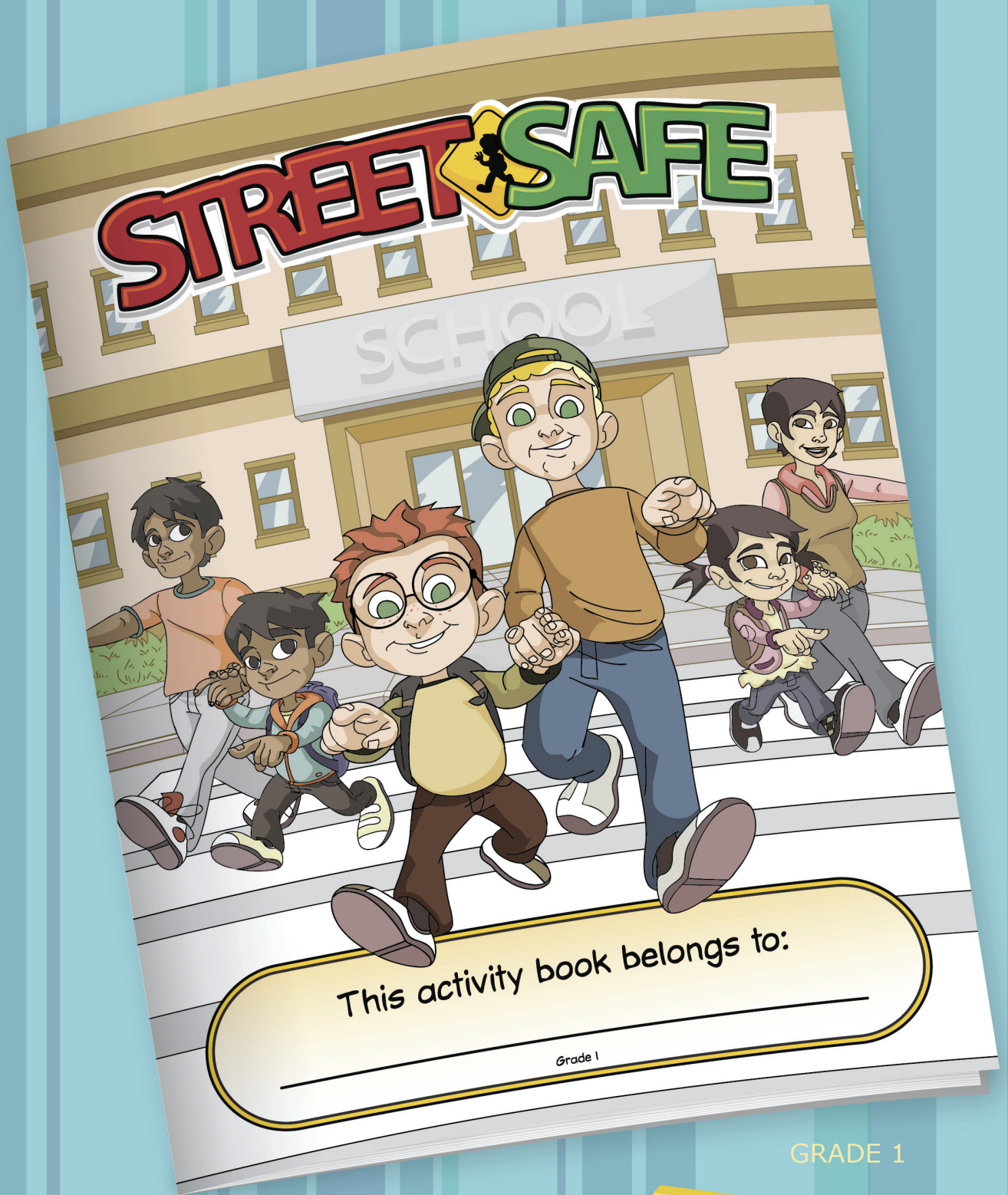


TEACHER RESOURCE GUIDE



This activity book belongs to:

