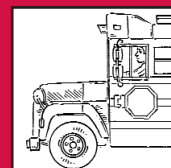
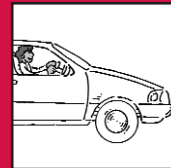




Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



Grade 3

Manitoba
Education,
Training
and Youth



**Manitoba
Public Insurance**

Acknowledgements

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 3

TABLE OF CONTENTS

	Pages
Introduction	3 - 4
Scope and Sequence	3 - 6
Parent Letter	3 - 11
Learning Activities:	
1. Railway Safety	3 - 12
2. Recreational Safety	3 - 16
3. Bike Traffic Signs And Hand Signals	3 - 19
4. Road Safety Bingo	3 - 28
5. Bike Traffic Signs And Hand Signals Match-Up	3 - 31
6. Fill In The Traffic Signs	3 - 34
7. Rules Of The Road	3 - 36
8. Is My Bike Safe?	3 - 40
9. A Bike Of The Future	3 - 43
10. Cycle Safely Crossword Puzzle	3 - 46
11. The Safe Bike Ride	3 - 50
12. Do You Know The Road Safety Rules?	3 - 53
13. Safety Helpers Crossword Puzzle	3 - 60
14. Road Safety Song Or Poem	3 - 64
15. Road Rules Game	3 - 69
16. What If? Scenarios	3 - 73
17. My Road Safety Goal	3 - 77
Assessment Tool – Teacher Road Safety Checklist	3 - 81

INTRODUCTION

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 to provide the students with the knowledge, skills and attitudes to enable them 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 THREE
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>Knowledge: Strand B Physical Activity Risk 5. Alternative Pursuits (Science) b) bicycle and water safety</p>	<p><input type="checkbox"/> K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle. Activities 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16</p>		
<p>Knowledge: Strand B Safety of Self and Others 1. Community Safety Awareness (Science and Social Studies)</p> <p>4. Community Supports and Services (Science and Social Studies)</p>	<p><input type="checkbox"/> K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks). Activities 1, 12, 14, 15, 16</p> <p><input type="checkbox"/> K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, block parents, elders, firefighters, snowmobile patrols). Activities 13, 14, 16</p>		

**GRADE THREE
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	Complementary GLOs	
		Personal and Social Management #4	Fitness Management #2
	<p>Specific Student Learning Outcomes (SLOs)</p> <p><input type="checkbox"/> S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk). ■ Activities 2, 8, 9, 11, 12, 14, 15, 16, 17</p>	<p>SLOs</p> <p>Knowledge: Strand A Personal Development 2. Goal Setting (ELA) a) Process <input type="checkbox"/> K.4.3.A.2a Differentiate between long-term goals (i.e. be injury-free all school year) and short-term goals (e.g. practice road safety daily). ■ Activity 17</p> <p>b) Personal planning and responsibility (ELA and Social Studies) <input type="checkbox"/> K.4.3.A.2b Discuss how attributes (e.e being responsible, focusing on task) and desires (i.e. willingness to help) affect personal progress and achievement. ■ Activity 17</p>	<p>SLOs</p> <p>Skills: Strand A Acquisition Fitness Management Skills ... 1. Active Participation a) General fitness activities <input type="checkbox"/> S.2.3.A.1a Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance ■ Activity 15</p>

**GRADE THREE
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
Skills: Strand A Application of Safety Practices... 1. Physical Activity (cont'd)		3. Decision Making/Problem Solving (ELA and Science) b) personal planning and responsibility (ELA and Social Studies) <input type="checkbox"/> K.4.3.A.3 Explore the steps in the decision- making/problem-solving process (e.g. define issue, explore alternatives, check health knowledge and values, identify possible solutions, decide, evaluate). Activities 11, 12, 16 Strand B Social Development 1. Social Responsibility (Social Studies and ELA) a) Responsible social behaviours <input type="checkbox"/> K.4.3.B.1a Describe the behaviours (e.g. accepting everyone into group, invite others to play, no put-downs) that show respect for abilities and the feelings of others. Activities 14, 16	

**GRADE THREE
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
Skills: Strand A Application of Safety Practices... 1. Physical Activity (cont'd)	4. Avoidance and Refusal Strategies (ELA) <input type="checkbox"/> K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g. saying “no” with a firm voice). Activities 1, 16, 17	Skills: Strand A Acquisition of P and SM Skills... 1. Goal Setting/Planning (ELA) <input type="checkbox"/> S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task). Activity 17 2. Decision Making/Problem Solving (all subjects) <input type="checkbox"/> S.4.3.A.2 Use the steps in decision-making/ problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/ issues (e.g. road safety). Activities 1, 11, 12, 15, 16	

**GRADE THREE
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>Skills: Strand A Application of Safety Practices...</p> <p>1. Physical Activity (cont'd)</p>	<p><input type="checkbox"/> K.3.3.A.5a Identify the basic safety rules for selected physical activity settings (e.g. school field trips, Terry Fox walk/run). Activities 11, 14, 15</p>	<p>3. Interpersonal Skills (all subjects) <input type="checkbox"/> S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities. Activities 1, 7, 10, 11, 12, 14, 15, 16</p>	
<p>Knowledge: Strand A Physical Activity Risk Management 5. Alternative Pursuits (Science) a) selected activities</p>			

Dear Parent/Guardian,

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

- Bicycle Safety
- Railway Safety
- Recreational Safety
- Traffic
- Pedestrian Safety
- School Bus 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 Railway Safety

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.3.B.1** Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks).

Complementary SLOs:

- K.4.3.B.4** Recognize verbal and non-verbal behaviours associated with assertiveness (e.g. saying “no” with a firm voice).
- S.4.3.A.2** Use the steps in decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/issues (e.g. road safety).
- S.4.3.A.3** Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.
-

Activity Outcomes:

Students will be able to:

- Identify the railway traffic signs.
 - State the railway safety rules.
 - State proper actions to take when near the railway.
 - State verbal and non-verbal behaviours associated with assertiveness.
 - Demonstrate appropriate behaviours that show respect for others in small-group class activities.
-

Suggestions for Instruction:

- Discuss the 3 railway traffic signs using Activity 1 Visual: *Railway traffic signs*.
- Explain that these traffic signs tell people there is a rail/highway grade crossing ahead.
- Brainstorm on flipchart paper what students know already about railway safety rules.
- Review the traffic safety rules around railway tracks:
 1. Obey all warning signs.
 2. Anytime is train time. (Be careful at any time of day or night.)
 3. Stop before the train tracks.
 4. Look both ways for a train.
 5. Listen for a train whistle.
 6. If a train is coming, wait until it passes.
 7. When safe to do so, cross quickly and watch where you walk so you do not fall. (Train tracks may be uneven, slippery and hazardous.)
 8. Railway property is private property and off limits to pedestrians, cyclists, snowmobilers.
- Ask students to find a partner and work in pairs.
- Tell students you are going to read a short story to them and they are to write a safe ending.
- Read the short story, “A Train is Coming”, which accompanies this learning activity.
- Ask students “What do you think Sally and Billy will do?”

- Have the pairs of students write a safe ending to this short story.
 - Ask the students to present their story endings to the class.
 - Each pair of students states why they chose that particular ending.
 - Discuss the following questions:
 1. How many students had similar endings?
 2. What are the safety rules around the train tracks?
-

Suggestions for Assessment:

- Ask student pairs to present their safe story ending to the class and name the railway safety rule(s) they emphasized.
-

Cross-Curricular Connections:

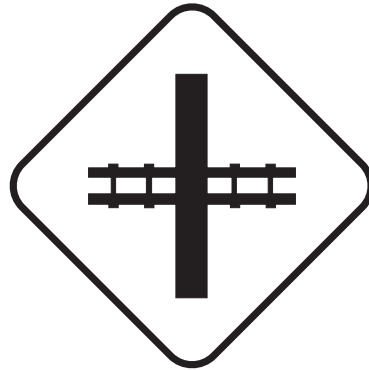
- English Language Arts (explore thoughts, ideas, feelings and experiences; enhance clarity and artistry of communication; celebrate and build community)
 - Physical Education and Health Education Curriculum (personal and social management)
-

Opportunities for Family/Community Involvement:

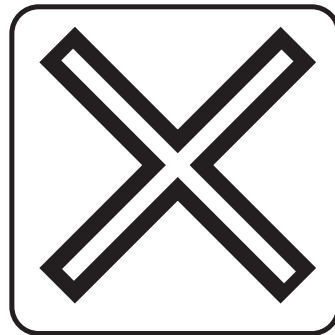
- Send home a copy of the railway safety rules for students to discuss with their families.

Railway traffic signs

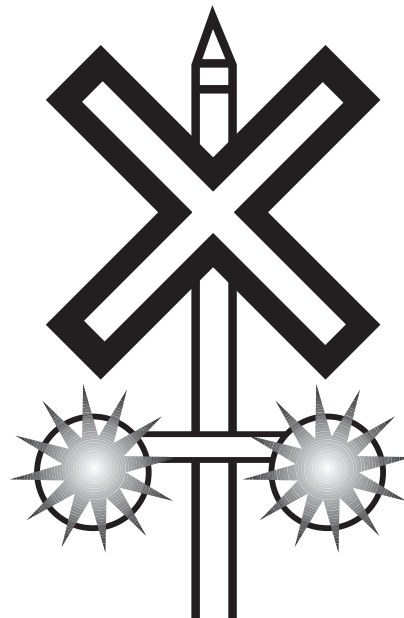
Railway crossing ahead



Crossbuck



Crossbuck and
Flashing lights



A Train is Coming!

Sally and Billy walk to and from school each day. The school is located on the other side of town across the railway tracks.

The rail/highway crossing has a crossbuck and red flashing lights. The red lights blink when a train approaches to warn pedestrians, cyclists and drivers alike.

On Friday afternoon, Sally and Billy were in a hurry to get home after school. They were so excited because their parents were taking them to their cousins' house for the weekend. Sally was telling Billy about the plans she had made with one of their cousins to go to a movie and then for pizza. Billy was talking about the hockey game that he and their Dad and Uncle were going to see.

In the distance the children heard the train whistle. The railway lights began to flash. Billy and Sally were still about 100 metres away. They looked down the tracks and saw the train approaching.

Billy shouted, "We can cross the tracks easily before the train!"

Sally replied, "Do you think it's really okay?"

"Come on, don't be such a baby! We can do it!"

Write a SAFE ending.

ACTIVITY 2 Recreational Safety

Prescribed Learning Outcomes:

Safety SLOs:

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Compare the types of recreational activities students do.
 - Identify and record the types of recreational activities students do.
 - State the safety rules around recreational activities.
-

Suggestions for Instruction:

- Show Activity 2 Visual: *Recreational activities*.
- Using a show of hands, ask students the following questions:
 1. Who rides a bicycle?
 2. Who rides a skateboard?
 3. Who uses in-line skates?
 4. Who rides a scooter?
- Make a tally of the responses to each question.
- Discuss the most common recreational activity engaged in by students in the class.
- Prepare a class graph ahead of time, with the 4 categories selected (i.e. bicycling, skateboarding, in-line skating, and riding a scooter).
- Ask students to individually graph the class results.
- Discuss the graph results.
- Discuss the following questions:

How many of these activities require the user to:

 1. Obey traffic rules? (Answer: all of them)
 2. Wear a helmet? (Answer: all of them)
 3. Wear other safety equipment for protection? (Answer: all of them)
 4. Stay off the road? (Answer: skateboards, in-line skates and scooters are to be used in designated areas e.g. sidewalks, bike paths.)
- List these recreational safety rules on the chalkboard:
 1. Obey all traffic rules.
 2. Wear a helmet.
 3. Wear other safety equipment for protection.
 4. Stay off the road (skateboards, in-line skates and scooters only).

Suggestions for Assessment:

- Ask students to select one recreational activity and illustrate a related road safety rule.
-

Cross-Curricular Connections:

- Mathematics (data management)
 - English Language Arts (enhance the clarity and artistry of communication)
 - Visual Arts
-

Opportunities for Family/Community Involvement:

- Invite students to ask their families the safety rules around recreational activities.

