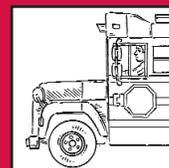
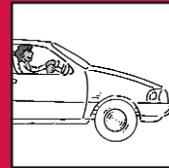




Road Safety Learning Resources for Schools

Aligned with
Manitoba's Health
Education/Physical
Education Curriculum



Grade 2

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 2

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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 TWO
ROAD SAFETY
SCOPE and SEQUENCE

LEGEND

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

	SAFETY General Student Learning Outcome (GLO) #3	Complementary GLOs	
		Personal and Social Management #4	Fitness Management #2
Content/ Curricular Connections	Specific Student Learning Outcomes (SLOs)	SLOs	SLOs
Knowledge: Strand B Physical Activity Risk 5. Alternative Pursuits a) Selected activities (Science) b) Bicycle and water safety (Science)	<input type="checkbox"/> K.3.2.A.5a Identify the basic safety rules for selected activity settings (e.g. school field trips, Terry Fox walk/run). Activities 1, 10, 11		
	<input type="checkbox"/> K.3.2.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). Activities 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		
Knowledge: Strand B Safety of Self and Others 1. Community Safety Awareness (Science and Social Studies)	<input type="checkbox"/> K.3.2.B.1 Identify safety rules to be followed related to home, school and community (i.e. road, traffic, vehicles such as tractors, bus ridership, weather, seasons). Activities 1, 10, 11, 14		

GRADE TWO
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
3. Prevention and Care of Injuries (Science)	<input type="checkbox"/> K.3.2.B.3 Identify practices to assist an injured person (i.e. get help, explain what you saw, do not try to move an injured person). Activities 13, 14		
4. Community Supports and Services (Science and Social Studies)	<input type="checkbox"/> K.3.2.B.4 Recognize community helpers (e.g. safe adult, police officer, bus driver, block parent) and how to seek help (e.g. know and dial emergency telephone number, ask an adult for help, report what happened). Activities 1, 11, 12, 13, 14		

GRADE TWO
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	<input type="checkbox"/> S.3.2.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 road/crosswalk). Activities 1, 2, 3, 4, 10, 11, 12, 14, 15	Knowledge: Strand A Personal Development 2. Goal Setting (ELA) a) Process <input type="checkbox"/> K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g. playing safely) and long term (e.g. staying injury free). Activity 15 b) Personal planning and responsibility (ELA and Social Studies) <input type="checkbox"/> K.4.2.A.2b List ways to show personal responsibility at home and school (e.g. follow directions, play safely, set boundaries, ask for help, offer to help). Activities 13, 14, 15	Skills: Strand A Personal Development Acquisition Fitness Management Skills 1. Active Participation a) General fitness activities <input type="checkbox"/> S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities (e.g. with partners, in small groups) that contribute to skill/fitness development and enjoyment. Activity 12

**GRADE TWO
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	Fitness Management #2
<p>Skills: Strand A Application of Safety Practices... 1. Physical Activity (cont'd)</p>	<p>3. Decision Making/Problem Solving (ELA and Science) <input type="checkbox"/> K.4.2.A.3 Discuss the concept of consequences (e.g. cause-and-effect relationships) of behaviours as part of decision-making/problem-solving process for health and well-being. Activities 13, 14</p> <p>Strand B Social Development 1. Social Responsibility (Social Studies and ELA) a) Responsible social behaviours <input type="checkbox"/> K.4.2.B.1a Identify responsible and respectful behaviours (e.g. following directions, displaying etiquette, cooperating) for developing positive relationships. Activities 12, 14</p>		

**GRADE TWO
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>Skills: Strand A Acquisition of P and SM Skills</p> <p>1. Goal Setting/Planning (ELA)</p> <p><input type="checkbox"/> S.4.2.A.1</p> <p>Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task).</p> <p>Activity 15</p> <p>3. Decision Making/Problem Solving (all subjects)</p> <p><input type="checkbox"/> S.4.2.A.2</p> <p>List possible options and consequences for specific behaviours and/or health habits (e.g. play safely) for the promotion of physically active and healthy lifestyles.</p> <p>Activity 2, 15</p> <p>3. Interpersonal Skills (all subjects)</p> <p><input type="checkbox"/> S.4.2.A.3</p> <p>Demonstrate appropriate behaviours for getting along with others (e.g. wait for one's turn, help others, show respect for individuals differences) in partner activities.</p> <p>Activities 12, 14</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
- Traffic
- Pedestrian Safety
- School Bus Safety
- Seat Belt Safety
- Community Safety Helpers

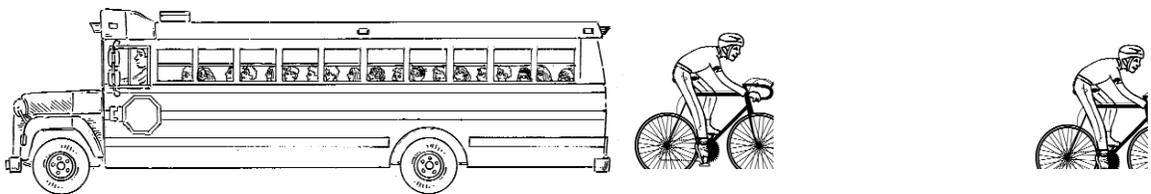
The learning activities actively involve the students in learning “safety rules” of the road. If you have any items at home that might improve our study of Road Safety (e.g. games, videos, magazine) that you would be willing to let us use, we would appreciate it.

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 Do You Know The Road Safety Rules? _____

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.B.1** Identify safety rules to be followed related to home, school, and community (i.e. road, traffic, vehicles such as tractors, bus ridership, weather, seasons).
- K.3.2.B.4** Recognize community helpers (e.g. school patrol, bus driver) and how to seek help.
- K.3.2.A.5a** Identify the basic safety rules for selected activity settings (e.g. school field trips).
- S.3.2.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.
 - Correctly sequence bus ridership safety behaviours.
 - Correctly sequence road safety behaviours related to crossing with a school patrol.
 - Define what is meant by a pedestrian.
-

Suggestions for Instruction:

- 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 look for traffic before crossing driveways and back lanes?
 3. Do you listen to the school patrols?
 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?
- Tell students that a pedestrian is a person who is walking.
- 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 vehicle passenger safety rules:
 1. Always wear a seat belt.
 2. Listen for the click!
- 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 1 Visual: *School bus danger zone*.
 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.
- Introduce Activity 1 Worksheet A: *Riding the school bus*.
- Have different students read aloud the sentence in each picture.
- Ask students to cut out the 4 pictures and place them in the correct order from start to finish.
- Discuss the correct sequence once students complete the worksheet.
- Introduce Activity 1 Worksheet B: *Crossing with a school patrol*.
- Have different students read aloud the sentence in each picture.
- Ask students to cut out the 4 pictures and place them in the correct order from start to finish.
- Discuss the correct sequence once students complete the worksheet.

Suggestions for Assessment:

- Ask students what they learned about pedestrian, passenger in vehicle and school bus safety.

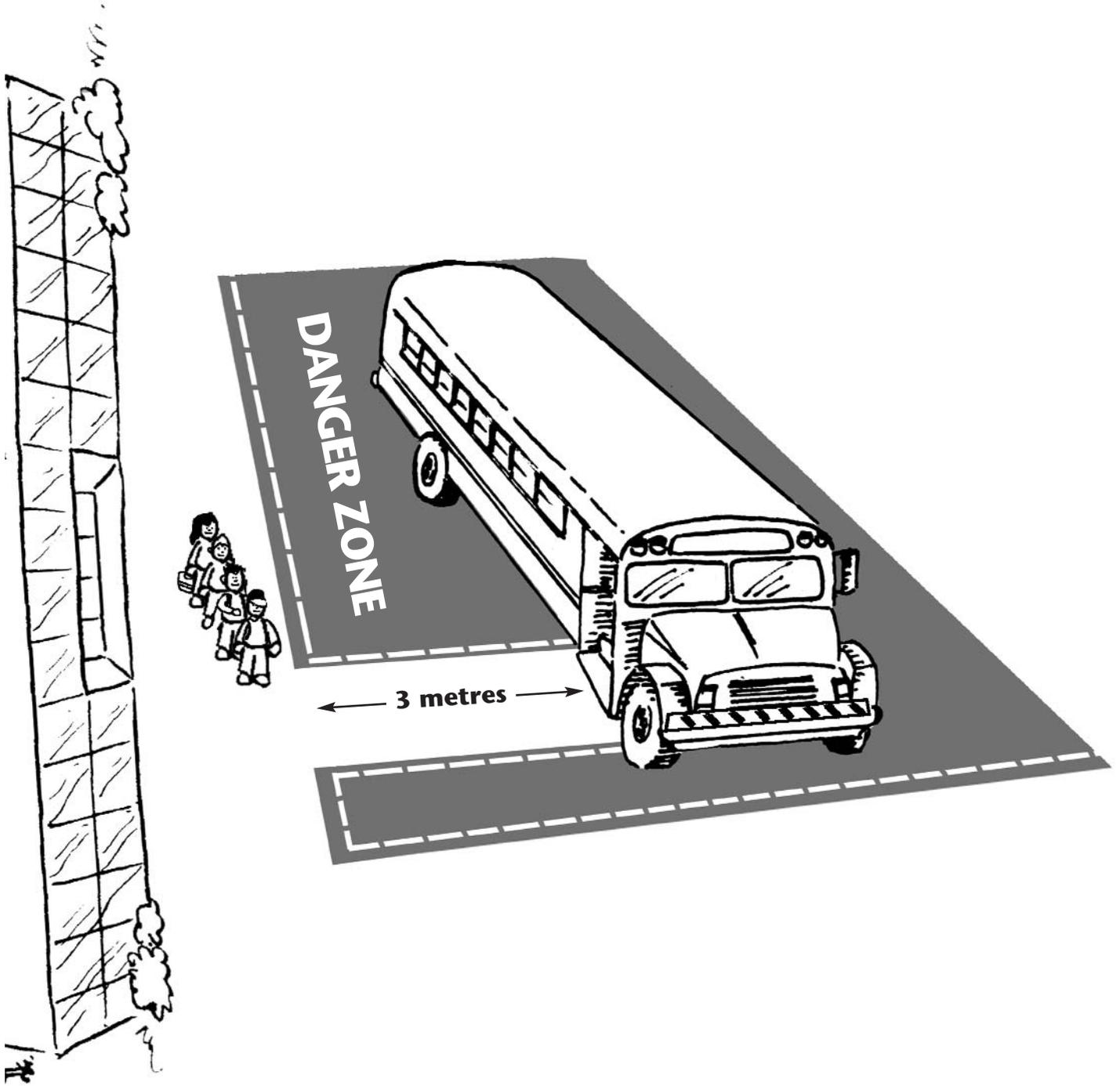
Cross-Curricular Connections:

- English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information)
- Social Studies (communities in Canada)

Opportunities for Family/Community Involvement:

- Invite students to share what they learned about road safety with their families.
- Send home a copy of the road safety (i.e. pedestrian, vehicle passenger and school bus) rules for students to discuss with their families.

