physical Education/Health Education (personal and social management; fitness management)
  - English Language Arts (manage ideas and information)
- 

**Opportunities for Family/Community Involvement:**

- Send a copy of the road safety rules home for students to discuss with their families.



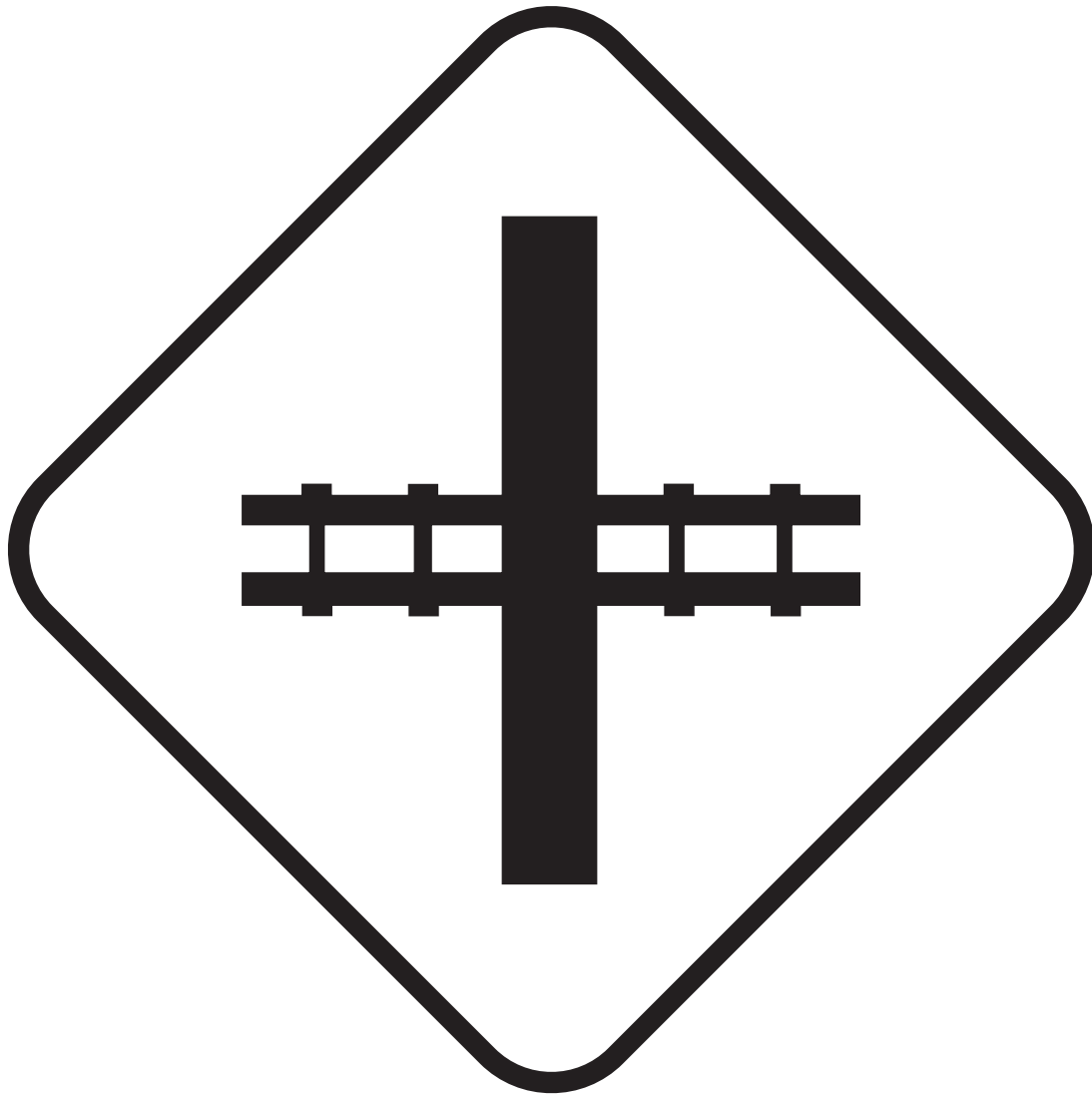




K.3.1.B.1  
K.3.1.B.4  
S.3.1.A.1







## ACTIVITY 14 Safe Bus Rider Game

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.1** Identify potential safety risks in community related to toys, clothing, road and vehicles (e.g. lack of seat belts), bus ridership, unsupervised situations, fire/burns, and holidays, and ways to avoid injury.
- K.3.1.B.4** Recognize community helpers and how to seek help.
- S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities.