Recreational Activities



ACTIVITY 3 Bike Traffic Signs And Hand Signals _____

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Name the bike safety road signs and state what each traffic sign tells people to do.
 - Demonstrate the proper bike hand signals.
-

Suggestions for Instruction:

- Discuss the bike traffic signs using the coloured Activity 3 Visuals A-F: *Bike traffic signs*.
- Discuss all the traffic signs and what they tell people to do:
 1. Stop sign – stop your feet behind the curb;
 2. Stop sign within diamond – stop ahead;
 3. Traffic light – red means stop; yellow/amber means look and listen for danger - caution; green means go when it is safe;
 4. Traffic light within a diamond – traffic lights/signals ahead;
 5. Pedestrian crosswalk – 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;
 6. Pedestrian crosswalk within a diamond – pedestrian crosswalk ahead;
 7. Pedestrian traffic light – 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;
 8. One way sign – traffic only moves in the direction the arrow points;
 9. Circle with a white horizontal line through it within a square – do not enter;
 10. Triangle with tip pointing down – yield the right-of-way to other traffic: slow down, if necessary, stop for traffic;
 11. Bike with red circle around it and red line through it – bikes cannot ride there;
 12. Bike with green circle around it – bikes can ride there;
 13. Crossbuck – railway crossing; slow down, look both ways, listen for a train, go if it is safe;
 14. Railway crossing within a diamond – railway crossing ahead; track position indicates the angle the railroad tracks cross the road; stop, look and listen for trains.
- Discuss/review the correct bike hand signals, using an overhead of Activity 3 Visual G: *Bike hand signals*.
- Have the students demonstrate each bike hand signal.

Suggestions for Assessment:

- Show the students a traffic sign and/or hand signal and ask them to tell you what it means.
-

Cross-Curricular Connections:**Opportunities for Family/Community Involvement:**

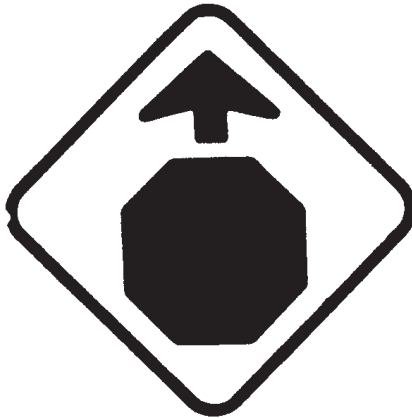
- Invite students to take their parents on a bike ride to spot the traffic signs and practice using the correct bike hand signals.

Bike traffic signs



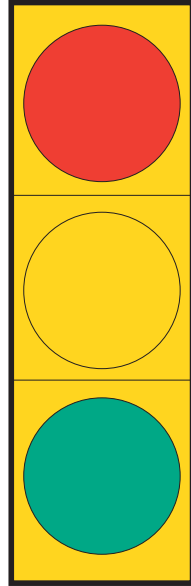
Stop

Come to a full stop. Check for traffic all ways. Go when it's safe.

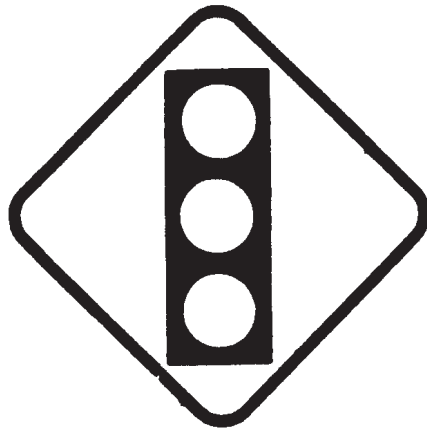


Stop Ahead

Bike traffic signs



Traffic Lights



Traffic Light Ahead

Bike traffic signs

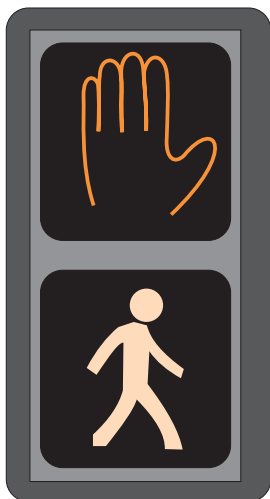


Crosswalk

Slow down. Be ready to stop for pedestrians.



Pedestrian Crosswalk Ahead



Pedestrian Traffic Lights



Pedestrian Traffic Lights

Bike traffic signs



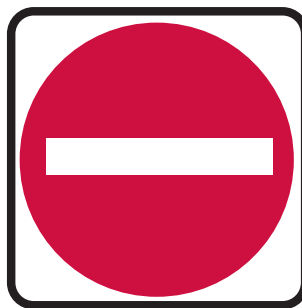
One Way

Go only the way the arrow is pointing.



Yield

Slow down or stop for traffic.



Do Not Enter

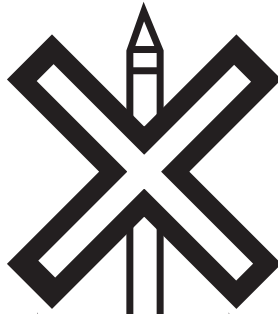
Bike traffic signs



No Bicycles Allowed

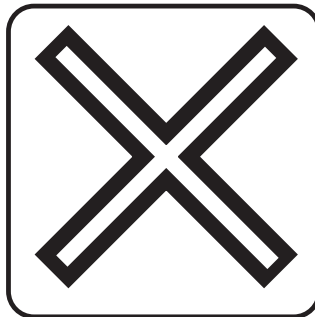


Bicycles Allowed



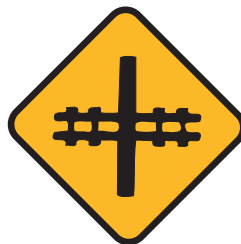
Crossbuck Railway Crossing

Slow down.
Look both ways.
Listen for a train.
Go if it is safe.



Crossbuck

Slow down.
Look both ways.
Listen for a train.
Go if it is safe.



Railway Crossing Ahead

Slow down.
Look both ways.
Listen for a train.
Go if it is safe.

Bike hand signals

**A stop or slow down:
Bend left arm at the elbow
and point downward.**



**A left turn:
Extend left arm straight
out from side.**



**A right turn:
Bend left arm at the
elbow and point upward.**



ACTIVITY 4 Road Safety Bingo

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle (e.g. obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify the bike safety road signs.
-

Suggestions for Instruction:

- Introduce Activity 4 Worksheet A: *Road safety bingo*, and Activity 4 Worksheet B: *Road safety bingo squares*.
 - Distribute these sheets to each student.
 - Have students colour and cut out Activity 4 Worksheet B: *Road safety bingo squares* and glue them randomly on Activity 4 Worksheet A: *Road safety bingo*.
 - Keep one Activity 4 Worksheet A: *Road safety bingo* for the teacher/caller.
 - Cut out a set of Activity 4 Worksheet B: *Road safety bingo squares* for the teacher/caller to use during the bingo game.
 - Review the traffic signs and their meanings.
 - To start the game, pull a sign from a bag, and call and show the sign.
 - Have students use a bingo chip to cover the sign if they have it.
 - Have students call out bingo when they have either a complete horizontal, vertical or diagonal row.
 - The student who wins may explain what each sign means.
 - Check the bingo card for accuracy.
 - Make the winner the caller.
-

Suggestions for Assessment:

- Name a traffic sign and ask students to identify the correct sign and tell what it means.
-

Cross-Curricular Connections:

Opportunities for Family/Community Involvement:

- Invite students to take their road safety bingo sheets and explain the traffic signs to their parents.

Road safety bingo

Instructions: Glue on squares.

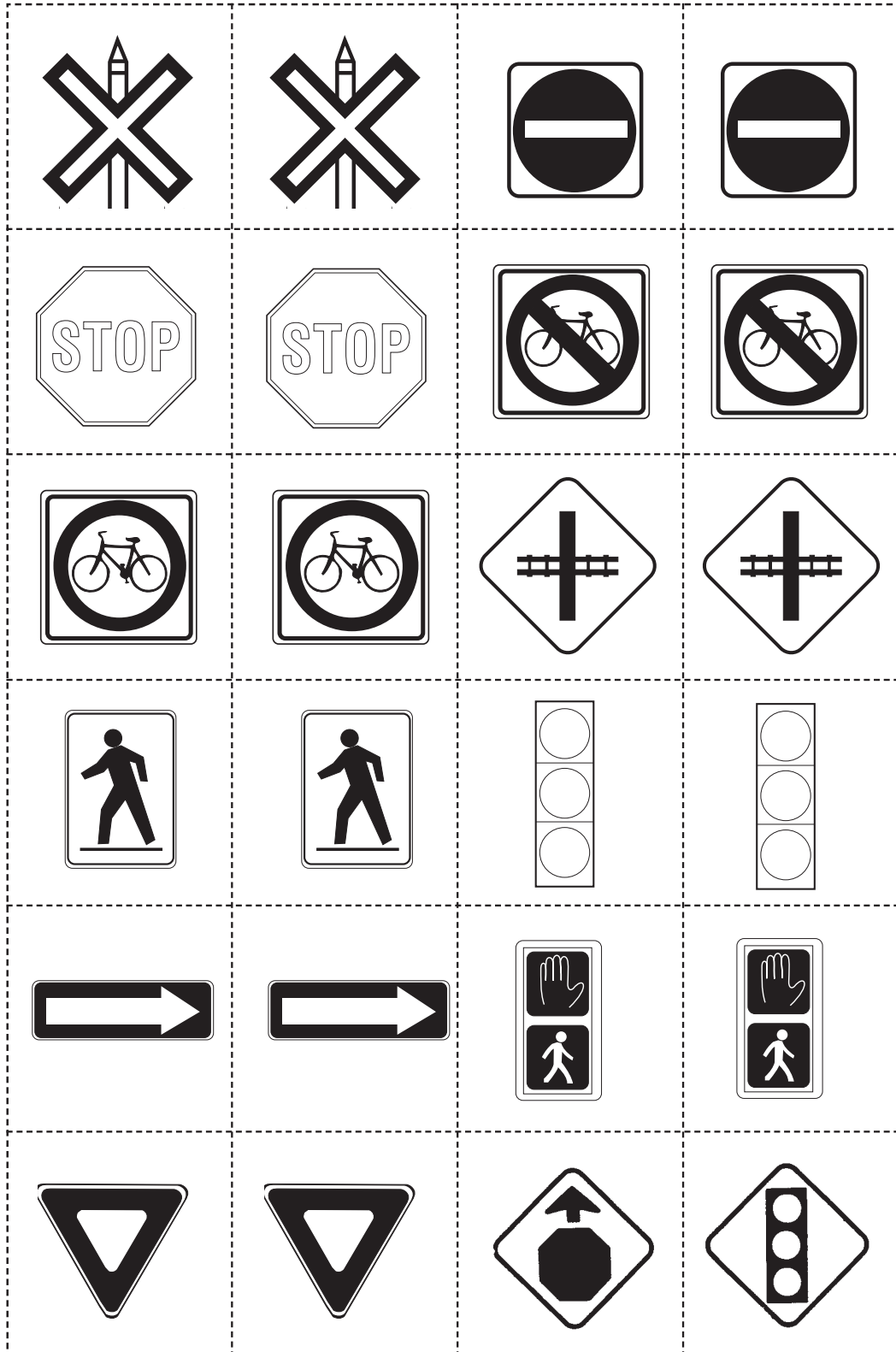
Name: _____

		Free Space		

Road safety bingo squares

Instructions: Colour and cut out.

Name: _____



ACTIVITY 5 Bike Traffic Signs And Hand Signals Match-Up —

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- State the bike safety road signs and hand signals.
-

Suggestions for Instruction:

- Review the bike traffic signs and hand signals.
 - Introduce Activity 5 Worksheet A: *Bike traffic signs and hand signals*.
 - Ask students to match up the names of the traffic signs and hand signals to the pictures by drawing a line to connect them.
 - Correct the worksheet using Activity 5 Worksheet B: *Bike traffic signs and hand signals - Answer key*.
-

Suggestions for Assessment:

- Show the students a traffic sign and/or hand signal and ask them to tell you what it means.
-

Cross-Curricular Connections:

Opportunities for Family/Community Involvement:

- Invite students to take their parents on a bike ride to spot the traffic signs and practice using the correct bike hand signals.