School bus danger zone



K.3.2.B.1
K.3.2.B.4
K.3.2.A.5a
S.3.2.A.1

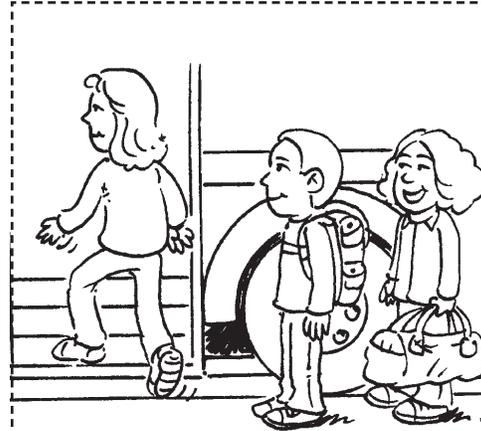
Riding the school bus

Instructions: Cut out pictures and sequence.

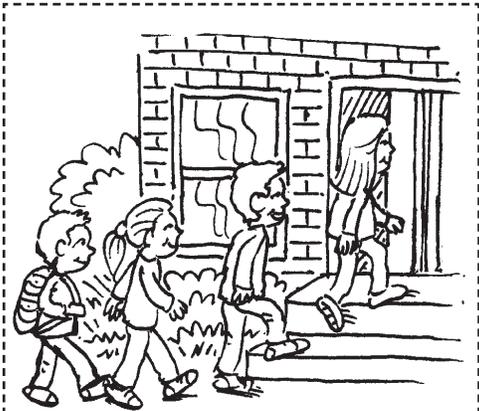
Name: _____



The children sit on the school bus.



The children get on the school bus.



The children go into school.



The children get off the school bus.

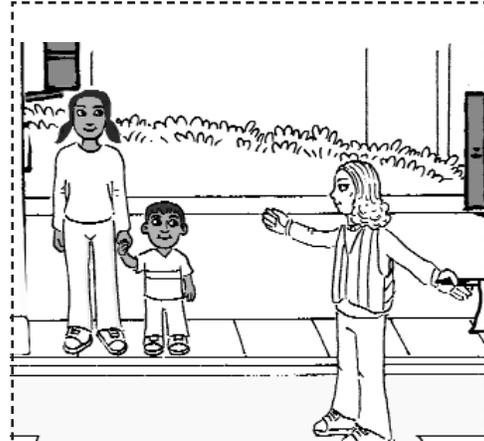
Crossing with a school patrol

Instructions: Cut out pictures and sequence.

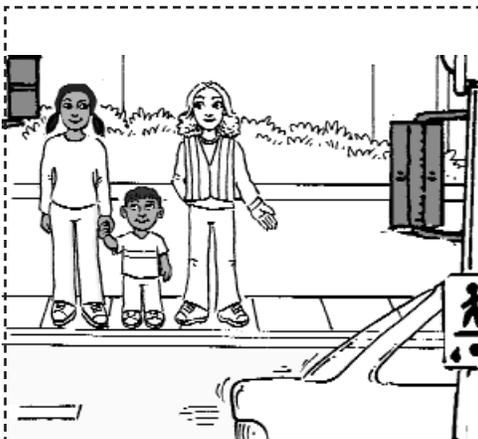
Name: _____



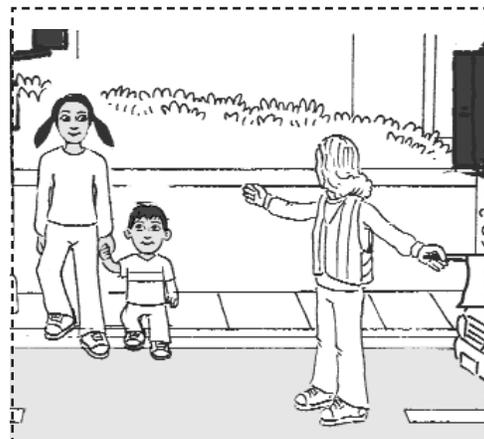
The boy and his sister have crossed safely.



The school patrol stops traffic.



The boy and his sister wait to cross.



The boy and his sister step onto the road.

ACTIVITY 2 Bike Safety Rules

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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).

S.3.2.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.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g. size of equipment) that are appropriate for own age and ability.

Complementary SLOs:

S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g. play safely) for the promotion of physical activity and healthy lifestyles.

Activity Outcomes:

Students will be able to:

- State bicycle safety rules.
 - State why bicycle safety is important
 - Explain how to be sure a bike is the right size for them.
 - Explain why it is important to have the right size bike.
-

Suggestions for Instruction:

- Explain to students that their bike is their first vehicle. They must learn what the traffic signs tell us and obey them.
- Brainstorm with students the bike safety rules they know and record them on flipchart paper.
- Review the 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.
- 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 2 Worksheet A: *What bike is the right size?*
 - Ask students to select which bike is the right size for the rider.
 - Introduce Activity 2 Worksheet B: *Bike survey.*
 - Complete the bike survey as a class. The teacher may have to read the questions/statements to the students.
 - Ask for a show of hands to indicate students' responses to each question/statement.
 - Ask students to print their answers to statement 6.
 - Ask students to draw a picture of their bikes at the bottom of the worksheet. If some students do not own a bike, ask them to draw a picture of a bike they would like to own.
 - Participate in a gallery walk and view the completed worksheets.
-

Suggestions for Assessment:

- Ask students what they learned about bike safety.
-

Cross-Curricular Connections:

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

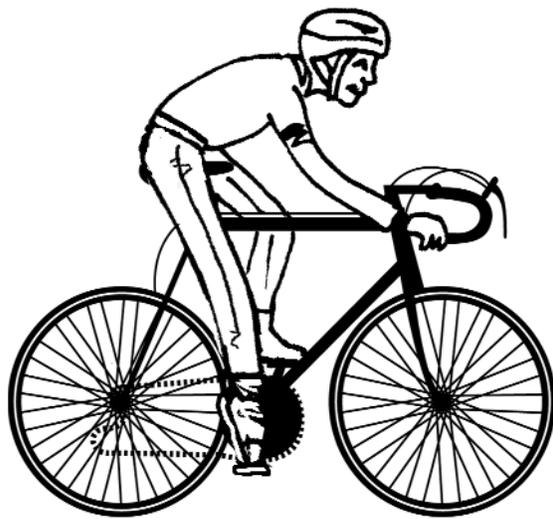
Opportunities for Family/Community Involvement:

- Invite students to share their worksheets with their families.
- Invite students to explain to their families how to decide the right size bike for them.
- Send home a copy of the bike safety rules for students to discuss with their families.
- Work with local organizations such as RCMP, police, MPI claim centre and insurance brokers to hold a community bike rodeo that includes bike skills, bike maintenance and repairs, and safe places to cycle.

What bike is the right size?

Instructions: Select which bike is the right size for the rider.

Name: _____



Bike survey

Instructions: Complete the worksheet.

Name: _____

Draw a circle around your answer.

- | | | |
|---|-------------------|----|
| 1. Do you have a bike? | Yes | No |
| 2. My bike is the right size for me. | Yes | No |
| 3. I always wear a bike helmet. | Yes | No |
| 4. I have been shown the correct way to wear a bike helmet. | Yes | No |
| 5. I use my bike to ride to: | school | |
| | the park | |
| | the library | |
| | my friend's place | |
| | go trail biking | |
| | have fun | |

6. I want to ride my bike safely because....

My bike

ACTIVITY 3 Be Safe! Be Seen!

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.A.3** Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g. change of clothing for safety).
- K.3.2.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).
- S.3.2.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:

- 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:

- Ask students why it is important to be visible when riding a bike.
(Answer: Motorists and pedestrians can see cyclists wearing bright, light colours more easily and sooner.)
 - Turn off the lights in the classroom and use a flashlight to demonstrate being visible. Point out the difference between seeing students in darker clothing compared to those in lighter, brighter clothing.
 - Tell students that helmets and bike reflectors also help make a cyclist more visible.
 - Introduce Activity 3 Worksheet A: *Cut-outs*.
 - Introduce Activity 3 Worksheets B and C: *Be safe! Be seen!*
 - Ask students to select one worksheet and choose appropriate clothing for the cyclist.
 - Ask students to colour their selections using light, bright colours and then cut and glue them onto the selected worksheet.
 - Ask students to write a rule about wearing bright clothes to be seen.
 - Participate in a gallery walk and view the completed worksheets.
-

Suggestions for Assessment:

- Ask students to explain why the cut-outs they selected for the cyclist are safe to wear cycling.

Cross-Curricular Connections:

- Visual Arts
 - English Language Arts (explore thoughts, ideas, feelings and experiences; enhance the clarity and artistry of communication)
-

Opportunities for Family/Community Involvement:

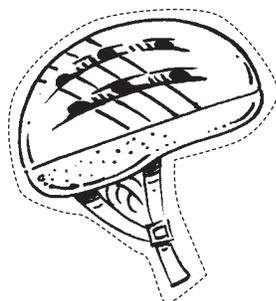
- Invite students to take their worksheets home and discuss what they learned with their parents.

Cut-outs

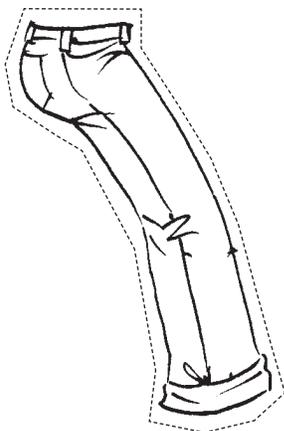
Instructions: Colour and cut out.

Name: _____

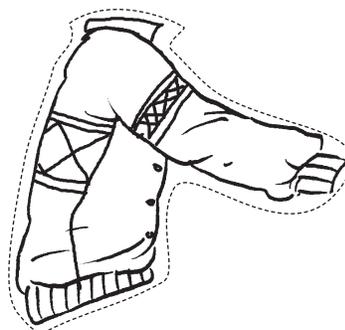
Helmet



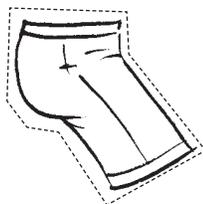
Jeans



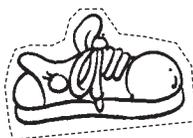
Jacket



Shorts



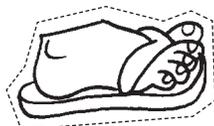
Running Shoe



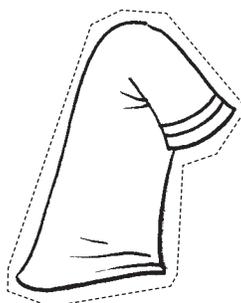
Helmet



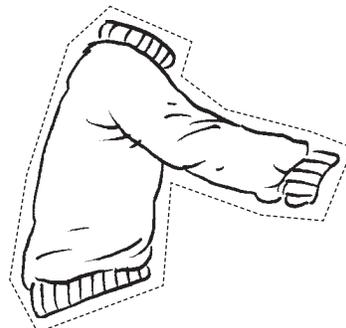
Foot in thong



T-shirt



Sweatshirt



Reflectors



Be safe! Be seen!