Grade 1

GRADE 1





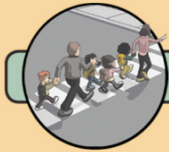
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INTRODUCTION

Street Safe Student Activity Books

The Alberta Office of Traffic Safety is producing a series of four educational Student Activity Books (Kindergarten–Grade 3) with the series title “Street Safe”. Student Activity Books cover safety topics that are sequenced and appropriate for the targeted grade level, and each grade level has an accompanying teacher resource. The series uses three illustrated children (Cory, Wyatt and Brooke) to convey important safety concepts. To reinforce and develop concepts from grade to grade, and to provide support for combined grade groupings, these children have first been introduced in the Street Safe Kindergarten Student Activity Book. The three children “age” appropriately and appear in the books at each grade level.

To order child traffic safety resources contact the Alberta Transportation Office of Traffic Safety at 780-422-8839, or 310-0000 toll-free in Alberta.

Street Safe Student Activity Book Concepts for Grades K-3

This matrix outlines all of the safety concepts that will be explored in the three categories of school bus, personal (e.g. safety when riding in vehicles, bike safety) and pedestrian safety at each grade.

Grade One Connections to Curriculum

The concepts and activities are cross-curricular. Connections to the curriculum are listed.

Lesson Plans

The Grade One book covers three main topics: school bus safety, pedestrian safety and personal (bike) safety. Each section has an overview of the main concepts being presented and lesson plans for each student page. The activities suggested are varied and include ideas for the whole class, small groups or centres as well as activities for inside and outdoors.

Black Line Masters

Black Line Masters (BLMs) are reproducible.

Songs and Stories

Each section has a song(s) with words set to a well-known tune. Some of the songs were introduced in Kindergarten. These can serve as review and in some instances verses have been added to reflect Grade One objectives. It is highly suggested that the teacher rehearse these songs before introducing them to the class.

There are also read-aloud stories that are centred around the concepts that the illustrated children have introduced in the Student Activity Books. Each story has suggestions for discussions to help develop and reinforce student understandings.

Connections to Literacy

An annotated list of fiction and non-fiction books has been compiled for each section or topic.

Connections to the Web

Please note that a complete list of web links for your reference has been posted on www.saferoads.com/streetsafe under “Educator Resources”. Please refer to this source for the most up-to-date list of relevant and active links.

STREET SAFE STUDENT ACTIVITY BOOK CONCEPTS FOR GRADES K-3

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
BUS SAFETY	WAITING FOR THE SCHOOL BUS			
	Waiting in a Safe Spot Before leaving the Safe Spot waiting for: <ul style="list-style-type: none"> • The bus to stop completely • The driver to signal it is safe to enter the bus 	Understanding the Danger Zone around a school bus Always staying outside the Danger Zone in order to be seen by the bus driver		
	SITTING ON THE SCHOOL BUS			
	Facing forward Sitting up straight Keeping feet facing the front		Keeping hands and head inside the bus Sitting facing forward at all times Keeping safe when talking to others across the aisle	Keeping voices quiet Respecting safety by not causing commotions or distracting the driver
	GETTING OFF THE SCHOOL BUS			
	Always holding onto the handrail Taking five giant steps away from the bus Respecting others by never pushing	Respecting the safety of others when walking to or from a bus: <ul style="list-style-type: none"> • Not touching or pushing the person in front • Everybody is being responsible for safety In urban areas leaving the bus and crossing the road at a corner or crosswalk In rural areas leaving the bus and crossing the road safely by: <ul style="list-style-type: none"> • Walking ahead of the bus by at least 10 giant steps • Waiting until the driver signals it is safe 		