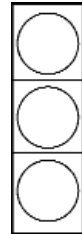
Bike traffic signs and hand signals

Instructions: Draw a line connecting the picture to its message.

Name: _____



Stop ahead



Railway Crossing Ahead



Traffic Lights



A Left Turn

Do Not Enter



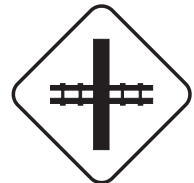
No Bikes Allowed



Pedestrian Crosswalk



A Stop or Slow Down



Pedestrian Crosswalk Ahead



A Right Turn



Bikes Allowed



One Way



Bike traffic signs and hand signals – Answer Key

Instructions: Draw a line connecting the picture to its message.

Name: _____



Stop ahead

Railway Crossing Ahead

Traffic Lights

A Left Turn

Do Not Enter

No Bikes Allowed

Pedestrian Crosswalk

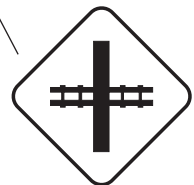
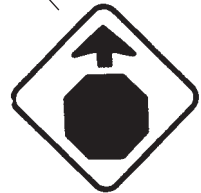
A Stop or Slow Down

Pedestrian Crossing Ahead

A Right Turn

Bikes Allowed

One Way



ACTIVITY 6 Fill In The Traffic Signs

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- State the bike safety road signs and their messages.
-

Suggestions for Instruction:

- Introduce Activity 6 Worksheet: *Fill in the traffic signs*.
 - Ask students to fill in each sign to match the words below it.
 - Ask students to correctly colour in the signs.
 - Discuss the students' responses.
-

Suggestions for Assessment:

- This activity may be used as an assessment tool.
 - Use the Teacher Road Safety Checklist to assess students' road safety knowledge. (See Assessment Tool.)
-

Cross-Curricular Connections:

- Visual Arts
-

Opportunities for Family/Community Involvement:

- Invite students to ask their families to describe each of the traffic signs listed on the worksheet.

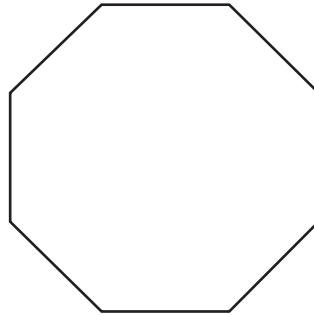
Fill in the traffic signs

Instructions: Fill in each sign or signal to match the words below it. Colour the signs or signals the right colour.

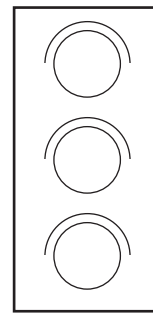
Name: _____



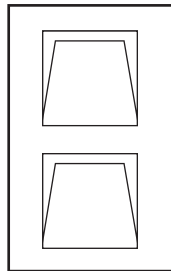
Pedestrian crosswalk



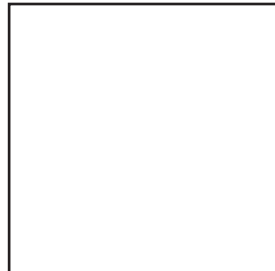
Stop



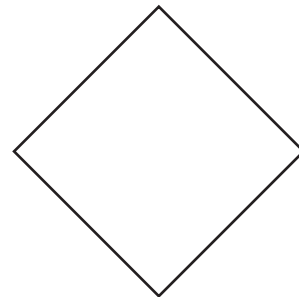
**Warning:
Light will turn red**



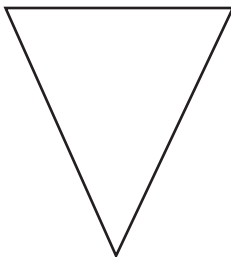
Don't walk



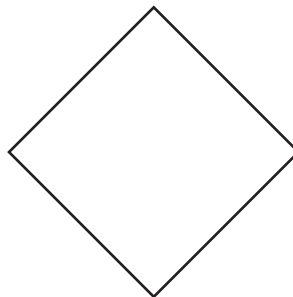
No bikes allowed



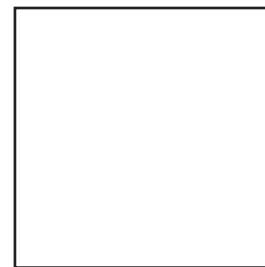
Railroad crossing ahead



Yield



Stop ahead



Do not enter



One-way street

ACTIVITY 7 Rules Of The Road

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle (e.g. obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

Complementary SLOs:

S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- Identify bike safety rules and practices to follow when riding a bicycle.
 - Demonstrate appropriate behaviours that show respect for others in small-group class activities.
-

Suggestions for Instruction:

- Brainstorm in small groups the bike safety rules that students already know.
- Record these rules on flipchart paper as a class.
- Record the other bike safety rules students did not name on a second flipchart paper.
- Bike safety rules:
 1. Make sure your bike is the right size for you.
 2. Always wear a helmet and shoes.
 3. Wear bright clothing so people can see you.
 4. Ride on the right side of the road.
 5. Ride single file.
 6. Obey traffic signs.
 7. Use hand signals.
 8. Always shoulder check or look all ways before you move.
 9. Give the right-of-way to pedestrians.
 10. Turn carefully.
 11. Be careful near parked cars.
 12. Watch out for moving cars.
 13. Ride straight across the tracks at a railway crossing.
 14. Walk your bike across a pedestrian crosswalk.
- Ask students to find a partner to work in pairs to act out charades.
- Assign each pair one bike safety rule.
- Give students a few minutes to prepare their charade.
- Invite each pair of students to present their charade as the rest of the class tries to guess the bike safety rule being acted.
- Encourage students to refer back to the bike safety rules on flipchart paper.
- Introduce Activity 7 Worksheet A: *Rules of the road*.
- Ask students to match up the bike safety rules of the road to the correct picture by drawing a line connecting the rule to the correct picture.

Suggestions for Assessment:

- Correct the worksheet as a class using *Activity 7 Worksheet B: Rules of the road - Answer key*.
-

Cross-Curricular Connections:

- English Language Arts (enhance the clarity and artistry of communication; celebrate and build community)
-

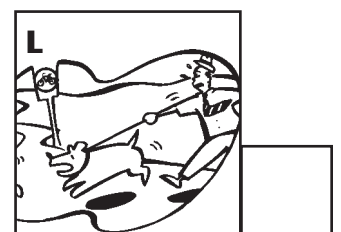
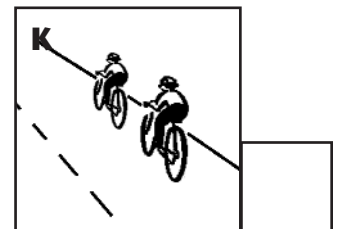
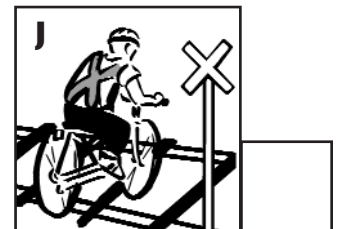
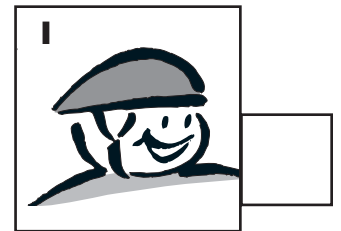
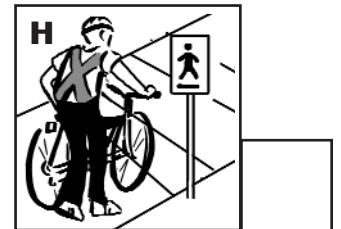
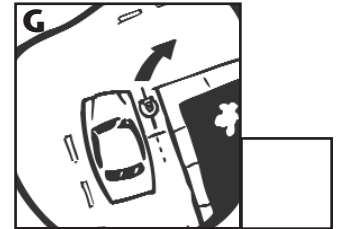
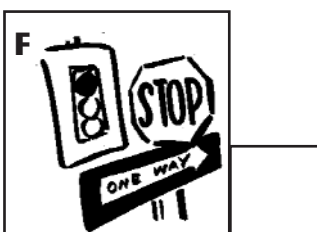
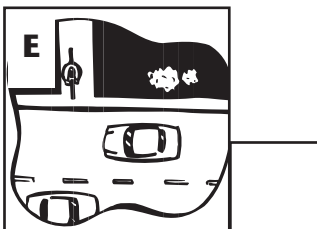
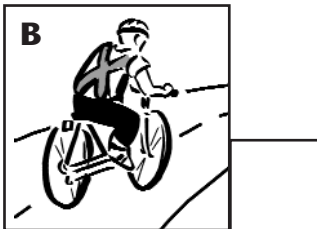
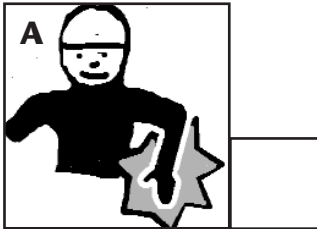
Opportunities for Family/Community Involvement:

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

Rules of the road

Instructions: Match the bike safety rule to the picture.
Print the rule number in the box beside the picture.

Name: _____

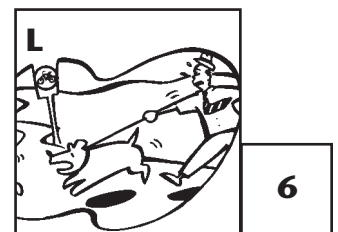
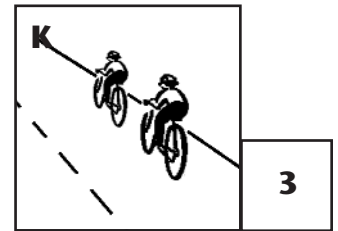
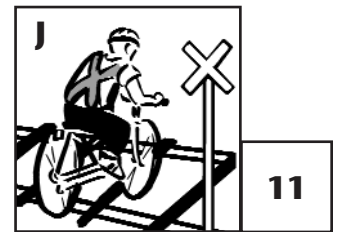
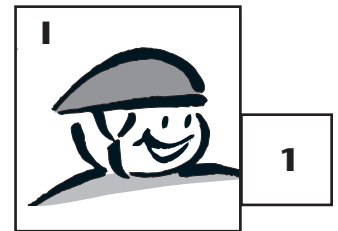
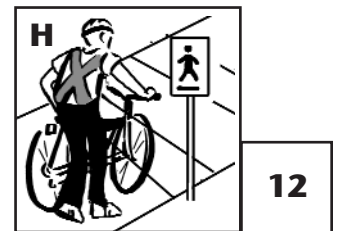
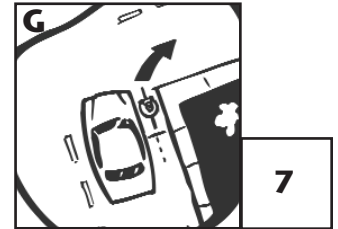
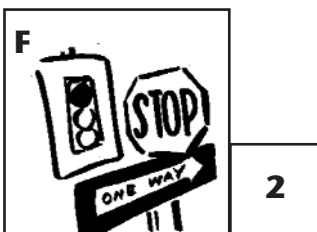
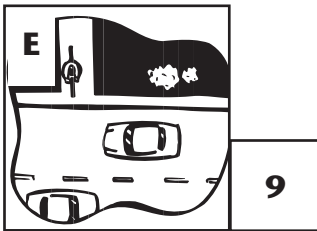
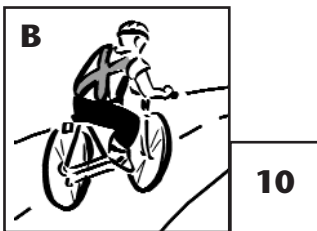
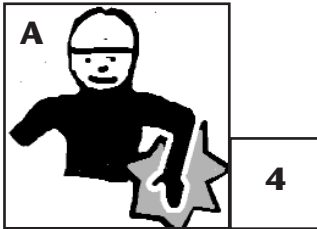


1. Wear a helmet.
2. Obey all traffic rules and signs.
3. Ride on the right side of the road in single file.
4. Use hand signals.
5. Shoulder check or look all ways before moving.
6. Give the right-of-way to pedestrians.
7. Turn carefully.
8. Be careful near parked cars.
9. Watch out for moving cars.
10. Wear bright clothing so people can see you.
11. Ride straight across the tracks at railway crossings.
12. Walk your bike across a crosswalk.