Instructions: Glue the cut-outs. Print the bike safety rule.

Name: _____



Be safe! Be seen!

Instructions: Glue the cut-outs. Print the bike safety rule.

Name: _____



ACTIVITY 4 Who Needs A Helmet?

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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).

S.3.2.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 when to wear a helmet.
 - State why it is important to wear a helmet when cycling, riding a scooter and in-line skating.
 - Describe how to correctly wear a bike helmet.
-

Suggestions for Instruction:

- Ask students why it is important to wear a bike helmet when cycling.
(Answer: In case you fall, your head is protected.)
 - Describe how to correctly wear a bike helmet, using Activity 4 Visual: *How to wear a bike helmet*.
(Answer: Helmet is level from the front to the back of the head. It sits just over 3 centimetres above the eyebrows. It fits snugly, but is comfortable. The straps are tight and always buckled. Helmets have a 5-year life span or one hard hit. Bright coloured helmets are easier to see.)
 - Introduce Activity 4 Worksheet: *Who needs a helmet?*
 - Ask students to draw a helmet on each person who needs one, and to write on the worksheet how many helmets there are.
(Answers: Anyone riding anything with wheels. Six helmets are needed.)
 - Discuss the students' responses.
-

Suggestions for Assessment:

- Ask students to bring in bike helmets (or provide one) and demonstrate how to correctly wear them.
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

- Invite students to take the worksheet home and discuss what they learned about bike helmets with their parents.

How to wear a bike helmet



**1. Wrong Way:
Helmet is too far forward.**



**2. Wrong Way:
Helmet is too far back.**

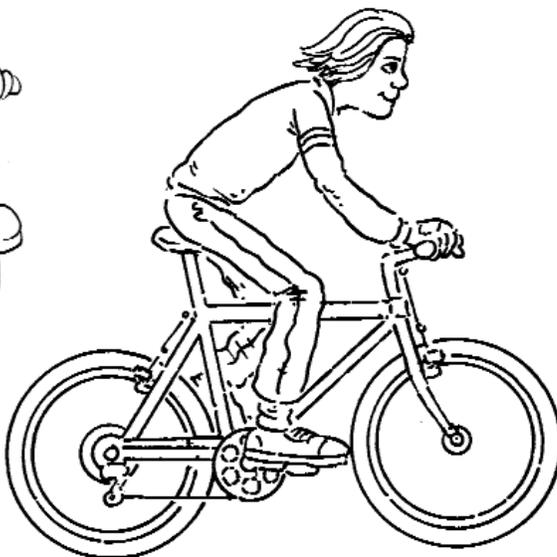


**3. Right Way:
Helmet is level. Covers forehead.
Straps tight.**

Who needs a helmet?

Instructions: Draw a helmet on each person who needs one.
How many helmets are there?

Name: _____



ACTIVITY 5 Parts Of A Bike

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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 parts of a bike and their functions.
-

Suggestions for Instruction:

- Bring a bike into class or introduce Activity 5 Worksheet A: *Parts of a bike* on an overhead.
 - Ask students to name the parts of a bike and why they are 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 label the parts of a bike using the parts listed on the worksheet.
 - Show Activity 5 Worksheet B: *Parts of a bike - Answer key* and review.
-

Suggestions for Assessment:

- Ask students to name parts of a bike randomly selected on the worksheet and state their importance.
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

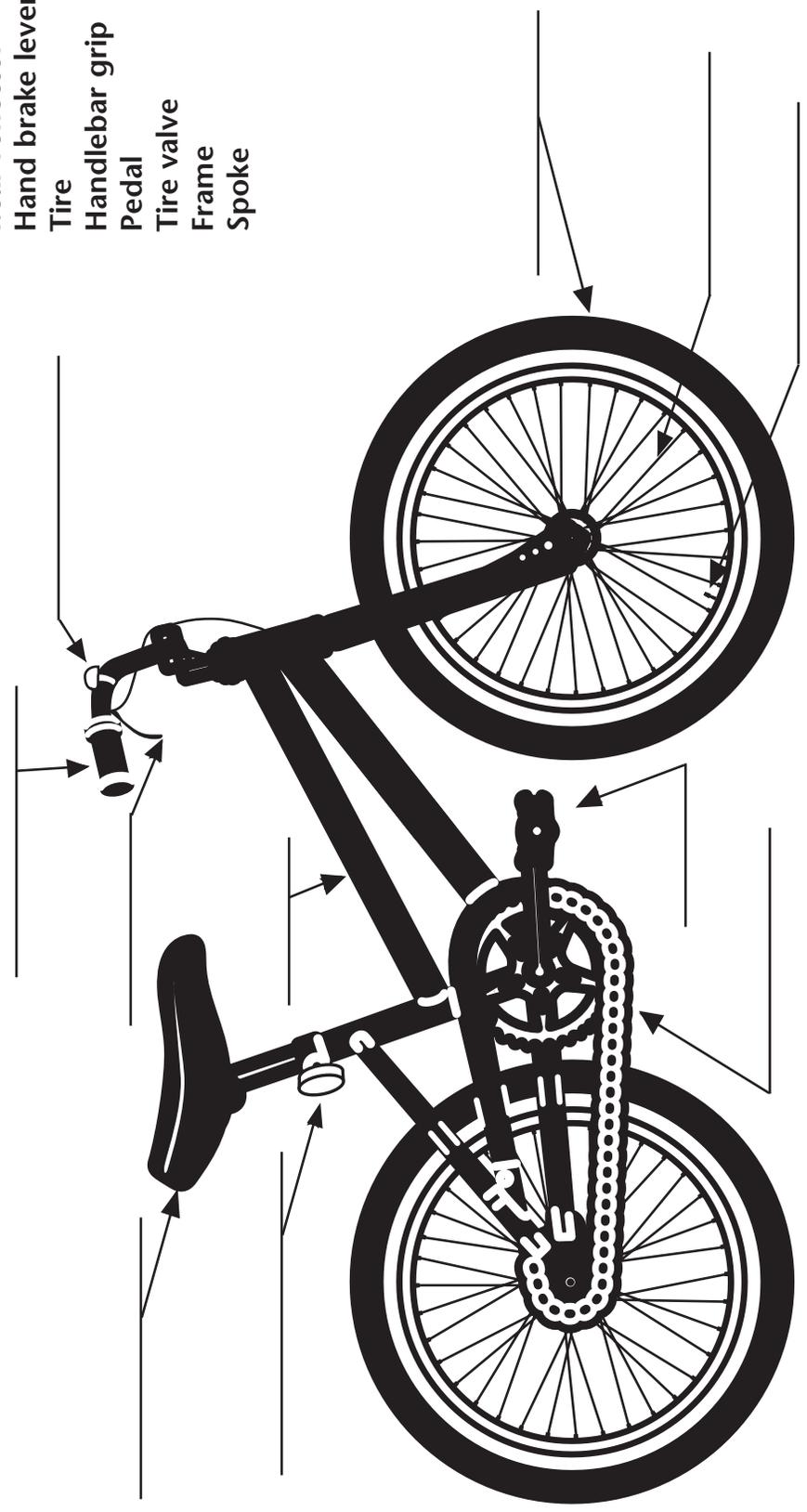
- Invite students to name the parts of a bike for their families.

Parts of a bike

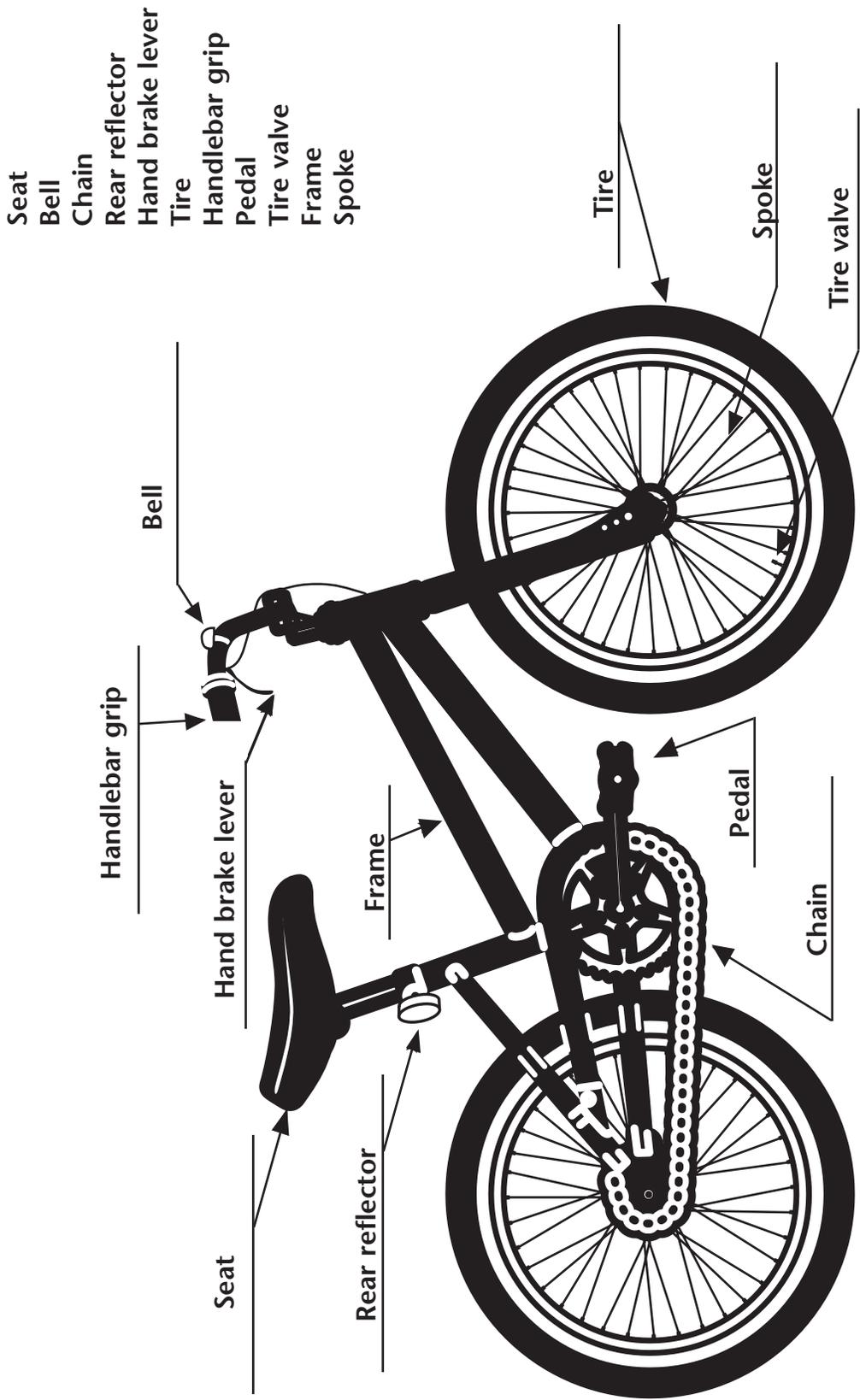
Instructions: Label the parts of a bike.