#### Complementary SLOs:

---

### Activity Outcomes:

Students will be able to:

- Play a game that reviews the rules of bus ridership.
- 

### Suggestions for Instruction:

NOTE: Students in Grade 4 may assist as part of Activity 12: *Health Promotion Plan* in the Road Safety Program.

- Introduce Activity 14 Worksheet: *Safe bus rider board game* to a small group or make an overhead for a class activity.
  - Explain the game is played by rolling a die, counting the number of moves and following the instructions.
  - Play the game on the overhead with the class.
  - Have older students play the game with younger students.
- 

### Suggestions for Assessment:

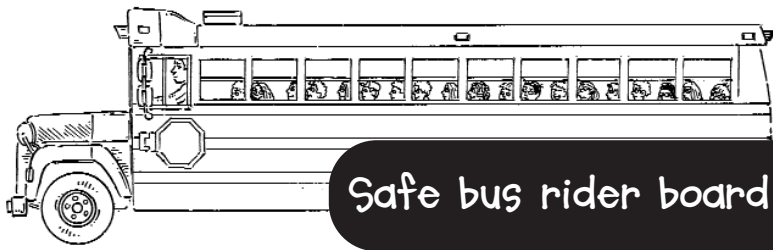
- Ask students to name at least four safety rules to follow when riding the school bus.
- 

### Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media text)
  - Mathematics (number)
- 

### Opportunities for Family/Community Involvement:

- Invite students to take the Safe Bus Rider Board Game home and play it with their families.



**Safe bus rider board game**

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

**Instructions:** Roll the die, count the spaces and follow instructions.

<p><b>1</b> Throw a <b>6</b> to <b>START!</b></p>					
<p><b>2</b></p>	<p><b>3</b> You waited <i>safely</i> at the bus stop. Go forward 3 spaces.</p>	<p><b>4</b> You waited well back from the traffic. Go forward 4 spaces.</p>	<p><b>5</b> You played with a ball at the bus stop. Go back 3 spaces.</p>	<p><b>6</b></p>	<p><b>7</b> You boarded the bus in a line. Go forward 2 spaces.</p>
					<p><b>8</b></p>
<p><b>22</b> You thanked the driver. Go forward 3 spaces.</p>	<p><b>23</b> You ran out behind the bus. Go back 5 spaces!</p>	<p><b>24</b> You ran out in front of the bus. Go back 5 spaces.</p>	<p><b>25</b></p>		<p><b>9</b></p>
<p><b>21</b></p>			<p><b>26</b> You crossed safely in front of the bus. Go forward 2 spaces.</p>		<p><b>10</b> You put your school bag in a safe place. Go forward 1 space.</p>
<p><b>20</b> You were pushing to get out first. Go back 4 spaces.</p>		<p><b>28</b> You're a <b>GREAT</b> bus passenger!!</p>	<p><b>27</b></p>		<p><b>11</b></p>
<p><b>19</b></p>					<p><b>12</b> You sat on the seat properly. Go forward 4 spaces.</p>
	<p><b>17</b> You were fighting in the bus and distracting the driver. Go back 8 spaces.</p>	<p><b>16</b></p>	<p><b>15</b> You were shouting in the bus. Go back 4 spaces.</p>	<p><b>14</b> You put your arm out the window. Go back 5 spaces.</p>	<p><b>13</b></p>

Modified from: Alberta Transportation

## ACTIVITY 15 What If? Scenarios

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### Prescribed Learning Outcomes:

#### Safety SLOs:

- K.3.1.B.3** Identify practices to prevent injuries related to indoor and outdoor play.
- K.3.1.A.5** Identify common playground and physical activity hazards at school (e.g. parking lots, roads around the school).
- S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities.

#### Complementary SLOs:

- K.4.1.A.3** Identify initial steps for making simple personal and/or guided decisions regarding home and classroom situations.
- K.4.1.B.1a** Identify examples of responsible social behaviours for getting along with others in school and schoolyard.
- K.4.1.B.4** Identify ways to exercise caution, avoidance and/or refusal (e.g. look for danger, ask adult for help, say “no” and walk away) in potentially dangerous situations.
- S.4.1.A.2** Demonstrate ways (e.g. ask a knowledgeable person, participate in discussion groups or brainstorm activities) to expand knowledge (e.g. stop and think before reacting and explore different options for making informed and health-enhancing decisions).
- S.4.1.A.3** Demonstrate behaviours that show social responsibility (e.g. follow directions) in daily routines.