Rules of the road – Answer Key

Instructions: Match the bike safety rule to the picture.
Print the rule number in the box beside the picture.

Name: _____



1. Wear a helmet.
2. Obey all traffic rules and signs.
3. Ride on the right side of the road in single file.
4. Use hand signals.
5. Shoulder check or look all ways before moving.
6. Give the right-of-way to pedestrians.
7. Turn carefully.
8. Be careful near parked cars.
9. Watch out for moving cars.
10. Wear bright clothing so people can see you.
11. Ride straight across the tracks at railway crossings.
12. Walk your bike across a crosswalk.

ACTIVITY 8 Is My Bike Safe?

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Explain how to be sure a bike is the right size for them.
 - Explain if a bike is safe to ride.
-

Suggestions for Instruction:

NOTE: Bring in a bike, or have a student who cycles to school bring in her/his bike, and demonstrate how to be sure a bike is the correct size/fit for the rider.

- Ask students why it is important that your bike is the right size for you.
(Answers:
 - a) You may not be able to put your feet on the ground and may fall;
 - b) You may not be able to balance properly if you have trouble reaching the pedals;
 - c) You may have trouble stopping because you cannot reach the hand brake lever.)
 - Ask students if they know the rules used to judge the proper size bike for a person.
 - Discuss the proper bike fit rules.
 1. You must be able to stand over the frame of the bike, while your feet are flat on the ground.
 2. If your bike does not have a crossbar, stand beside your bike with the seat in the lowest position.
Your seat should be parallel to your hips.
 - Introduce Activity 8 Worksheet: *Bike safety checklist*.
 - Ask students to take the worksheet home and complete it with their families.
 - If a student does not own a bike, ask s/he to use a family member's bike to complete the worksheet.
 - If the family does not own a bike, maybe the teacher could bring a bike to class for the student(s) to complete the worksheet.
 - Discuss the students' responses once the worksheets are completed.
-

Suggestions for Assessment:

- Ask students if the bike used in the class demonstration is the correct fit for each of them and why or why not.

Cross-Curricular Connections:

Opportunities for Family/Community Involvement:

- Invite students to take their worksheets home and complete them with their families.

Bike safety checklist

Instructions: Work with a family member(s). Check a bicycle. Does it have the following safety features? Circle Yes or No.

Name: _____

1. Is the child able to stand over the frame of the bike while his/her feet are on the ground?

Yes No

2. Is the seat the right height?

Yes No

3. Is there a rear reflector?

Yes No

4. Are the handlebars tight?

Yes No

5. Are the handlebar grips tight?

Yes No

6. Are the wheels tight on the frame?

Yes No

7. Do the wheels have all their spokes?

Yes No

8. Is the seat tight?

Yes No

9. Do the pedals have all their parts?

Yes No

10. Do the pedals turn freely?

Yes No

11. Is the chain tight?

Yes No

12. Do the tires have lots of tread?

Yes No

13. Do the tires have the right amount of air?

Yes No

14. Do the brakes work?

Yes No

Things to fix on this bicycle are:

ACTIVITY 9 A Bike Of The Future

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify the parts of a bike and their functions.
 - Design a bike of the future that is road safe.
-

Suggestions for Instruction:

- Display Activity 9 Visual: *Parts of a bike* as an overhead.
 - Ask students to name the function of each part of a bike, and why it is important.
(Answers:
 - a) frame – supports and balances the cyclist;
 - b) tires – moves the bike;
 - c) tire valve – place where air is put into the tires;
 - d) spokes – supports the tires;
 - e) chain – moves the power from the pedals to the rear wheel;
 - f) pedal – place where cyclist puts feet to move the bike;
 - g) seat – support for cyclist;
 - h) handlebar grip – place where cyclist puts hands for support;
 - i) hand brake lever – lets cyclist stop the bike;
 - j) bell – good warning signal;
 - k) rear reflector – makes the cyclist more visible.)
 - Ask students to design and draw a bike of the future that is road safe, and name it.
 - Participate in a gallery walk to view the bikes of the future.
 - Ask students to present their bikes of the future to the class and discuss them.
-

Suggestions for Assessment:

- Ask students to present their bikes of the future and explain why they are road safe.

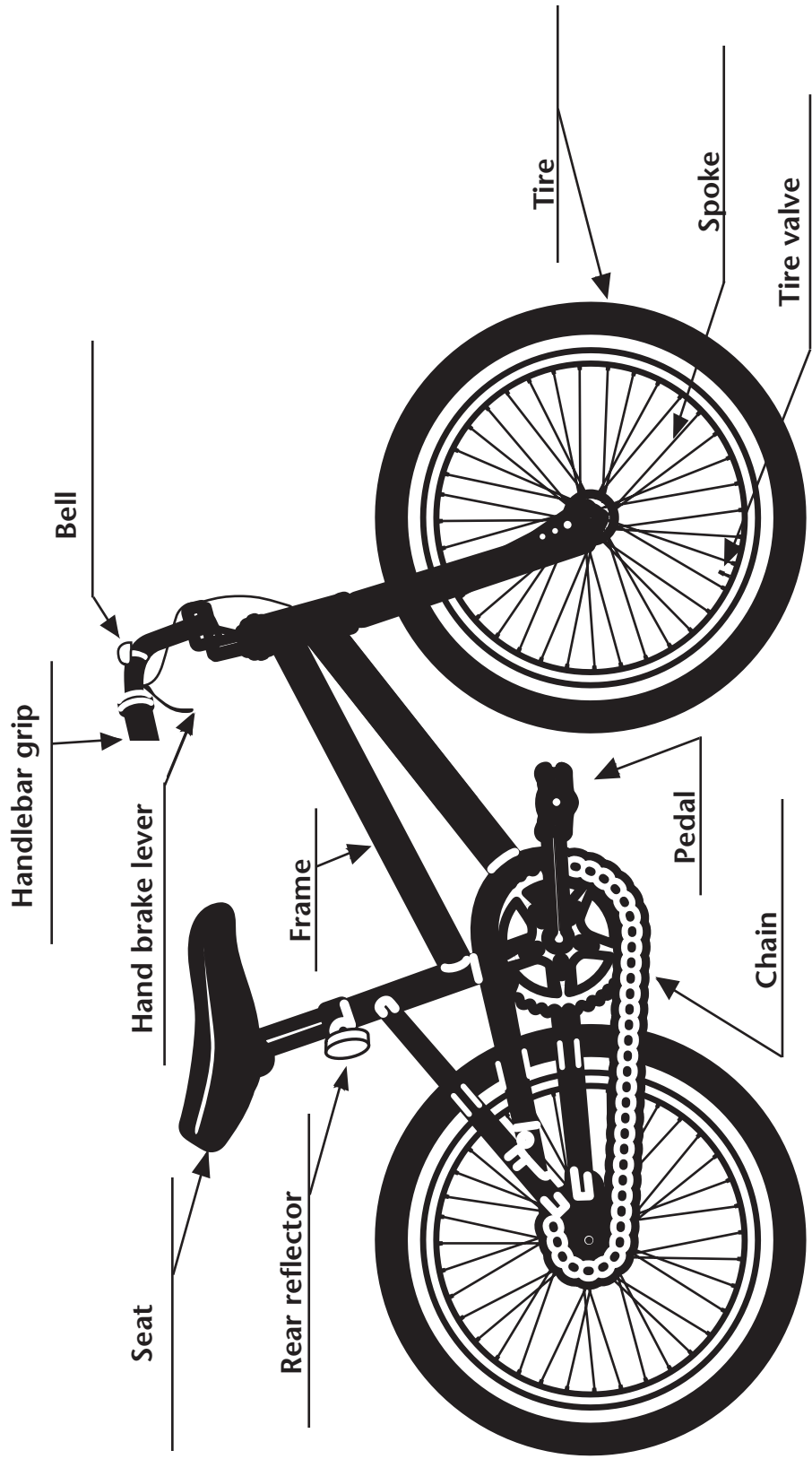
Cross-Curricular Connections:

- Visual Arts
 - Science (design and technology)
 - English Language Arts (comprehend and respond personally and critically to literary and media texts)
-

Opportunities for Family/Community Involvement:

- Ask students to present their futuristic bikes to their families and explain why they are road safe.

Parts of a bike



ACTIVITY 10 Cycle Safely Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle (e.g. obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

Complementary SLOs:

S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- Review bike safety rules in a crossword puzzle.
 - Demonstrate appropriate behaviours that show respect for others in small-group class activities.
-

Suggestions for Instruction:

- Introduce Activity 10 Worksheet A: *Cycle safely crossword puzzle* and Activity 10 Worksheet B: *Cycle safely crossword puzzle - Clues*.
 - Ask students to work in pairs or small groups of 3-4 students.
NOTE: The teacher may wish to provide some letters in the puzzle as hints for students.
 - Ask students to complete the crossword puzzle, using the word list given.
 - Correct the crossword puzzle using Activity 10 Worksheet C: *Cycle safely crossword puzzle - Answer key*.
-

Suggestions for Assessment:

- Ask students to provide the answers to specific clues selected from the crossword puzzle.
-

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts; celebrate and build community)
-

Opportunities for Family/Community Involvement:

- Invite students to take the clues home and ask their families to fill in missing words from the crossword puzzle clue sentences.

Cycle safely crossword puzzle

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

Name: _____



Word List

- | | | | | | |
|-----------|--------|-----------|--------|-------------|---------|
| both | double | green | horn | pedestrians | seat |
| cars | down | handle | left | red | shoes |
| caution | file | hazardous | light | reflector | tire |
| common | good | hand | out | right | traffic |
| crosswalk | grips | helmet | pedals | safety | warning |
| | | | | | white |