Name: _____

- Seat
- Bell
- Chain
- Rear reflector
- Hand brake lever
- Tire
- Handlebar grip
- Pedal
- Tire valve
- Frame
- Spoke



Parts of a bike – Answer Key



ACTIVITY 6 Bike Traffic Signs And Hand Signals

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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:

- Name the bike safety traffic signs and state what each traffic sign tells people to do.
 - State the bike safety hand signals and what each one means.
-

Suggestions for Instruction:

- Review the 5 traffic signs, Activity 6 Visuals A-E, using the coloured traffic signs provided (i.e. stop sign, traffic light, pedestrian crosswalk, pedestrian traffic light, railway crossing ahead).
 1. Stop sign – stop your feet;
 2. Traffic light – red means stop; yellow means look and listen for danger; green means go when it is safe;
 3. 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;
 4. 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;
 5. Railway crossing ahead – stop, look and listen for trains.
- Show the 3 new traffic signs, Activity 6 Visuals F, G, H (i.e. no bikes allowed, bikes allowed, one way), and discuss what each sign tells people to do.
 1. Bike with red circle around it and red line through it – bikes cannot ride there;
 2. Bike with green circle around it – bikes can ride there;
 3. One way sign – traffic only moves in the direction of the arrow.
- State that all traffic signs protect us around the road.
- Explain to students that their bike is their first vehicle. They must learn what the traffic signs tell us and obey them.
- Discuss the correct bike hand signals, using Activity 6 Visual I: *Bike hand signals*.
- Have the students demonstrate each bike hand signal.
- Introduce Activity 6 Worksheet: *Bike traffic signs and hand signals*.
- Ask students to match the messages of the traffic signs and hand signals to the pictures by drawing a line to connect them.

Suggestions for Assessment:

- Name a traffic sign and ask students to tell you what it means.
 - Ask students to demonstrate a specific bike hand signal.
-

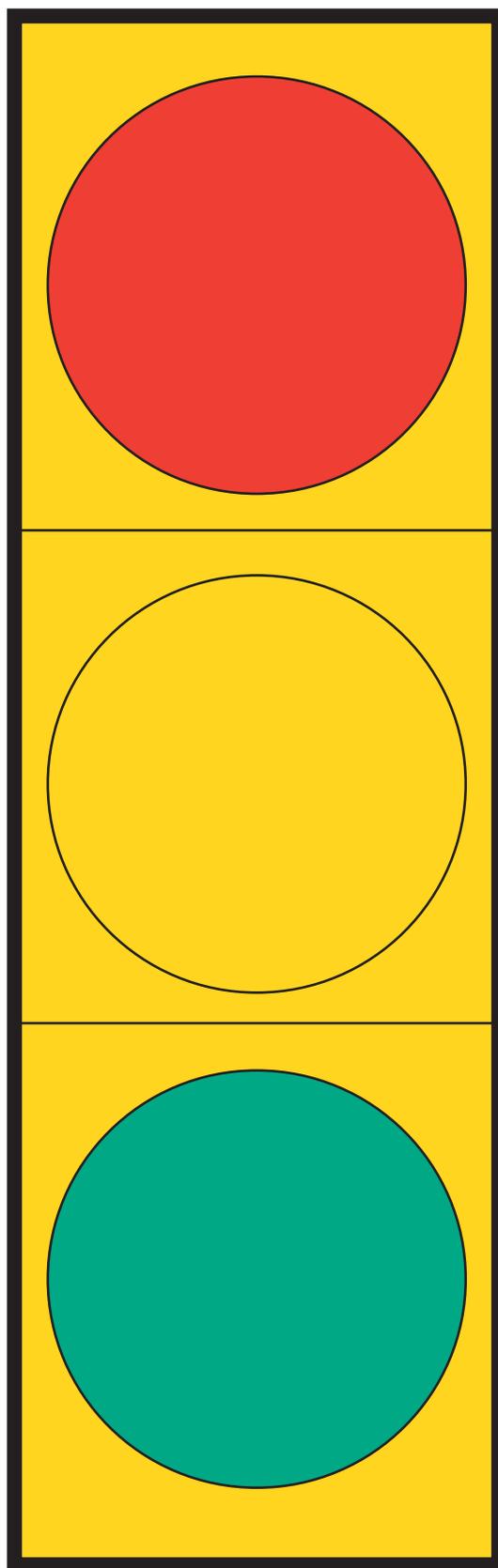
Cross-Curricular Connections:

- Social Studies (communities in Canada)
-

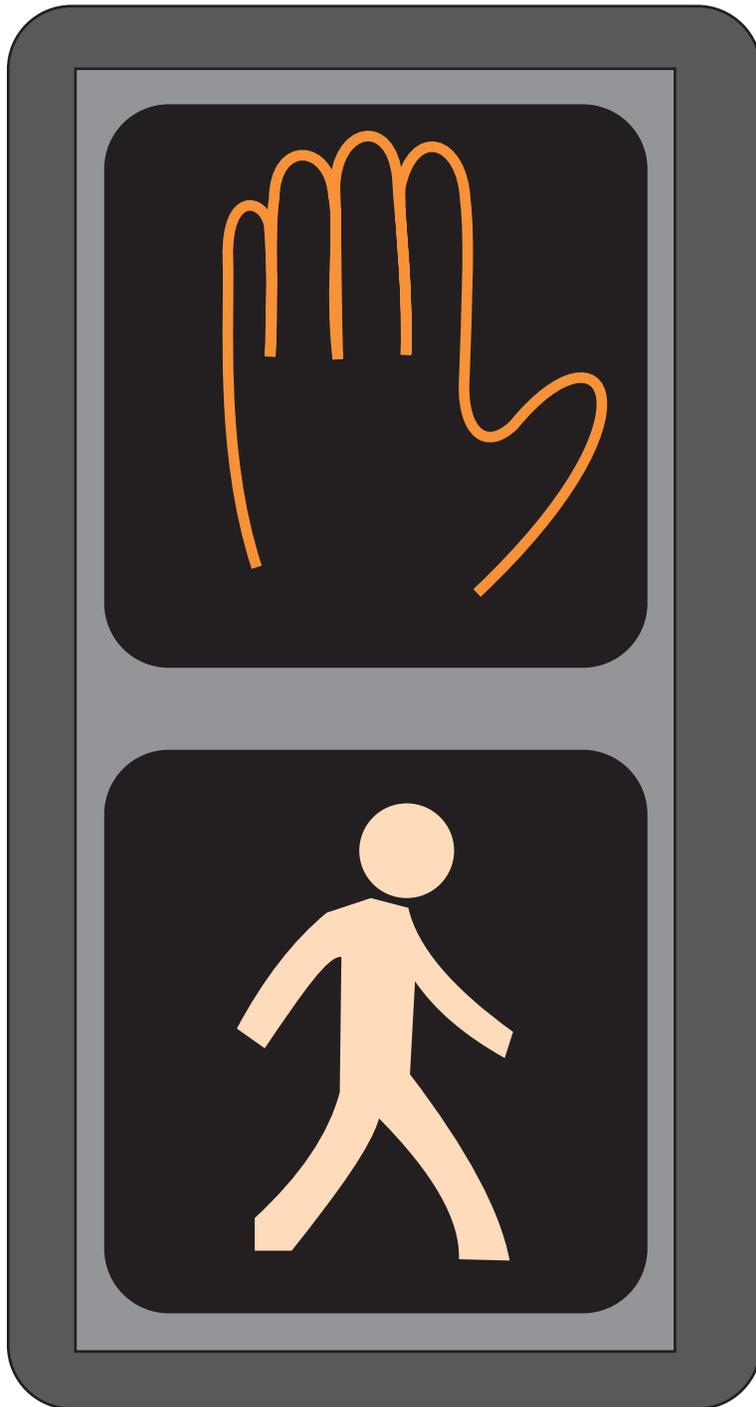
Opportunities for Family/Community Involvement:

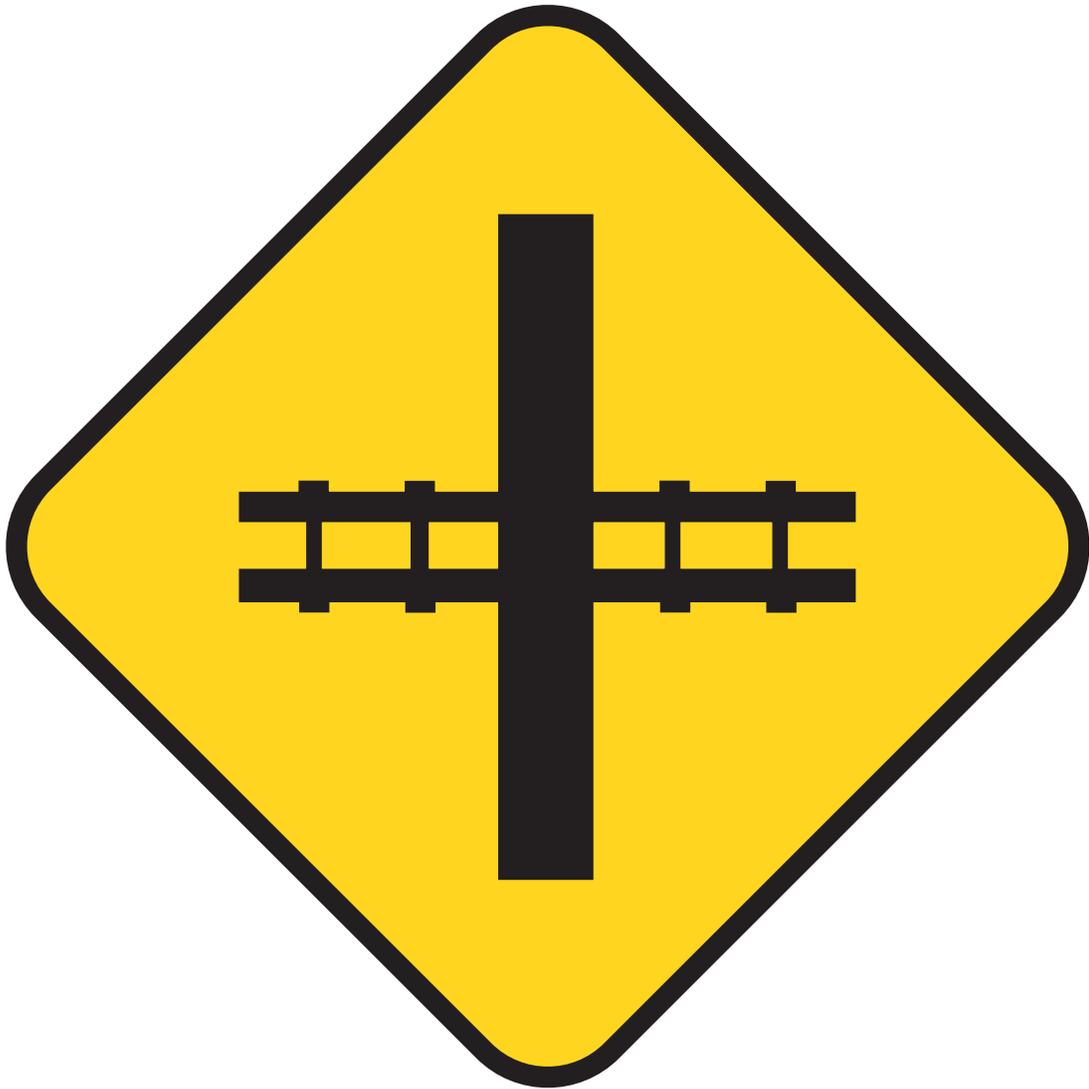
- Invite students to take their parents on a bike ride to spot the traffic signs and practice using the correct bike hand signals.

