---

### Activity Outcomes:

Students will be able to:

- Name practices that prevent injuries related to outdoor play.
- Identify some road dangers (hazards) at school.
- State pedestrian safety rules.
- State school bus safety rules.
- Make decisions that reflect road safety rules.
- Apply the decision-making process to road safety scenarios.
- State responsible ways to act in getting along with others.
- Describe ways to exercise caution, avoidance and/or refusal in potentially dangerous situations.

---

### Suggestions for Instruction:

Display Activity 15 Visual: *What if?* to a small group or make an overhead for a class activity.

- State that decisions are like traffic lights.
  - Red: Stop and identify the problem.
  - Yellow: Look at your choices and then make the safest decision.
  - Green: Go! Follow through with the decision.

- Discuss each of the following 4 scenarios with the class.

For each scenario:

Identify the problem and consider all the choices, using the questions provided.

Where appropriate, refer to Activity 15 Visual: *What if?*

Decide upon the safest choice and explore what may happen.

Questions to consider:

1. What is the problem?
2. What are your choices and what might happen?
3. What would your parents/teacher want you to do?
4. What is the safest choice?
5. What would you do?

#### SCENARIOS:

1. What if you and a friend are walking to school and your friend does not want to cross at the patrols. He/she wants to cross further down the road. What would you do?
2. What if you are lining up to board the school bus and some students start pushing and shoving in line. What would you do?
3. What if you are walking to school with your friend and you are both late. You can hear the school bell ring. He/she wants you both to run across the road as fast as possible. What would you do?
4. What if during recess your ball rolls into the school parking lot and you want to get it back. What would you do?

(Seasonal: What if your friend and you are walking home and your friend wants you both to run over a high snowbank and across an icy road to catch up to some other friends. What would you do?)

---

#### **Suggestions for Assessment:**

- Give students scenarios and ask what they would do as the safest choices.
- Observe student in real-life situations such as scenarios 2 and 4 and note the behaviour.

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#### **Cross-Curricular Connections:**

- Physical Education/Health Education (personal and social management)
- English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information)

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#### **Opportunities for Family/Community Involvement:**

- Invite students to discuss these and other “What if” scenarios with their families.



What if?

**Stop  
and  
Think**

**Look at  
your choices  
Make a  
decision**

**Go!**

## ACTIVITY 16 My Road Safety Action

---

### Prescribed Learning Outcomes:

#### Safety SLOs:

**S.3.1.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (e.g. walking home, riding in a vehicle, crossing road/crosswalk).

#### Complementary SLOs:

**S.4.1.A.1** Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task).

**S.4.1.A.2** Demonstrate ways (e.g. ask a knowledgeable person, participate in discussion groups or brainstorm activities) to expand knowledge (e.g. stop and think before reacting and explore different options for making informed and health-enhancing decisions).

**S.4.1.A.3** Demonstrate behaviours that show social responsibility (e.g. follow directions) in daily routines.

---

### Activity Outcomes:

Students will be able to:

- Identify a safety rule that reflects safe participation and routines.
  - Set a short-term goal to accomplish the safety rule.
  - Display ways to expand knowledge about road safety.
  - Display socially responsible behaviours/actions.
- 

### Suggestions for Instruction:

- Review the pedestrian safety rules, vehicle passenger safety rules and school bus safety rules. (Refer to Activity 7: *Do you know the road safety rules?* for a complete list.)
- Ask students to brainstorm for safety rules that could be one-week actions. (Examples:
  - a) look for traffic before crossing driveways and back lanes;
  - b) always wear a seat belt;
  - c) stay seated until the bus has completely stopped.)
- Make a list of potential actions on the chalkboard.
- Introduce Activity 16 Worksheet: *My road safety action*.
- Ask students to choose one action from the list on the chalkboard and copy it.
- Students draw a picture of themselves, completing their action, in the space provided.
- Explain that the Monday to Sunday boxes need to be checked (✓) or Xed on a daily basis to show if the action was or was not done.
- After the week, use the following questions as a guideline for a discussion:
  1. Was their action completed? Partially completed?
  2. What made the action easy to achieve?
  3. What was difficult about achieving the action?

**Suggestions for Assessment:**

- Discuss students' progress with their road safety actions.
- 

**Cross-Curricular Connections:**

- Physical Education/Health Education (personal and social management)
  - English Language Arts (explore thoughts, ideas, feelings and experiences)
  - Visual Arts
- 

**Opportunities for Family/Community Involvement:**

- Invite students to take the worksheets home and to ask parents to encourage them with their road safety actions for the week.

# My road safety action

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

Instructions: Write your goal. Draw it. Complete the boxes.

I Will \_\_\_\_\_

\_\_\_\_\_

Mon	Tues	Wed	Thurs	Fri	Sat	Sun

# ASSESSMENT TOOL