Name: _____

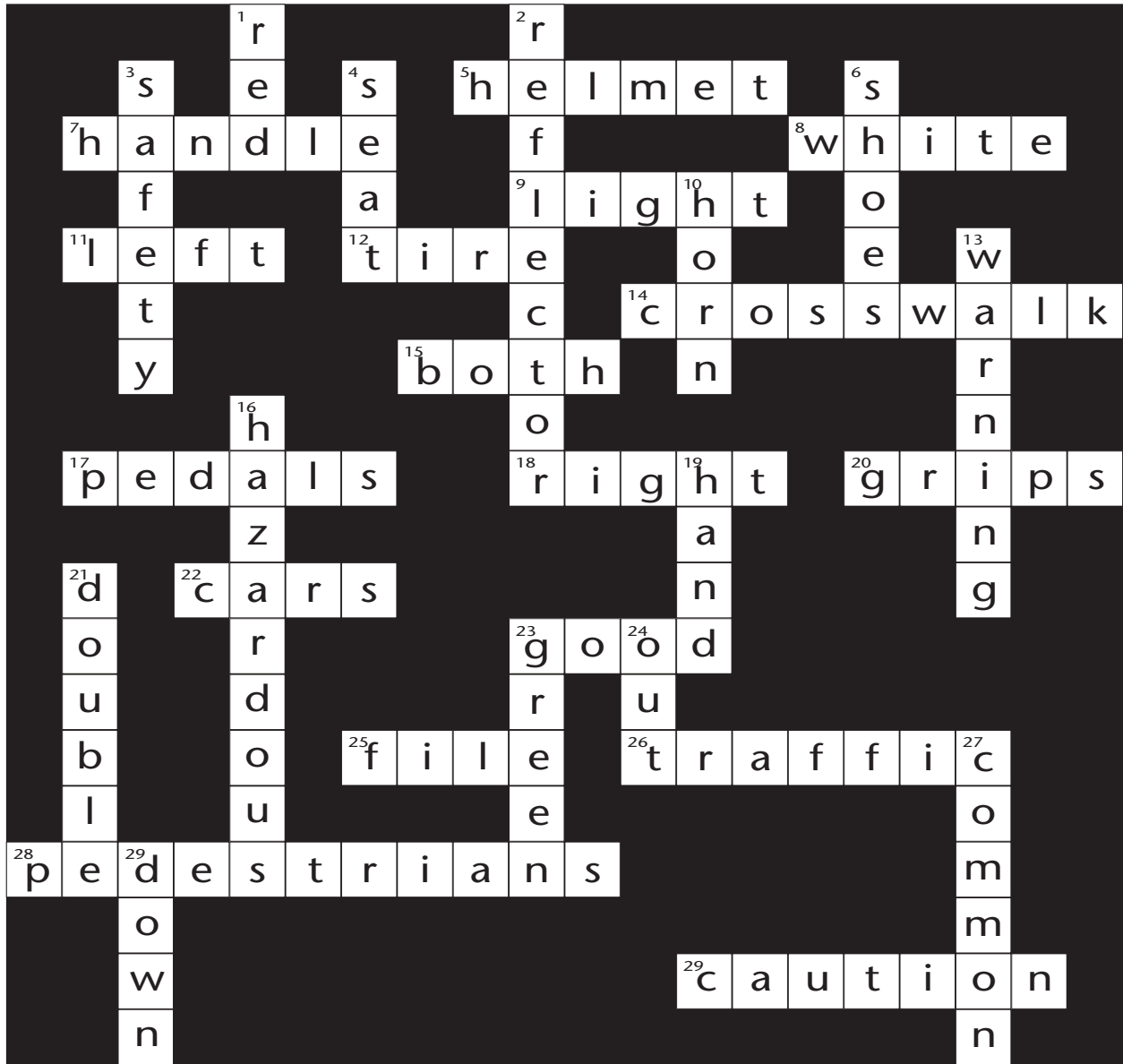
Across Clues

5. A good bicycle rider always wears a _____ on his or her head.
7. Adjust _____ bars to the correct height.
8. _____ is a good colour to wear at night.
9. Use a _____ at night.
11. Put your left arm straight out to turn _____.
12. Always have the correct _____ pressure.
14. Walk your bike across the _____.
15. Keep _____ hands on the handlebars.
17. For extra safety, put reflective tape on your _____.
18. Ride on the _____ side of the road.
20. Handlebar _____ should be maintained.
22. Streets are used for _____, too.
23. Keep your bike in _____ working order.
25. Ride in single _____.
26. _____ signs apply to bicycles, too.
28. _____ have the right-of-way.
29. Amber means _____.

Down clues

1. _____ means stop.
2. Have a _____ on your fender.
3. Follow traffic _____ rules.
4. Maintain your _____ at the correct height.
6. Always wear _____ when cycling.
10. Have a _____ or bell to warn.
13. Give lots of _____ before you turn.
16. Watch out for _____ road conditions.
19. Use your _____ to signal when you turn a corner.
21. Do not ride _____ on a bike.
23. _____ means go.
24. Watch _____ for cars at all times.
27. Use _____ sense when cycling.
29. An out and _____ hand signal means you are about to stop.

Cycle safely crossword puzzle – Answer key



ACTIVITY 11 The Safe Bike Ride

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5a Identify the basic safety rules for selected physical activity settings (e.g. school field trips, Terry Fox walk/run).

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk)

Complementary SLOs:

S.4.3.A.2 Use the steps in decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/issues (e.g. road safety).

K.4.3.A.3 Explore the steps in the decision-making/problem-solving process (e.g. define issue, explore alternatives, check health knowledge and values, identify possible solutions, decide, evaluate).

S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- Identify proper actions to take when cycling on the road.
 - Make responsible decisions that reflect bike road safety.
 - Apply responsible decision making to given bike/road situations.
 - Demonstrate appropriate behaviours that show respect for others in small-group class activities.
-

Suggestions for Instruction:

- Ask students to find a partner to work in pairs.
- Introduce Activity 11 Worksheet: *The safe bike ride* as an overhead.
- Discuss situation 1 as a class.
- Ask the class to choose the safest path to take and why, and identify all the rules of the road to be followed.
(Answers to 1: B,C,D,F,G,H)
- Ask students, in pairs, to discuss situations 2-4 and decide on the answers.
(Answers:
2: B,C,E,H;
3: A,B,D,E,H;
4: A,B,D,E,G,H)
- Ask each student to complete a worksheet.
- Invite pairs of students to share their responses.
- Ask the class how many students chose similar safe paths.

Suggestions for Assessment:

- Show situations from the worksheet and ask students to name all the rules of the road that apply.
-

Cross-Curricular Connections:

- Physical Education and Health Education Curriculum (personal and social management)
 - English Language Arts (explore thoughts, ideas, feelings and experiences; celebrate and build community)
-

Opportunities for Family/Community Involvement:

- Invite students to take their worksheets home and ask their families to name the rules of the road to follow for each situation.

The safe bike ride

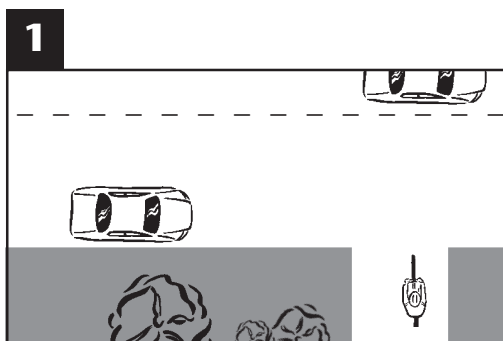
Instructions: Imagine you are riding your bike in each picture below.

Name: _____

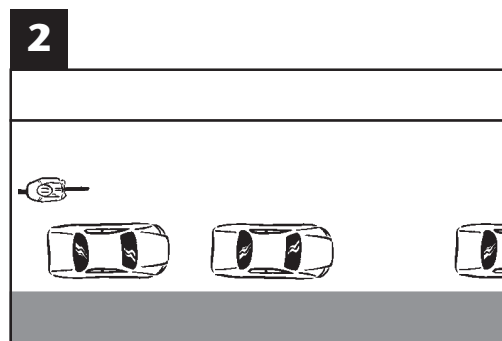
1. What is the safest path to take?
2. Which rules of the road will you follow?
Write the letter(s) of the rules that go with the picture on the line underneath.
The rules go with more than one picture.

Rules:

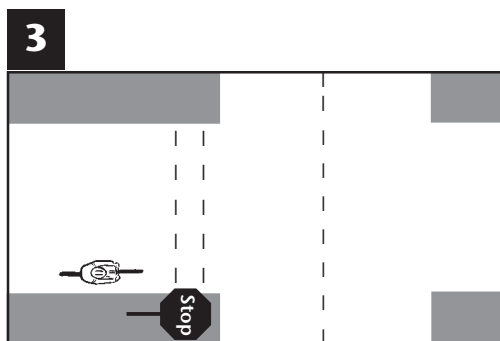
- A. Stop
- B. Look for traffic.
- C. Slow down and look.
- D. Let the traffic go by before moving.
- E. Ride in a straight line.
- F. Look behind before turning.
- G. Signal to tell other drivers what you're going to do.
- H. Travel on the right hand side.



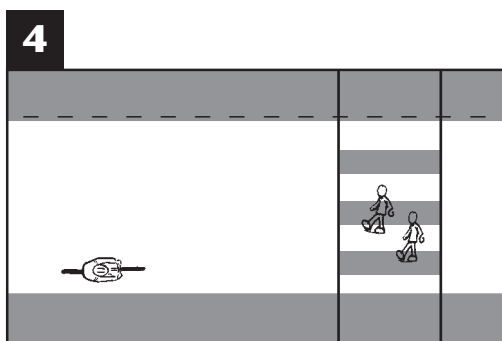
Riding out from a side street and turning right



Riding past parked cars



Coming to cross an intersection



Coming to people in the crosswalk

ACTIVITY 12 Do You Know The Road Safety Rules? _____

Prescribed Learning Outcomes:

Safety SLOs:

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).

K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks).

Complementary SLOs:

S.4.3.A.2 Use the steps in decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/issues (e.g. road safety).

K.4.3.A.3 Explore the steps in the decision-making/problem-solving process (e.g. define issue, explore alternatives, check health knowledge and values, identify possible solutions, decide, evaluate).

S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- State the pedestrian safety rules.
- State the school bus safety rules.
- Make responsible decisions that reflect road safety.
- Apply responsible decision making to given road situations.
- Correctly sequence road safety behaviours related to crossing the road safely.
- Correctly sequence bus ridership behaviours related to getting on and off the school bus safely.
- Demonstrate appropriate behaviours that show respect for others in small-group class activities.

Suggestions for Instruction:

- 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. Look both ways for traffic before crossing roads, driveways and back lanes.
 5. Point your arm to cross the road.
 6. Make eye contact with the driver.
 7. Cross when the school patrols tell you it is safe.
 8. Cross when it is safe.
 9. Play in safe places.

- 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: 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.
- Photocopy Activity 12 Worksheet A: *Crossing the road safely*.
- Cut out the 6 sentences.
- Give one sentence each to 6 students.
- Ask these 6 students to line up in the correct sequence to explain crossing the road safely.
- Ask each of the 6 students to read her/his sentence aloud to the class.
- Ask the class to decide if the road safety sequence is correct.
- Introduce Activity 12 Worksheet A: *Crossing the road safely*.
- Ask students to number the sentences in the correct order to explain crossing the road safely.
- Correct Worksheet A using Activity 12 Worksheet B: *Crossing the road safely - Answer key*.
- Photocopy Activity 12 Worksheet C: *Getting on and off the school bus safely*.
- Cut out the 7 sentences.
- Give one sentence each to 7 other students.
- Ask these 7 students to line up in the correct sequence to explain getting on and off the school bus safely.
- Ask each of the 7 students to read her/his sentence aloud to the class.
- Ask the class to decide if the school bus safety sequence is correct.
- Introduce Activity 12 Worksheet C: *Getting on and off the school bus safely*.
- Ask students to number the sentences in the correct order to explain getting on and off the school bus safely.
- Correct Worksheet C using Activity 12 Worksheet D: *Getting on and off the school bus safely - Answer key*.

Suggestions for Assessment:

- The worksheets may be used as assessment tools.
- Use the Teacher Road Safety Checklist to assess students' road safety knowledge. (See Assessment Tool.)

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to ask their families to complete the worksheets.
- Send a copy of the road safety rules (i.e. pedestrian and school bus) home for students to discuss with their families.

Crossing the road safely

Instructions: Number these sentences in the correct order to cross the road safely.

Name: _____

- When there is no traffic, walk straight across the road.
- Stop behind the curb.
- Look all around and listen for traffic.
- First find a safe place to cross.
- Keep looking and listening for traffic while you cross.
- If traffic is coming, let it pass.

Crossing the road safely – Answer Key

Instructions: Number these sentences in the correct order to cross the road safely.

Name: _____

- 5** When there is no traffic, walk straight across the road.
- 2** Stop behind the curb.
- 3** Look all around and listen for traffic.
- 1** First find a safe place to cross.
- 6** Keep looking and listening for traffic while you cross.
- 4** If traffic is coming, let it pass.

Getting on and off the school bus safely

Instructions: Number these sentences in the correct order to get on and off the school bus safely.

Name: _____

Stay seated until the bus has come to a complete stop.

Line up single file to board the school bus.

Stay away from the school bus danger zone once you are off the bus.

Wait two giant steps back from the road.

Get off the bus in a single file using the handrail.

Do not throw things, or eat or drink on the bus.

Use the handrail to get on the bus.

Getting on and off the school bus safely – Answer Key

Instructions: Number these sentences in the correct order to get on and off the school bus safely.

Name: _____

- 5** Stay seated until the bus has come to a complete stop.
- 2** Line up single file to board the school bus.
- 7** Stay away from the school bus danger zone once you are off the bus.
- 1** Wait two giant steps back from the road.
- 6** Get off the bus in a single file using the handrail.
- 4** Do not throw things, or eat or drink on the bus.
- 3** Use the handrail to get on the bus.

ACTIVITY 13 Safety Helpers Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, Block Parents, elders).