Bike 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.**



Bike traffic signs and hand signals

Instructions: Match the messages and pictures.

Name: _____

A left turn



One Way



A right turn



Bikes



No Bike



Stop or
Slow Down



ACTIVITY 7 Rules Of The Road

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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:

- State bicycle safety rules.
 - State why bicycle safety is important.
-

Suggestions for Instruction:

- Brainstorm bike safety rules as a class and record on flipchart paper.
 - Review the 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.
 - Introduce Activity 7 Worksheet: *Rules of the road*.
 - Ask students to match the bike safety rules of the road to the correct picture, by inserting the rule number beside the correct picture.
-

Suggestions for Assessment:

- Correct student worksheets.
-

Cross-Curricular Connections:

- English Language Arts (enhance the clarity and artistry of communication; explore thoughts, ideas, feelings and experiences)
-

Opportunities for Family/Community Involvement:

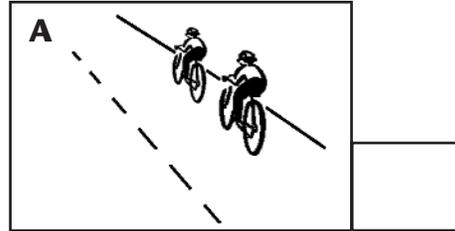
- Invite students to share their worksheets with their families.
- Send home a copy of the bike safety rules for students to discuss with their families.

Rules of the road

Instructions: Match the rules and pictures.

Name: _____

1. Wear a helmet



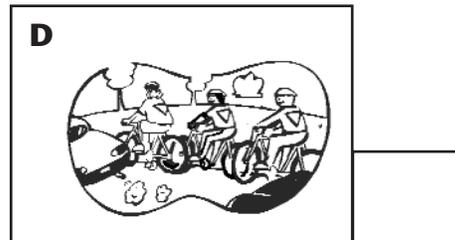
2. Obey traffic signs



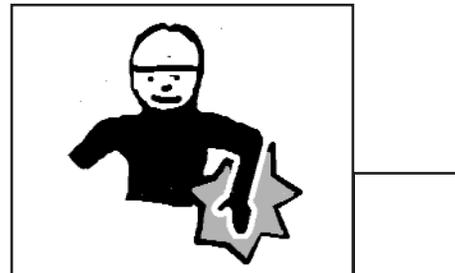
3. Ride on the right



4. Use hand signals



5. Ride single file



6. Shoulder check



ACTIVITY 8 Cycle Safely Crossword Puzzle

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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:

- Review bike safety rules in a crossword puzzle.
-

Suggestions for Instruction:

- Introduce Activity 8 Worksheet A: *Cycle safely crossword puzzle*.
 - Ask students to complete the crossword puzzle, using the word list given.
-

Suggestions for Assessment:

- Correct the worksheets using Activity 8 Worksheet B: *Cycle safely crossword puzzle - Answer key*.
-

Cross-Curricular Connections:

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

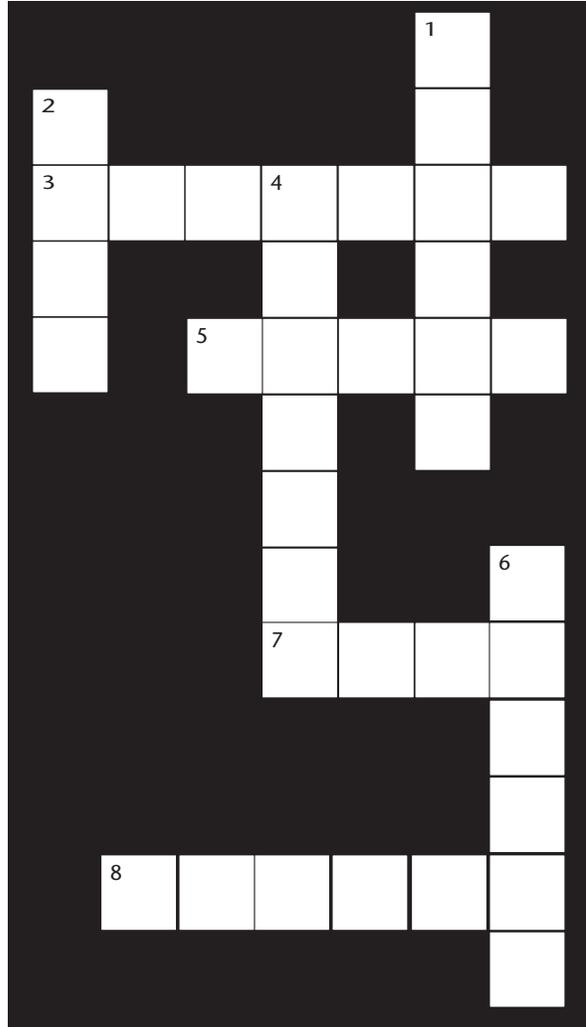
Opportunities for Family/Community Involvement:

- Invite students to share their worksheets with their parents.

Cycle safely crossword puzzle

Instructions: Complete the worksheet.

Name: _____



Word List

- safe
- stop
- right
- single
- helmet
- bright
- friends
- traffic

Across clues

- 3. Obey the - - - - - lights.
- 5. Ride single file on the - - - - side of the road.
- 7. Follow the rules to be - - - - .
- 8. Ride - - - - - file on the right side of the road.

Down clues

- 1. Wear - - - - - clothing to be seen.
- 2. Red means - - - - .
- 4. Ride safely with your - - - - - .
- 6. Wear a - - - - - on your head.

Cycle safely crossword puzzle – Answer Key



- Word List**
- safe
 - stop
 - right
 - single
 - helmet
 - bright
 - friends
 - traffic

Across clues

- 3. Obey the - - - - - lights.
- 5. Ride single file on the - - - - side of the road.
- 7. Follow the rules to be - - - - .
- 8. Ride - - - - - file on the right side of the road.

Down clues

- 1. Wear - - - - - clothing to be seen.
- 2. Red means - - - - .
- 4. Ride safely with your - - - - - .
- 6. Wear a - - - - - on your head.

ACTIVITY 9 Road Safety Bingo

Prescribed Learning Outcomes:

Safety SLOs:

K.3.2.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:

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

Suggestions for Instruction:

- Introduce Activity 9 Worksheet A: *Road safety bingo*, and Activity 9 Worksheet B: *Road safety bingo squares*.
 - Distribute these worksheets to each student.
 - Have students colour and cut out Activity 9 Worksheet B: *Road safety bingo squares* and glue them randomly on their Activity 9 Worksheet A: *Road safety bingo*.
 - Keep one Activity 9 Worksheet A: *Road safety bingo* for the teacher/caller.
 - Cut out a set of Activity 9 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 traffic sign and state what it means.
-

Cross-Curricular Connections:

- Social Studies (communities in Canada)
-

Opportunities for Family/Community Involvement:

- Invite students to take their road safety bingo sheets home and explain what the traffic signs mean to their families.

Road safety bingo

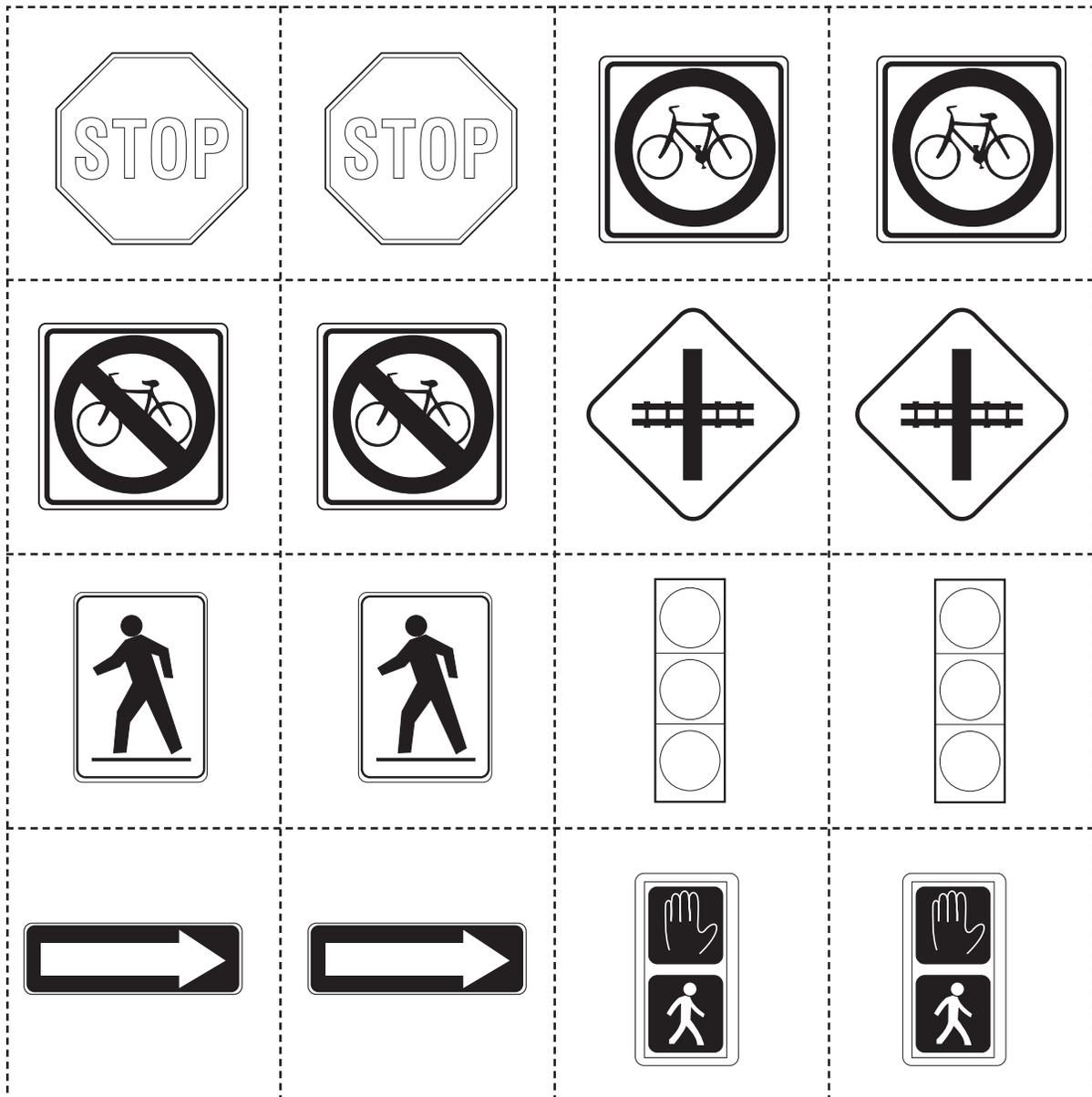
Instructions: Glue on squares.