Complementary SLOs:

Activity Outcomes:

Students will be able to:

- Identify the types of people in the school and community who are safety helpers.
-

Suggestions for Instruction:

- Review who provides safety services in the community using Activity 13 Visual: *Community safety helpers*.
(Answers: school staff, school patrols, police/RCMP, Block Parents, elders, ambulance drivers, firefighters)
NOTE: An elder is an adult who is respected in the community or First Nations Culture.
 - Introduce Activity 13 Worksheet A: *Safety helpers crossword puzzle*.
 - Ask students to complete the worksheet.
 - Correct the crossword puzzle as a class using Activity 13 Worksheet B: *Safety helpers crossword puzzle - Answer key*.
-

Suggestions for Assessment:

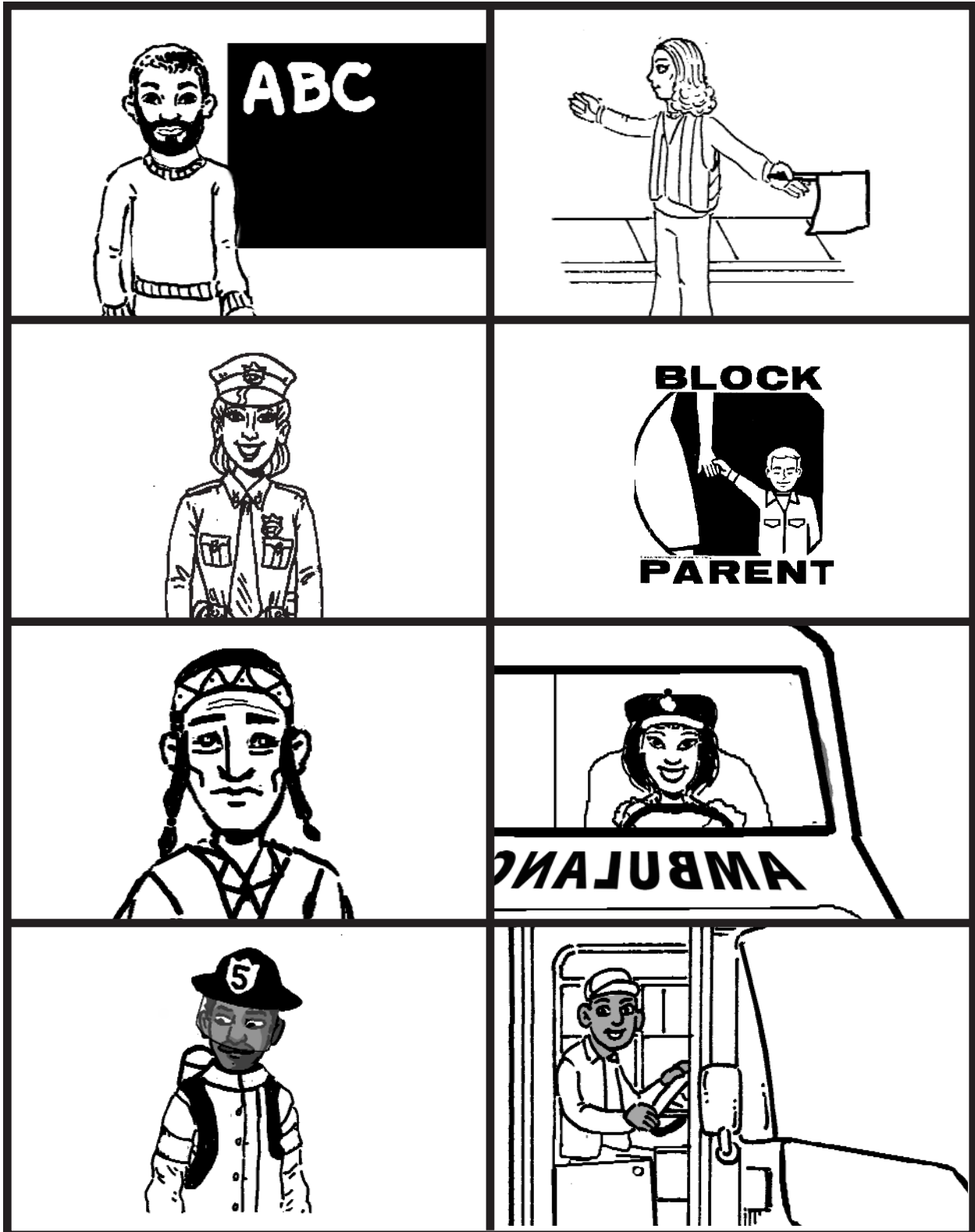
- Display pictures of safety helpers and ask students to name them and the service they provide.
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to ask their families to name the types of community safety helpers and their services they provide.



Safety helpers crossword puzzle

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

Name: _____

Word List	teacher	police officer	block parent
	parents	babysitter	school patrol
			bus driver

Across clues

4. Our ---- look out for our safety at home.
6. A ---- wears a uniform and helps us be safe in our community.
7. We may go to the home of a ---- when we are in danger.

Down clues

1. The ---- drives us to school and on field trips.
2. While parents are at work, a ---- may take care of the family and keep them safe.
3. At school, our ---- reminds us to play where it is safe.
5. The ---- wears a safety vest and helps us to safely cross the street.

Safety helpers crossword puzzle – Answer Key

Instructions: Complete the crossword puzzle using the words in the word list and the clues given.

Name: _____

					1	B												
						U												
						S			2	B			3	T				
						D			4	P	A	R	E	N	T	5		S
						R				B				A				C
						I				Y				C				H
						V				S				H				O
6		P	O	L	I	C	E	O	F	F	I	C	E	R				
						R				T				R				L
										T								P
7		B	L	O	C	K	P	A	R	E	N	T						
										R								A
																		T
																		R
																		O
																		L

Word List	teacher	police officer	block parent
parents	babysitter	school patrol	bus driver

Across clues

- 4. Our ---- look out for our safety at home.
- 6. A ---- wears a uniform and helps us be safe in our community.
- 7. We may go to the home of a ---- when we are in danger.

Down clues

- 1. The ---- drives us to school and on field trips.
- 2. While parents are at work, a ---- may take care of the family and keep them safe.
- 3. At school, our ---- reminds us to play where it is safe.
- 5. The ---- wears a safety vest and helps us to safely cross the street.

ACTIVITY 14 Road Safety Song or Poem

Prescribed Learning Outcomes:

Safety SLOs:

K.3.3.A.5a Identify the basic safety rules for selected physical activity settings (e.g. school field trips, Terry Fox walk/run).

K.3.3.A.5b Identify safety rules, signals and practices to follow when riding a bicycle.

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).

K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks).

K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, Block Parents, elders).

Complementary SLOs:

K.4.3.B.1a Describe the behaviours (e.g. accepting everyone into the group, invite others to play, no put-downs) that show respect for abilities and feelings of others.

S.4.3.A.3 Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- Write a song or poem that depicts a road safety rule or safety helper.
 - Explain the road safety rule they selected and why they believe it is important.
 - Identify the types of safety helpers in the community.
 - Demonstrate appropriate behaviours that show respect for others in small-group class activities.
-

Suggestions for Instruction:

- Explain to students that this activity involves choosing a road safety rule or safety helper and writing and presenting a song or poem.
- Divide the students into small groups of 2-3 students.
- Explain that the song or poem must focus on a specific road safety rule or a specific type of community safety helper.
- Ask students to identify which people in the school and community provide safety services (Answers: school staff, crosswalk patrols, police, Block Parents, elders).
- Encourage students to include information on community safety helpers.
- Introduce Activity 14 Worksheet A: *Bike safety song/poem*; Worksheet B: *Pedestrian safety song/poem*; Worksheet C: *School bus safety song/poem*.
NOTE: The teacher may wish to photocopy these worksheets on coloured construction paper.
- Ask students to choose the worksheet that matches the road safety topic they selected.
- Write the song or poem on the appropriate worksheet selected.
- Groups present their song or poem to the class.
- Post the worksheets in the class.
- Participate in a gallery walk.

Suggestions for Assessment:

- Ask students to state why the road safety rule or safety helper they selected is important to them.
-

Cross-Curricular Connections:

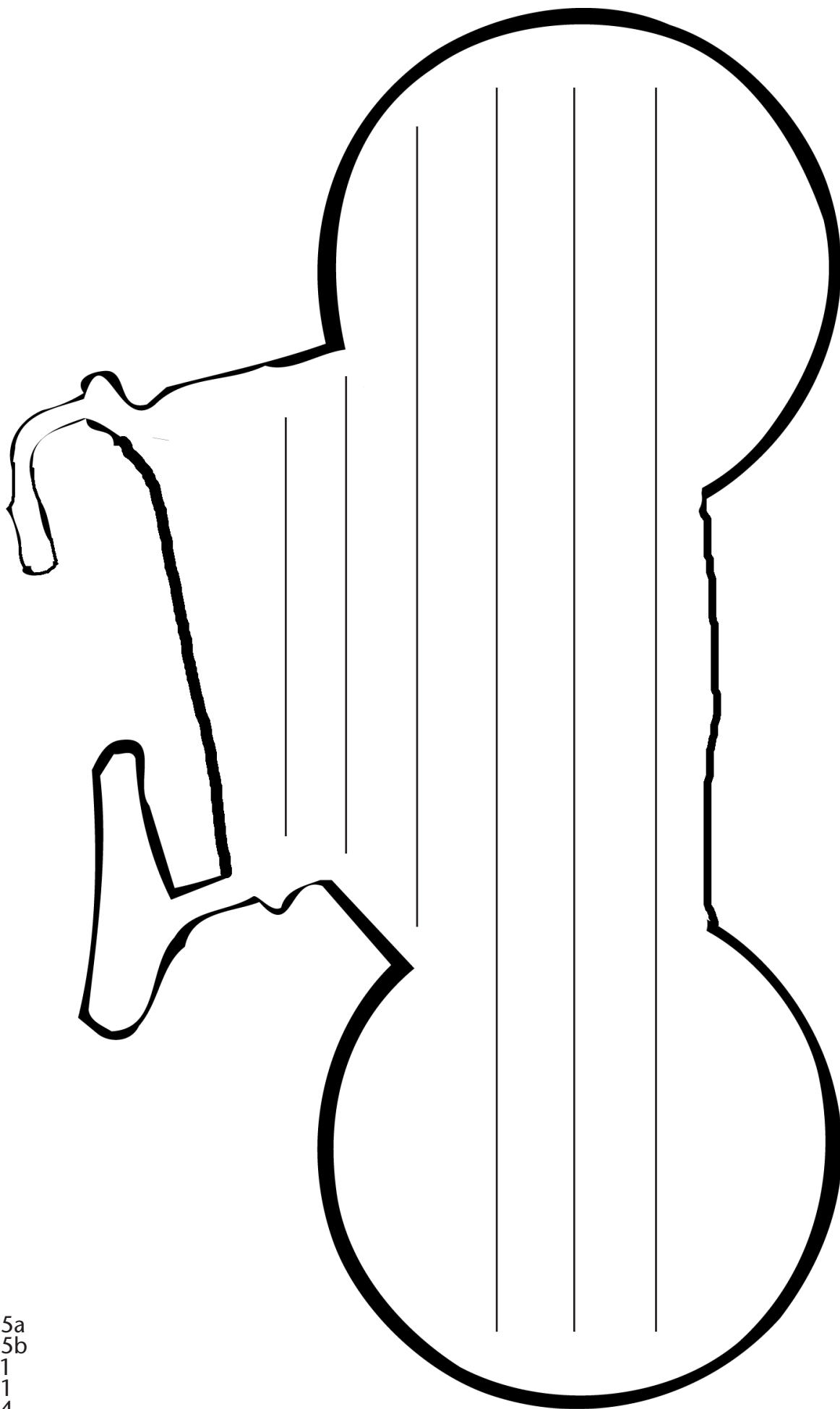
- Music
 - English Language Arts (explore thoughts ideas, feelings and experiences; celebrate and build community)
 - Physical Education/Health Education (personal and social management)
-

Opportunities for Family/Community Involvement:

- Invite students to present their songs or poems to younger children in the school.