Name: _____

Road safety bingo squares

Instructions: Colour and cut out.

Name: _____



ACTIVITY 10 | *Spy*

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.A.5a** Identify the basic safety rules for selected activity settings (e.g. school field trips).
- K.3.2.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).
- K.3.2.B.1** Identify safety rules to be followed related to home, school, and community (i.e. road, traffic, vehicles such as tractors, bus ridership, weather, seasons).
- S.3.2.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:

- Identify safety risks related to road, vehicle and bus ridership and ways to avoid injury.
 - Identify the safety rules to follow related to road, bus ridership and bike safety.
-

Suggestions for Instruction:

- Discuss what is meant by a danger or risk (an object or activity that might hurt or injure/harm).
- Discuss common dangers at school around road, vehicle and bus ridership.
- Introduce Activity 10 Worksheet: *I spy*.
- Ask students to number from 1-5, using green markers, the five safety “dos” (positive safety behaviours) and to number from 1-5, using red markers, the safety “don’ts” (the dangers).
 - (5 Dos: a) people wearing seat belts in car;
b) child holding adult’s hand walking on the sidewalk;
c) cyclists riding in a single file;
d) cyclists wearing bike helmets;
e) cyclist near stop sign is giving a hand signal to turn.
 - 5 Don’ts: a) child throwing an object out the bus window;
b) cyclists riding side-by-side;
c) cyclists riding without bike helmets;
d) child crossing in the middle of the road;
e) child chasing a ball onto the road.)
- Discuss the students’ answers.

Suggestions for Assessment:

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

Cross-Curricular Connections:

- English Language Arts (comprehend and respond personally and critically to literary and media texts)
 - Social Studies (communities in Canada)
-

Opportunities for Family/Community Involvement:

- Invite student to take their parents on a safety walk and name the road dangers seen around their neighbourhoods.

ACTIVITY 11 My Road Safety Rule

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.B.1** Identify safety rules to be followed related to home, school, and community (i.e. road, traffic, vehicles such as tractors, bus ridership, weather, seasons).
- K.3.2.B.4** Recognize community helpers (e.g. school patrol, bus driver) and how to seek help.
- K.3.2.A.5a** Identify the basic safety rules for selected activity settings (e.g. school field trips).
- K.3.2.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).
- S.3.2.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:

- Design an art poster that depicts a road safety rule.
 - Explain the road safety rule they selected and why they believe it is important.
-

Suggestions for Instruction:

- Explain to students that this art activity involves choosing a road safety rule and designing a poster rule.
 - Introduce Activity 11 Worksheet A: *Pedestrian safety rule*; Worksheet B: *School bus safety rule*; and Worksheet C: *Bike safety rule*.
NOTE: The teacher may wish to photocopy these worksheets on coloured construction paper.
 - Ask students to choose a road safety topic and matching worksheet.
 - Ask students to design an art poster within the shape outlined.
 - Ask students to print their road safety rule at the bottom of their posters.
 - Participate in a gallery walk and view the completed posters.
-

Suggestions for Assessment:

- Ask students to present their posters and explain the importance.
-

Cross-Curricular Connections:

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

Opportunities for Family/Community Involvement:

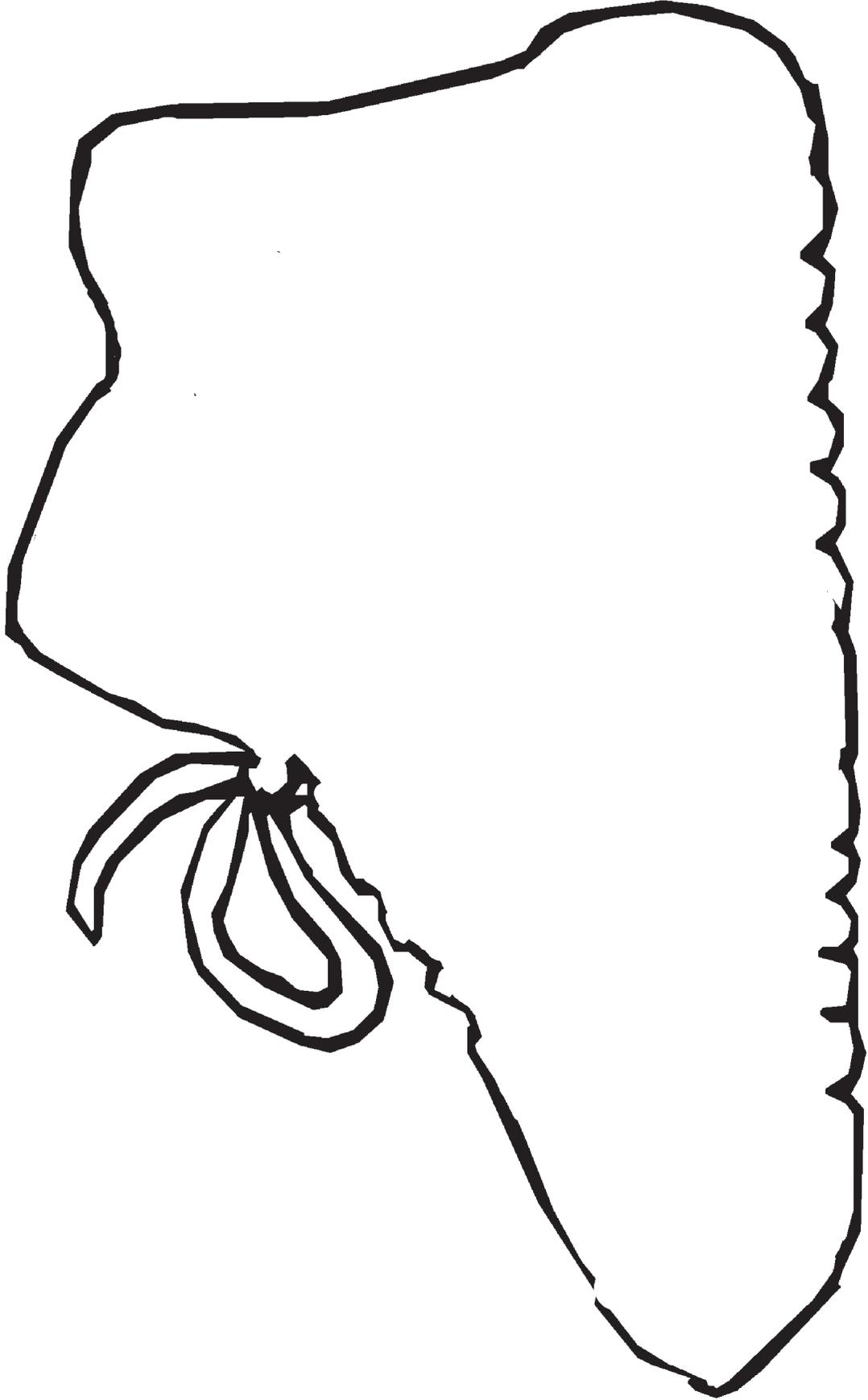
- Display students' posters in the hallway for parents and other students to view.

Pedestrian safety rule

K.3.2.B.1
K.3.2.B.4
K.3.2.A.5a
K.3.2.A.5b
S.3.2.A.1

Instructions: Make a poster. Print the rule.

Name: _____

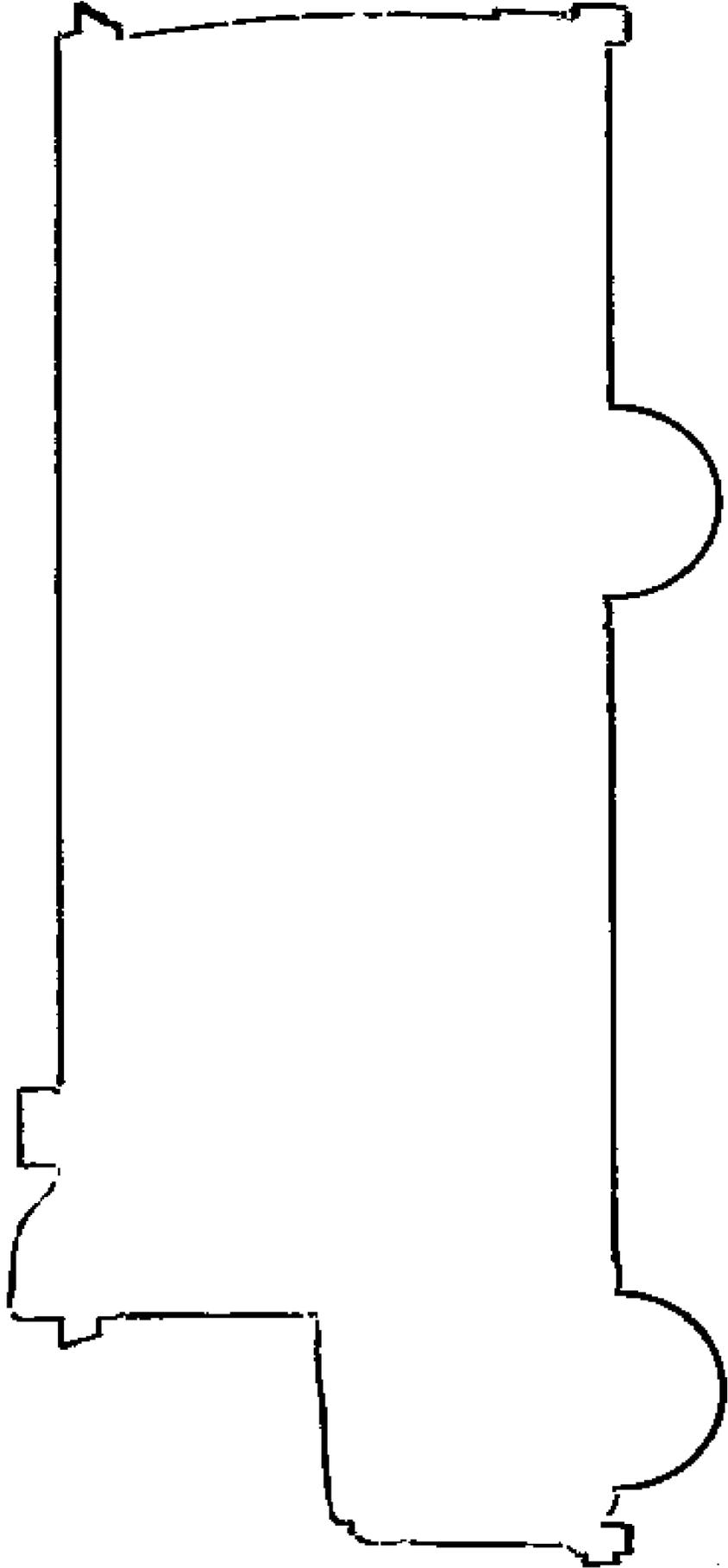


School bus safety rule

K.3.2.B.1
K.3.2.B.4
K.3.2.A.5a
K.3.2.A.5b
S.3.2.A.1

Instructions: Make a poster. Print the rule.

Name: _____



Bike safety rule

Instructions: Make a poster. Print the rule.

Name: _____

K.3.2.B.1
K.3.2.B.4
K.3.2.A.5a
K.3.2.A.5b
S.3.2.A.1



ACTIVITY 12 Practice – Road Safety Ride

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.A.1** Recognize the importance of practicing safe behaviours (e.g. following directions, understanding safety rules) alone and/or with others.
- S.3.2.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.3.2.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).
- K.3.2.B.4** Recognize community helpers (e.g. bus driver, school patrol, Block Parent, police officer) and how to seek help.

Complementary SLOs:

- K.4.2.B.1a** Identify responsible and respectful behaviours (e.g. following directions, displaying etiquette, cooperating) for developing positive relationships.
- S.2.2.A.1a** Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment.
- S.4.2.A.3** Demonstrate appropriate behaviours for getting along with others (e.g. wait for one's turn, help others, show respect for individual differences) in partner activities.

Activity Outcomes:

Students will be able to:

- State why it is important to practice safe, responsible behaviours.
- Demonstrate basic rules and routines such as correct bike behaviours around road safety.
- Practice making decisions involving bike road safety.
- Participate in various activities that enhance their bike road safety skills and contribute to skill/fitness development and enjoyment.
- Demonstrate appropriate behaviours for getting along with others.

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: *Our Road Safety Promotion Plan* in the Road Safety Program.

- Construct two or three mock intersections in different areas of the gymnasium, using existing lines on the floor, some masking tape and pylons.
- Ask helpers (e.g. Grade 4 students or school patrols) to assist at the mock intersections.

- Reproduce and use Activity 12 Visuals A-H: blackline masters of the traffic signs or the coloured traffic signs provided.
- Post stop signs on the back of chairs and place at corners of the intersections.
- Post two crosswalk signs 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 a few students to be pedestrians.
- Ask other students to pretend to be riding bikes (cyclists). They must pretend to put on a helmet and follow bike safety rules (e.g. hand signals, obey traffic signs, ride in single file).
- The teacher may ask 1-2 students who ride their bikes to school to participate in this activity using their actual bikes. This activity may be conducted outside on the playground.

NOTE: Remind students to practice road safety behaviours (e.g. follow directions, follow road safety rules).

- Ask students to complete the Safety Ride, which includes:
 1. Coming to a full stop;
 2. Making a right turn hand signal;
 3. Making a left turn hand signal;
 4. Ride on the right side of the road;
 5. Ride single file;
 6. Always shoulder check before you move;
 7. Give the right-of-way to pedestrians.
- Have students take turns being the “traffic” and being the cyclists.
- Have a volunteer follow each student on the safety ride and complete Activity 12 Worksheet: *Bike road safety checklist*.
- Discuss what you, as the teacher, observed about students’ bike road safety skills.
- Ask students why it is important to practice road safety behaviour. (Answer: to prevent injuries and crashes.)
- Ask students who should be responsible for road safety. (Answer: everyone.)

Suggestions for Assessment:

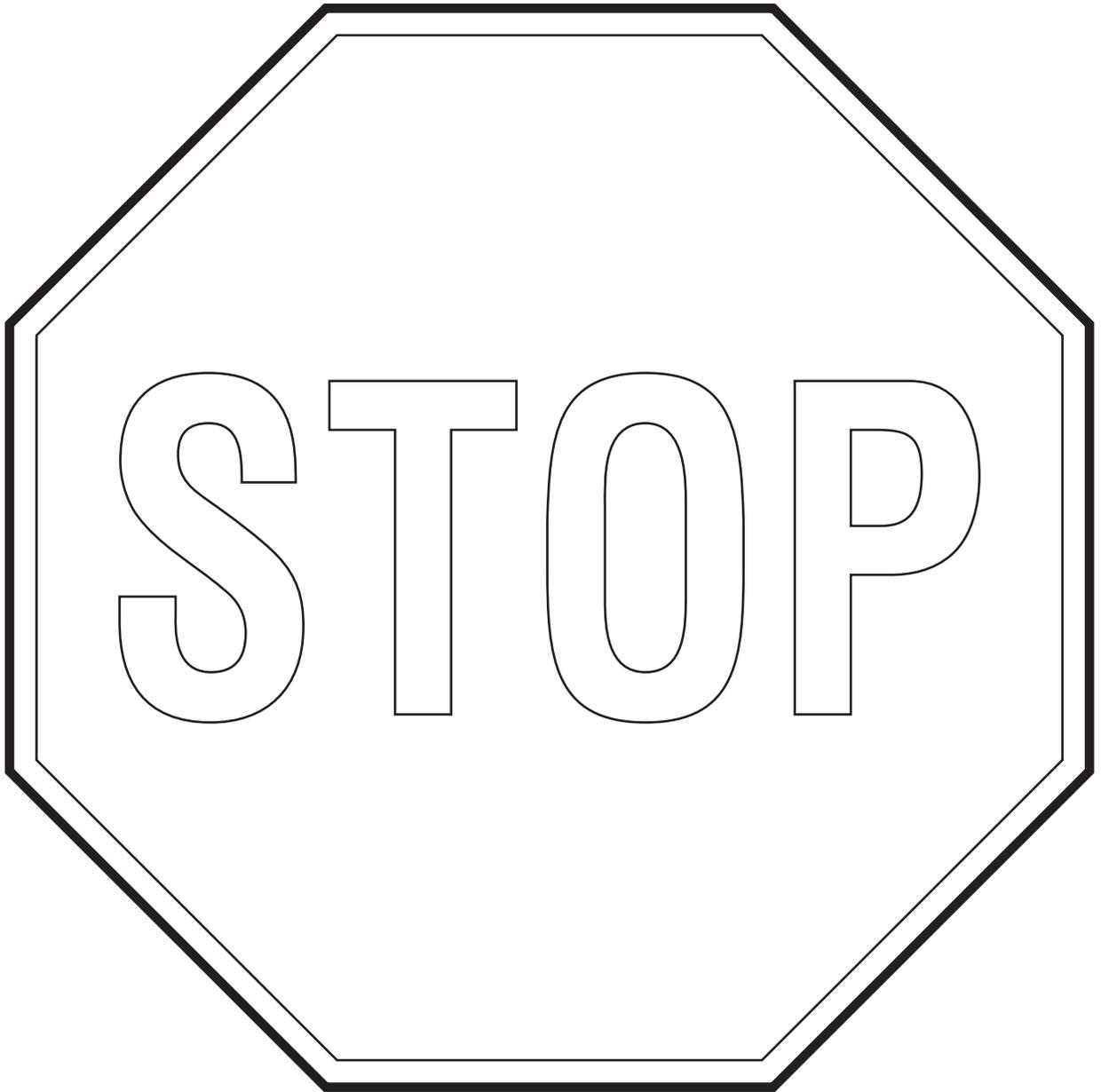
- Have one volunteer follow each student on the safety ride and complete the Activity 12 Worksheet: *Bike road safety checklist* (provided) and give the cyclists immediate feedback.
- Use the Teacher Road Safety Checklist to assess students’ road safety skills during the simulations. (See Assessment Tool.)

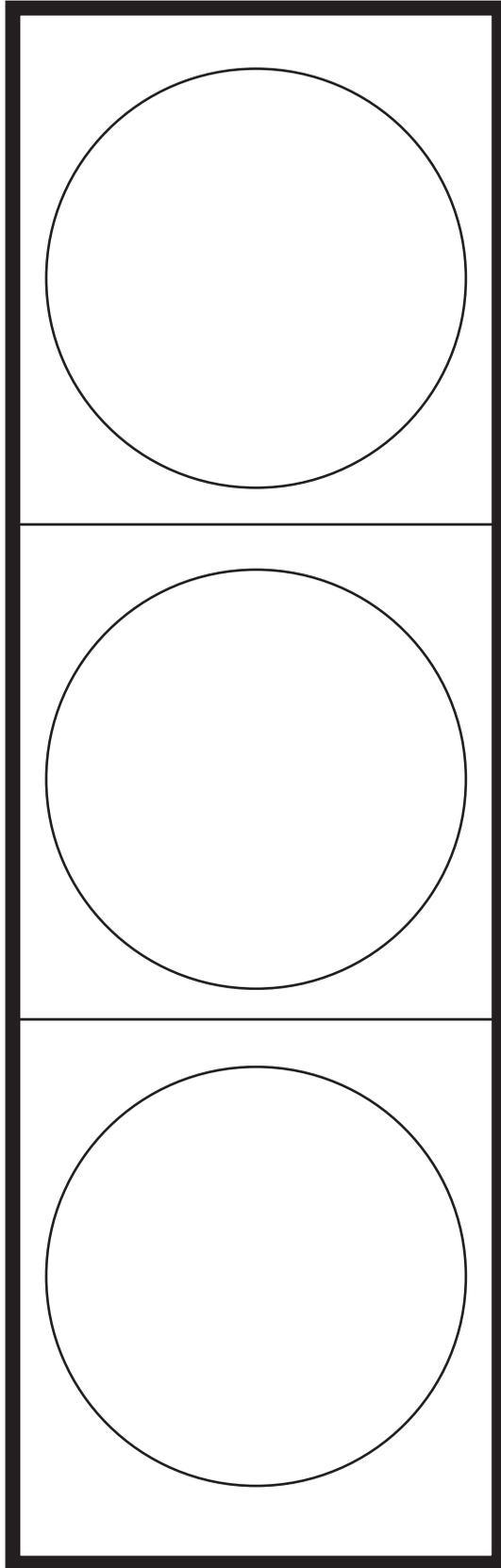
Cross-Curricular Connections:

- Physical Education/Health Education (fitness management; personal and social 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.
- Send home a copy of the bike safety rules and the Bike Road Safety Checklist for students to discuss with their families.