Bike safety song/poem

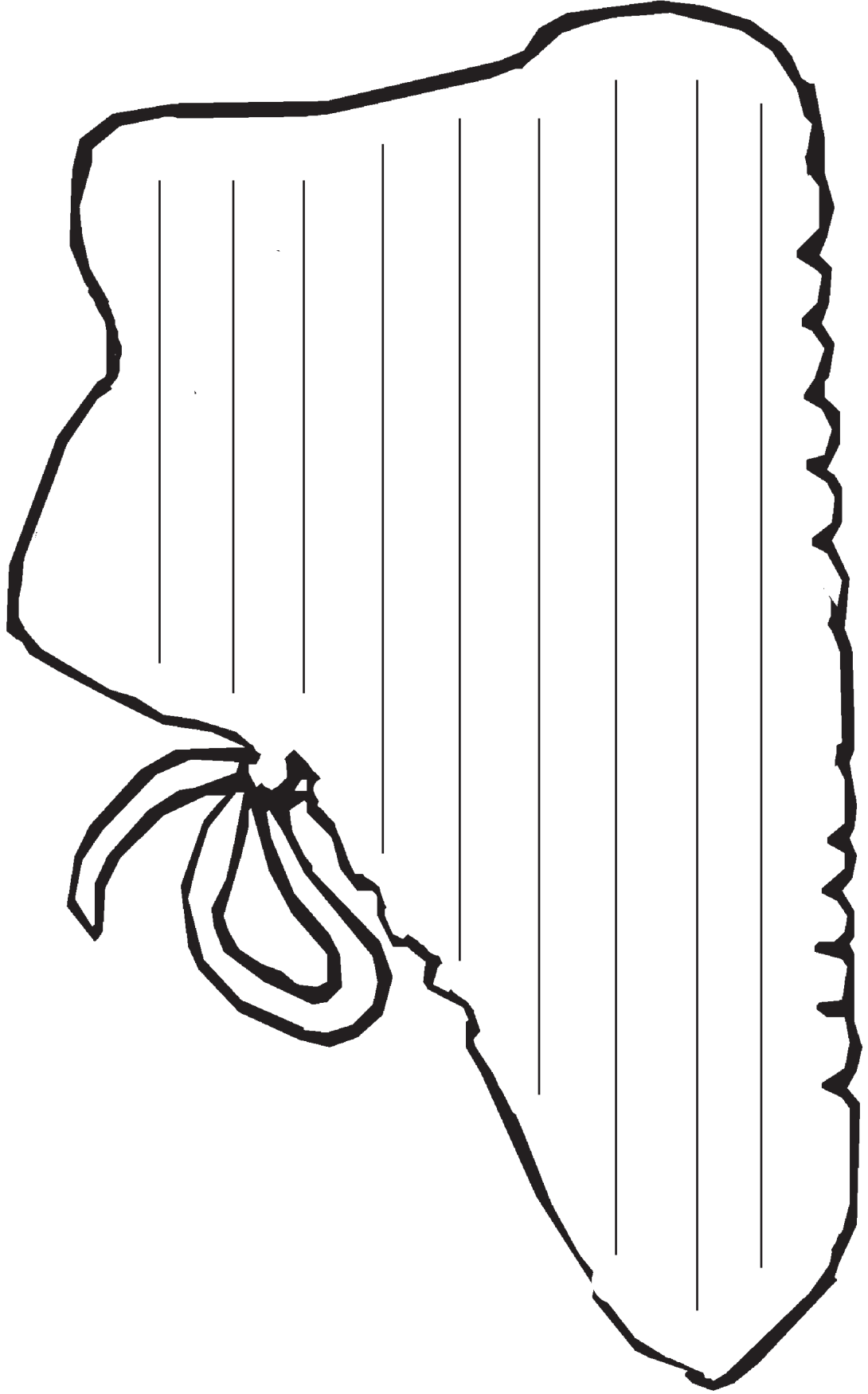
K.3.3.A.5a
K.3.3.A.5b
S.3.3.A.1
K.3.3.B.1
K.3.3.B.4



Names: _____

Pedestrian safety song/poem

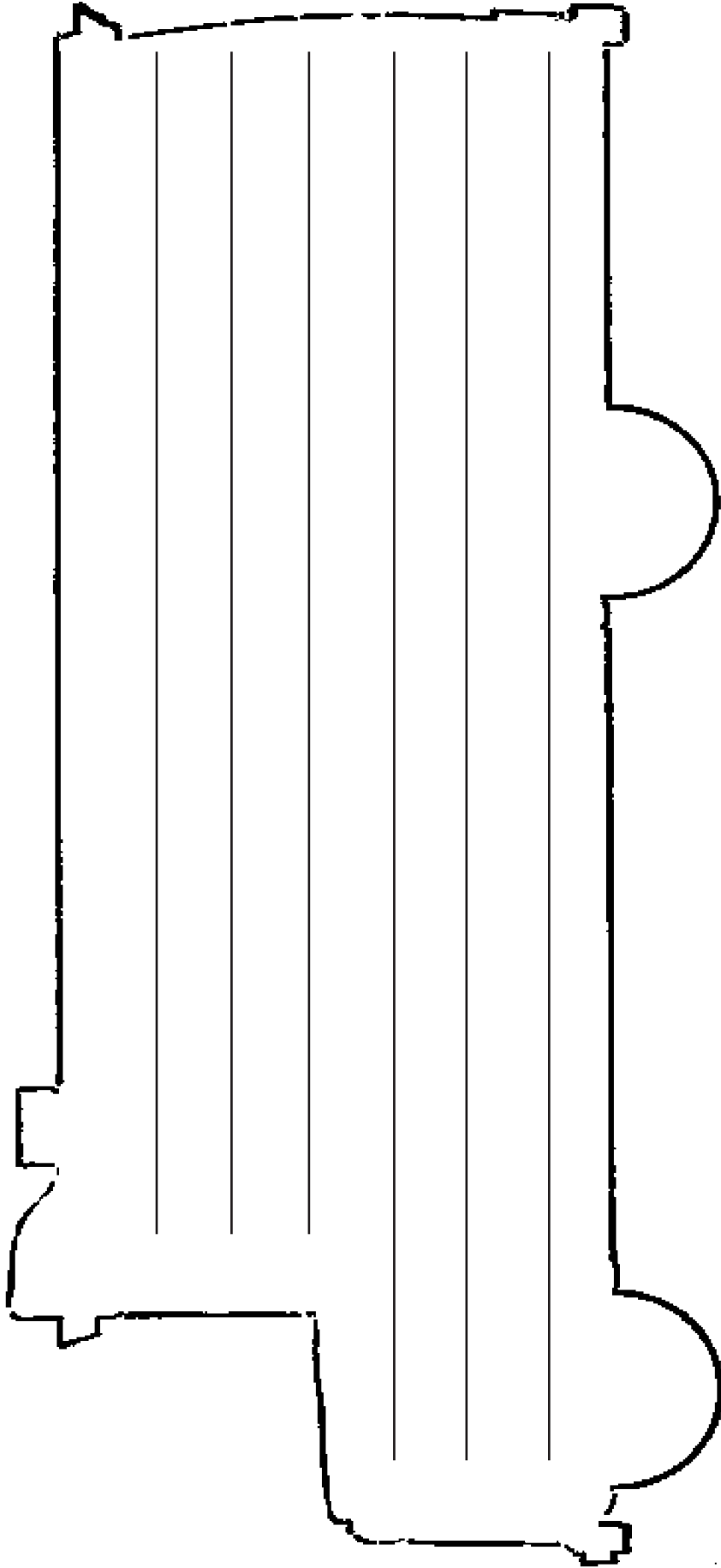
K.3.3.A.5a
K.3.3.A.5b
S.3.3.A.1
K.3.3.B.1
K.3.3.B.4



Names: _____

School bus safety song/poem

K.3.3.A.5a
K.3.3.A.5b
S.3.3.A.1
K.3.3.B.1
K.3.3.B.4



Names: _____

ACTIVITY 15 Road Rules Game

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.3.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).
- K.3.3.A.5a** Identify the basic safety rules for selected physical activity settings (e.g. school field trips, Terry Fox walk/run).
- K.3.3.A.5b** Identify safety rules, signals and practices to follow when riding a bicycle.
- K.3.3.B.1** Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks).

Complementary SLOs:

- S.2.3.A.1a** Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance.
- S.4.3.A.2** Use the steps in decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/issues (e.g. road safety).
- S.4.3.A.3** Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- Demonstrate basic rules and routines such as correct bike behaviours on the road.
- Practice making decisions involving bike road safety.
- Participate in various activities that enhance their bike road safety skills.
- Demonstrate appropriate behaviours that show respect for others in small-group class activities.
- Participate in activities that increase flexibility, muscular strength, and muscular endurance.

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 a roadway course in the gymnasium, using existing lines on the floor, some masking tape and pylons. This activity may be conducted outside on a playground pad.
- Ask helpers (e.g. Grade 4 students or school patrols) to assist at the mock intersections.
- Use the coloured traffic signs provided.
- Post the traffic signs on the back of chairs and place at the corners of the intersections.
- Use the Activity 15 Visual: *Sample roadway course* to design a bike roadway course. Include a railway crossing, a pedestrian crosswalk, pretend parked vehicles (hazards/road dangers), one-way sections, and a variety of traffic signs.
- Use pylons to indicate the roadway.

- Ask some students to pretend to be cyclists and use either four-wheeled scooters or bikes to play the game.
 - Ask a few students to be pedestrians.
 - Ask other students to be observers and assess cyclists' bike safety skills.
 - Explain the object of the game – to “ride” the roadway course as safely as possible.
 - Explain the game:
 1. Cyclists are to obey all traffic signs.
 2. Cyclists are to use proper hand signals.
 3. Some students pretend to be pedestrians crossing at the crosswalk(s).
 4. Other students are observers and stand near the traffic signs and hazards/dangers (e.g. parked vehicles) to observe and assess if the cyclists are practicing road safety.
 - Students observing may complete Activity 15 Worksheet: *Bike road safety checklist* for each student cyclist.
 - Have the cyclists, pedestrians and observers switch roles after a few times around the roadway course.
 - Discuss what the student observers noticed about students' bike road safety skills.
-

Suggestions for Assessment:

- Have one volunteer follow each student cyclist through the roadway course and complete Activity 15 Worksheet: *Bike road safety checklist* and give the cyclist immediate feedback.
 - Use the Teacher Road Safety Checklist to assess students' road safety skills. (See Assessment Tool.)
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