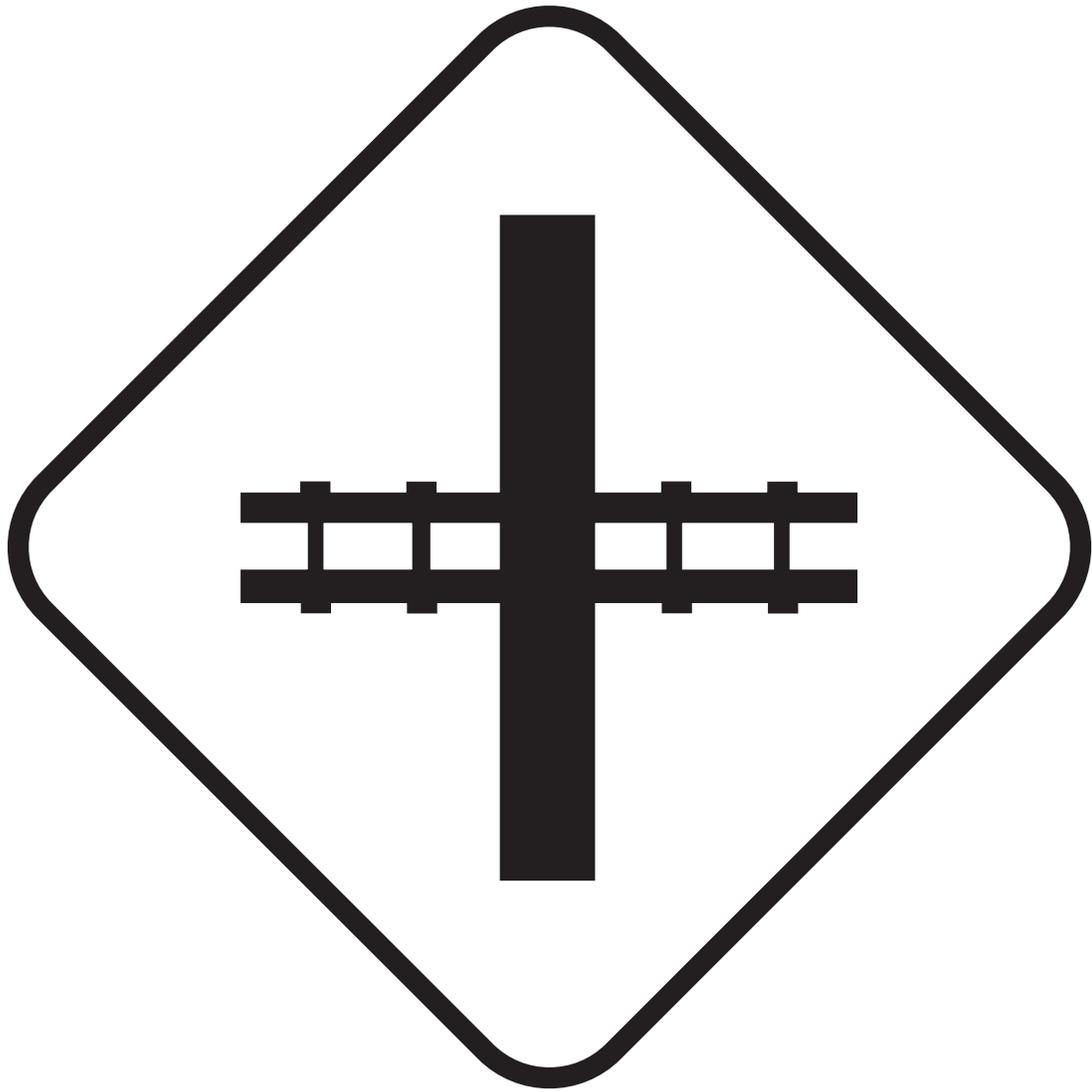
K.3.2.A.1
S.3.2.A.1
K.3.2.A.5b
K.3.2.B.4



K.3.2.A.1
S.3.2.A.1
K.3.2.A.5b
K.3.2.B.4



K.3.2.A.1
S.3.2.A.1
K.3.2.A.5b
K.3.2.B.4



K.3.2.A.1
S.3.2.A.1
K.3.2.A.5b
K.3.2.B.4





K.3.2.A.1
S.3.2.A.1
K.3.2.A.5b
K.3.2.B.4



Bike road safety checklist

Name: _____

Does this (check ✓)	Bike Road Safety Skills
	<ol style="list-style-type: none">1. Always wears a bike helmet and shoes.2. Wears light, bright colour clothing to be seen.3. Rides on the right side of the road.4. Rides single file.5. Obeys traffic signs.6. Uses hand signals.7. Always shoulder checks or looks all ways before moving.8. Gives the right-of-way to pedestrians.

ACTIVITY 13 How To Get Help

Prescribed Learning Outcomes:

Safety SLOs:

- K.3.2.B.3** Identify practices to assist an injured person (i.e. get help, explain what you saw, do not try to move an injured person).
- K.3.2.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:

- K.4.2.A.2b** List ways to show personal responsibility at home and school (e.g. follow directions, play safely, set boundaries, ask for help, offer to help).
- K.4.2.A.3** Discuss the concept of consequences (e.g. cause-and-effect relationships) of behaviours as part of decision-making/problem-solving process for health and well-being.

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 emergency and non-emergency situations.
- Explain ways to assist an injured person.
- Discuss the possible consequences of their decision making/problem solving.

Suggestions for Instruction:

- Review examples of the types of safety helpers in the community (e.g. parent, Block Parent, teacher, sitter, school patrol, bus driver, police officer, ambulance driver).
- Ask students 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.
- State that in an emergency they need to know:
 1. How to get help,
 2. Their area's emergency telephone number,
 3. Their name,
 4. Their address,
 5. How to clearly state the problem.
- Discuss how to help an injured person (e.g. get help, explain what you saw, do not try to move an injured person).
- Discuss how to get help in a non-emergency situation (e.g. arrive home and no one is there – contact neighbour or trusting adult).

- Provide a few role play situations where students may need help.
(Examples:
 - a) while on an outing with your family, you get separated from them;
 - b) a child is hit by a car and you must get help;
 - c) while walking to school, you witness an accident involving a cyclist and a car;
 - d) you are riding your bike and you get a flat tire.)
 - Ask students to identify how to seek help in both emergency and non-emergency situations (e.g. get help from a community safety helper or trusting adult, and if necessary, dial the area emergency or the non-emergency phone number and state what happened).
 - Ask students to tell how they might help the injured person.
 - Discuss the possible consequences of their decision making/problem solving.
 - Role play with a play phone some of these situations.
 - Introduce Activity 13 Worksheet: *How to get help*.
 - Ask students to take their worksheets home and complete with their parents.
-

Suggestions for Assessment:

- Ask students how to seek help in both emergency and non-emergency situations.
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Cross-Curricular Connections:

- Social Studies (communities in Canada)
 - English Language Arts (explore thoughts, ideas, feelings and experiences; manage ideas and information)
-

Opportunities for Family/Community Involvement:

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

How to get help

Instructions: Complete the worksheet.

Name: _____



Emergency: _____

What to do: _____

Who to call: _____
Telephone number: _____

Non-Emergency: _____
Example: _____

What to do: _____

Who to call: _____
Telephone number: _____



ACTIVITY 14 What if? Scenarios

Prescribed Learning Outcomes:

Safety SLOs:

- S.3.2.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.3.2.B.1** Identify safety rules to be followed related to home, school, and community (i.e. road, traffic, vehicles such as tractors, bus ridership, weather, seasons).
- K.3.2.B.3** Identify practices to assist an injured person (i.e. get help, explain what you saw, do not try to move an injured person).
- K.3.2.B.4** Recognize community helpers (e.g. school patrol, bus driver) and how to seek help.

Complementary SLOs:

- K.4.2.A.2b** List ways to show personal responsibility at home and school (e.g. follow directions, play safely, set boundaries, ask for help, offer to help).
- K.4.2.A.3** Discuss the concept of consequences (e.g. cause-and-effect relationships) of behaviours as part of decision-making/problem-solving process for health and well-being.
- K.4.2.B.1a** Identify responsible and respectful behaviours (e.g. following directions, displaying etiquette, cooperating) for developing positive relationships.
- S.4.2.A.3** Demonstrate appropriate behaviours for getting along with others (e.g. wait for one's turn, help others, show respect for individual differences) in partner activities.

Activity Outcomes:

Students will be able to:

- State pedestrian safety rules.
- State school bus safety rules.
- State bike road safety rules.
- Name practices to assist an injured person.
- Name the types of community safety helpers who they might get to help.
- 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.

Suggestions for Instruction:

- Display Activity 14 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.

- 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 14 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 make?
- Record the discussion questions on flipchart paper or the chalkboard.

SCENARIOS:

1. What if you and your friend decide to go for a bike ride and you put on your bike helmet, but your friend decides not to wear a helmet and teases you. What would you do?
2. What if you are riding the school bus on a field trip, and someone takes your bag from under the seat and throws it to another student. What would you do?
3. What if your parent moves the family car to clean the garage and the car moves in the wrong direction and your parent is injured. What would you do?
4. What if you and your friend are riding your bikes to the playground and your friend falls and is unable to ride home. What would you do?

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)

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 15 My Road Safety Action

Prescribed Learning Outcomes:

Safety SLOs:

S.3.2.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:

K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g. playing safely) and long term (e.g. staying injury-free).

K.4.2.A.2b List ways to show personal responsibility at home and school (e.g. follow directions, play safely, set boundaries, ask for help, offer to help).

S.4.2.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g. completing a road safety task).

S.4.2.A.2 List possible options and consequences for specific behaviours and health habits (e.g. play safely) for the promotion of physically active and healthy lifestyles.

Activity Outcomes:

Students will be able to:

- Identify a road safety rule that reflects safe participation and routines.
 - Set a short-term goal to accomplish a road safety rule.
 - State ways to show personal responsibility at home and school.
 - Identify possible options and consequences for positive health behaviours.
-

Suggestions for Instruction:

- Review the road safety rules (pedestrian, vehicle passenger, school bus and bike). (Refer to Activity 1: *Do You Know The Road Safety Rules?* and Activity 7: *Rules Of The Road* for a complete list.)
- Ask students to brainstorm for safety rules that could be one-week actions. (Examples of road safety actions:
 - a) always wear a bike helmet;
 - b) ride on the right side of the road on your bike;
 - c) look both ways for traffic before crossing roads, driveways and back lanes;
 - d) always wear a seat belt;
 - e) stay seated until the bus has completely stopped.)
- Make a list of potential actions on the chalkboard.
- Discuss possible choices and consequences of these specific road safety actions/behaviours.
- Ask students why these road safety rules 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 15 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:

- Ask students to explain the progress made with their road safety actions for the week.
-

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:

- Invite students to take their worksheets home and have parents encourage them with their road safety actions.

My road safety action

Name: _____

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

I Will _____ _____						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Parent note: Please, encourage your child to complete the worksheet.

ASSESSMENT TOOL