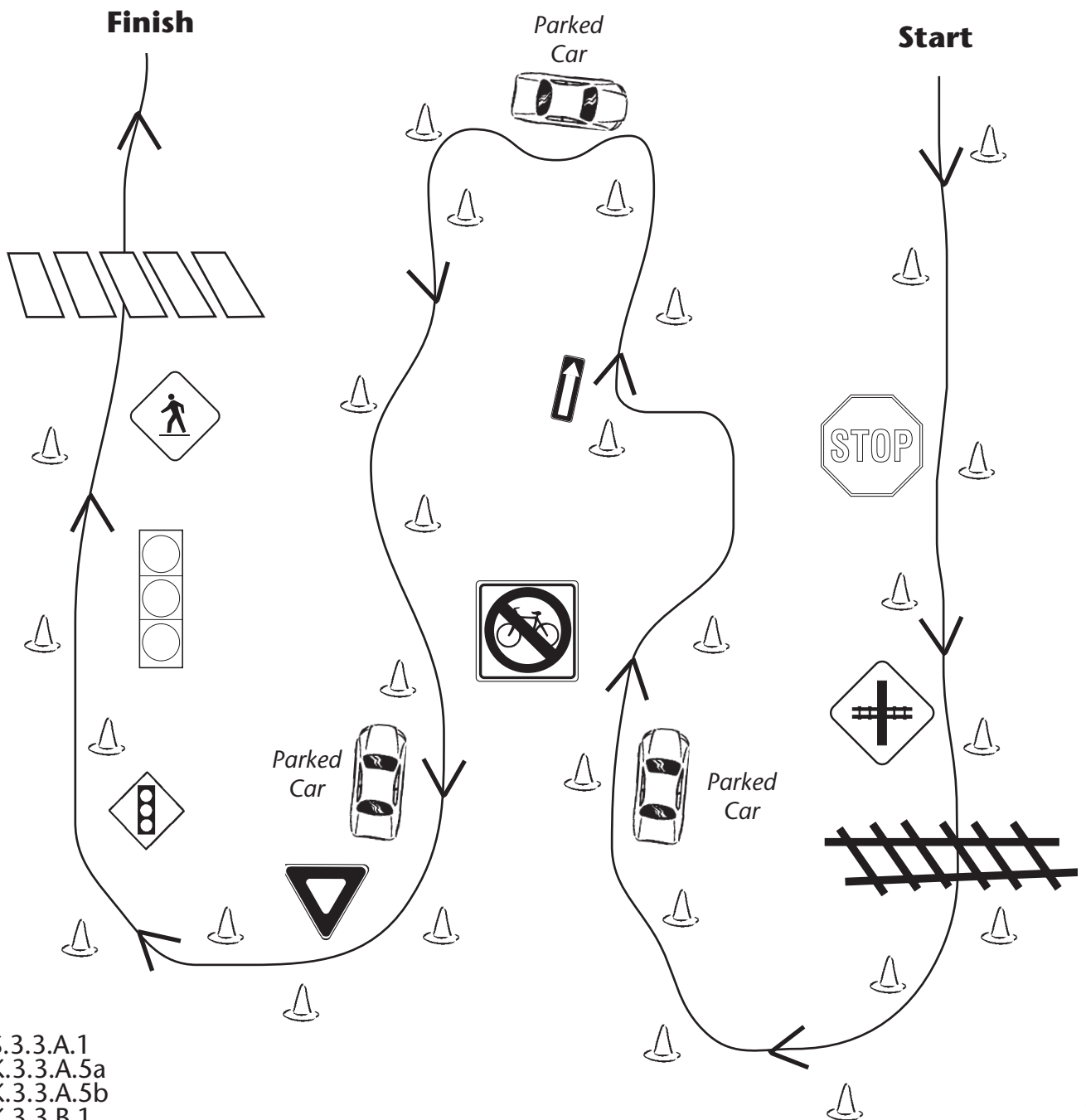
- Invite students to take their parents/families on a bike ride through the community to demonstrate students' knowledge and skills about road safety.

Sample roadway course

Instructions: You may use this sample roadway course to design a bike roadway course in the gym. Pylons can be used to indicate the roadway and to post traffic signs and hazards. Four-wheel scooters or bikes may be used.

Cyclists are to: 1. Obey all traffic signs 2. Use bike hand signals

Some students pretend to be pedestrians crossing at the crosswalk. Other students stand near the traffic signs and hazards to observe if the cyclists are practicing "road safety". Students switch roles after a few times around the roadway course.



S.3.3.A.1
K.3.3.A.5a
K.3.3.A.5b
K.3.3.B.1

Bike road safety checklist

Instructions: Complete the worksheet.

Name: _____

Does this (check ✓)	Bike Road Safety Skills
	<ol style="list-style-type: none">1. Wears a bike helmet (e.g. pretends to put on helmet).2. Rides on the right side of the road.3. Rides single file.4. Obeys traffic signs.5. Uses hand signals.6. Shoulder checks or looks all ways before moving.7. Gives the right-of-way to pedestrians.8. Turns carefully.9. Is careful near parked cars.10. Watches out for moving cars/other cyclists.11. Rides straight across the tracks at a railway crossing.

ACTIVITY 16 What If? Scenarios

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.3.A.5b** Identify safety rules, signals and practices to follow when riding a bicycle.
- S.3.3.A.1** Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).
- K.3.3.B.1** Identify general safety procedures related to safety in the community (i.e. bus loading and evacuating, crosswalk procedures, wearing seat belts, railway crossings, train tracks).
- K.3.3.B.4** Recognize roles of individuals in school and community who provide safety services (e.g. school staff, crosswalk patrols, police, Block Parents, elders).

Complementary SLOs:

- K.4.3.B.1a** Describe the behaviours (e.g. accepting everyone into group, invite others to play, no put-downs) that show respect for abilities and feelings of others.
- K.4.3.B.4** Recognize verbal and non-verbal behaviours associated with assertiveness (e.g. saying “no” with a firm voice).
- S.4.3.A.2** Use the steps in decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday living topics/issues (e.g. road safety).
- K.4.3.A.3** Explore the steps in the decision-making/problem-solving process (e.g. define issue, explore alternatives, check health knowledge and values, identify possible solutions, decide, evaluate).
- S.4.3.A.3** Demonstrate behaviours (e.g. ask questions, help others) that show respect for the abilities and feelings of others in small-group class activities.

Activity Outcomes:

Students will be able to:

- State general safety procedures related to safety in the community.
- State road safety rules related to railway, bike and pedestrian safety.
- Identify the types of safety helpers in the school and community and the safety services they provide.
- State verbal and non-verbal behaviours associated with assertiveness.
- Make responsible decisions that reflect road safety rules.
- State the consequences of their decision making in given scenarios.
- Apply responsible decision making to road safety scenarios.
- Demonstrate appropriate behaviours that show respect for others in small-group class activities.

Suggestions for Instruction:

NOTE: Ask for a parent volunteer to guide each small group through the discussion questions for the assigned scenario.

- Display Activity 16 Visual: *What if?*
- Review the decision-making process using the traffic light analogy.
 - Red: Stop and identify the problem.
 - Yellow: Look at your choices and then make the safest decision.
 - Green: Go! Do it.
- Divide the class into small groups of 3-4 students and assign one of the 5 scenarios to each group to discuss.

For each scenario, the assigned group is to:

Identify the problem, consider all the choices and the consequences of different choices using the questions provided. Refer to Activity 16 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 the possible consequences?
 3. Who might be able to help?
 4. What is the safest choice you would do?
- Record the discussion questions on flipchart paper or the chalkboard.

SCENARIOS:

1. What if your friends place rocks on the railway tracks just for fun and they ask you to do the same. You say it is dangerous. They tease you and call you names. What would you do?
2. What if you and your friends ride your bikes to a busy intersection that has school patrols, and your friends refuse to walk their bikes across the intersection and tell you to do the same. What would you do?
3. What if you take lunch to a parent who is harvesting or fishing (or a familiar occupation in the community) and you find your parent injured. What would you do?
4. What if you are out for a walk and you see 2 young children playing ball between 2 parked trucks on a busy street. What would you do?
5. What if you are riding your bike and you observe a car-pedestrian accident. What would you do? (Hint: tell a trusting adult what you saw)

HINT: Encourage students to apply the road safety rules discussed.

- Ask each group to present its scenario and responses to the questions.

Suggestions for Assessment:

- Observe students' responses during the small group discussions.
- Give students scenarios and ask what they would do as the safest choices.

Cross-Curricular Connections:

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

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 safe
decision**

**Go!
Do It!**

ACTIVITY 17 My Road Safety Goal

Prescribed Learning Outcomes:

Safety SLOs:

S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment in selected activities (i.e. walking home, riding a bike, crossing roads/crosswalk).

Complementary SLOs:

K.4.3.A.2a Differentiate between long-term goals (e.g. be injury-free all school year) and short-term goals (e.g. practice road safety daily).

K.4.3.A.2b Discuss how attributes (e.g. being responsible, focusing on task) and desires (i.e. willingness to help) affect personal progress and achievement.

K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g. saying “no” with a firm voice).

S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task).

Activity Outcomes:

Students will be able to:

- Identify a road safety rule that reflects safe participation and routines.
- State the difference between a short-term and a long-term goal.
- State ways to show personal responsibility at home and school.
- Set a short-term goal to accomplish a road safety rule.
- Identify possible choices/options and consequences for positive health behaviours.
- State how a person’s attributes and desires affect personal progress and achievement.
- State verbal and non-verbal behaviours associated with assertiveness.

Suggestions for Instruction:

- Ask students to define what a “goal” is. (Answer: something a person plans to do/achieve)
- Ask students what is the difference between a short-term and a long-term goal. (Answer: the time involved in doing the goal.)
(Examples:
 - a) short-term goal is something a person plans to do over a limited time such as 1-2 weeks or even months;
 - b) long-term goal is something a person plans to do over a year or more.))
- Explain that they are going to set a short-term road safety goal and carry it out for a 2-week period.

- Ask students to brainstorm possible road safety goals.
(Examples:
 - a) always wear a bike helmet;
 - b) ride your bike on the right side of the road;
 - c) stop, look and listen for a train before crossing the train tracks;
 - d) look for traffic before crossing driveways and back lanes;
 - e) always wear a seatbelt;
 - f) stay seated until the bus has completely stopped;
 - g) wear protective gear to in-line skate;
 - h) wear a helmet when riding a scooter;
 - i) only skateboard in areas where it is allowed;
 - j) listen to the school patrols.)
- Make a list of potential road safety goals on the chalkboard.
- Ask students why these road safety goals are important.
(Possible answers:
 - a) to reduce the risk of injuries and deaths;
 - b) to prevent absences from school;
 - c) to promote personal responsibility for road safety)
- Introduce Activity 17 Worksheet: *My road safety goal*.
- Ask students to choose one goal from the list on the chalkboard and copy it.
- Discuss possible choices/options and consequences of these specific road safety goals/behaviours.
- Discuss examples of what steps the students need to take to reach some of the road safety goals.
(Examples:
 - a) make sure my bike helmet is placed near/beside my bike;
 - b) ask my friends to encourage me to always wear my bike helmet;
 - c) ask my family to support me.)
- Explain that the students are to work on their road safety goal for 2 weeks, and the boxes titled Day 1 to Day 14 must be checked or Xed on a daily basis to show if the action was or was not done.
- After 2 weeks, the parent is to sign the completed worksheet and the students are to return them to the teacher.
- Use the following questions as a guideline for discussion:
 1. Did you achieve you road safety goal? Only partially achieved it?
 2. What things helped you achieve your goal?
(Possible answers:
 - a) help from other people;
 - b) desire to succeed; determination;
 - c) hard work;
 - d) a well-thought-out plan.)
 3. What was difficult about achieving your goal?

Suggestions for Assessment:

- Ask students to explain the progress made 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)
-

Opportunities for Family/Community Involvement:

- Ask students to take the worksheet home to complete it, and to have parents sign it after the 2-week period.

My road safety goal

Name: _____

Instructions: Choose a road safety goal and outline the steps you need to take to succeed. Do this road safety goal for 14 days. Ask your parents to sign it once the worksheet is completed.

My road safety goal is:

The steps I need to take to reach my goal are:

Start Date: _____

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

Completion Date: _____

Parents Signature

Date

ASSESSMENT TOOL

TEACHER ROAD SAFETY CHECKLIST

Grade 3

Instructions: This checklist is to be used for ongoing observation in order to determine student progress and to record for assessment purposes.

Students' Names	names railway traffic signs	names/ demonstrates railway safety rules	names how to be assertive verbally and nonverbally	displays responsible behaviours in groups	compares recreational activities students do	names/ demonstrates safety rules around recreational activities	names bike road signs and their messages	names/ demonstrates bike hand signals
	Activity1	Activities 1 & 16	Activities 1, 16 & 17	Activities 1,7,10 11,12,14,15 & 16	Activity 2	Activity 2	Activities 3, 4, 5 & 6	Activities 3 & 5

TEACHER ROAD SAFETY CHECKLIST

Grade 3

Instructions: This checklist is to be used for ongoing observation in order to determine student progress and to record for assessment purposes.

Students' Names	names/ demonstrates bike safety rules and why important Activities 7, 10 & 11	names part of bike and functions Activity 9	designs futuristic bike Activity 9	makes responsible decisions that reflect bike road safety Activities 11, 12 15 & 16	names pedestrian safety rules Activity 12	names/ demonstrates correct sequence for crossing road safety Activity 12	names school bus safety rules Activity 12	names/ demonstrates correct sequence for bus ridership Activity 12

TEACHER ROAD SAFETY CHECKLIST

Grade 3

Instructions: This checklist is to be used for ongoing observation in order to determine student progress and to record for assessment purposes.

Students' Names	names type of safety helpers in community Activities 13, 14 & 16	states how to fit a bike and why important Activity 8	makes responsible road safety decisions and knows consequences Activities 15, 16 & 17	participates in bike safety skills activities Activity 15	states ways to be personally responsible at home/school Activity 17	sets short-term road safety goals Activity 17