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
PEDESTRIAN SAFETY	BEING A SAFE PEDESTRIAN			
	Understanding that moving vehicles can be a danger to pedestrians	Staying away from curbs by walking in the middle of the sidewalk	Understanding that cars cannot stop instantly, especially in winter Understanding the importance of being visible in all types of weather and times of day: <ul style="list-style-type: none"> • Wearing bright or reflective clothing • Not wearing dark coloured clothing at night • Being seen in winter particularly when there is vehicle exhaust 	Walking where it is safe: <ul style="list-style-type: none"> • Walking against traffic where there are no sidewalks (e.g., rural roads) • Not walking on snow banks along the side of the road Watching out for: <ul style="list-style-type: none"> • Vehicles with backup lights in a parking lot • Vehicles backing out of driveways • Vehicles coming out of back alleys Paying attention when getting out of a car: <ul style="list-style-type: none"> • Opening vehicle doors on the road side
	CROSSING ROADS SAFELY			
	Understanding what happens at: <ul style="list-style-type: none"> • Corners • Pedestrian crossings with marked crosswalks • Pedestrian crossing signal lights Understanding the importance of always crossing in safe places Always remembering to: <ul style="list-style-type: none"> • Stop • Look • Cross with an adult 	Never going between parked cars Choosing a corner or crosswalk Always remembering to Point, Pause, and Proceed Following school patrollers' instructions	Checking that all cars have stopped even when: <ul style="list-style-type: none"> • Others say it is safe to cross • When a "walk" signal indicates it is safe to cross Making eye contact with drivers before and while crossing the road Paying attention to road safety signs: <ul style="list-style-type: none"> • Yield • Stop • Pedestrian Crossing • Railway Crossing 	

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
	CROSSING RAILWAYS SAFELY			
			Being safe at railway crossings: <ul style="list-style-type: none"> • Never playing around railway/LRT tracks • Remembering that trains have the right of way and cannot stop quickly • Looking left and right before crossing 	
PERSONAL SAFETY	BEING SAFE IN VEHICLES			
	Always buckling up Using booster seats		Riding in the back seat for children under 12: <ul style="list-style-type: none"> • Being safe with airbags 	
	BEING SAFE WHEN USING BICYCLES			
		Bike equipment safety Understanding that helmets should: <ul style="list-style-type: none"> • Fit properly • Be worn properly (i.e., in the right position and with straps securely fastened) • Always be worn Understanding that bicycles should: <ul style="list-style-type: none"> • Have reflectors, lights or flags attached to the bike for increased visibility • Be the proper size for the rider 	Remembering that a bike is a vehicle Stopping and looking in all directions before entering the street Riding on the right Stopping at all stop signs Walking bikes across busy streets Wearing safe clothing (e.g., reflective clothing and keeping pant legs tucked in) Knowing hand signals	

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
	BEING SAFE WHEN USING INLINE SKATES, SCOOTERS OR SKATEBOARDS			
				<p>Wearing proper safety gear</p> <p>Skating and riding where it is safe:</p> <ul style="list-style-type: none"> • On the right side of paths and trails • Using rinks and parks • Staying away from roads and traffic <p>Watching out for danger:</p> <ul style="list-style-type: none"> • Staying away from water, rocks, debris • Watching for steps and stairs <p>Always yielding to pedestrians</p>

GRADE ONE CONNECTIONS TO CURRICULUM

LANGUAGE ARTS

1.1 DISCOVER AND EXPLORE

- Share personal experiences that are clearly related to oral, print and other media texts.
- Talk with others about something recently learned.
- Make observations about activities, experiences with oral, print and other media texts.
- Experiment with different ways of exploring and developing stories, ideas and experiences.
- Choose to read and write for and with others.

As students work through the Student Activity Book, they will share and talk about their understandings and experiences and what they have learned about bus, pedestrian and bicycle safety.

All of the pages in the Student Activity Book are meant to foster discussions about the various safety concepts.

1.2 CLARIFY AND EXTEND

- Listen to experiences and feelings of others.
- Group ideas and information into categories determined by an adult.
- Ask questions to get additional ideas and information on topics of interest.

Students will have opportunities to hear other students' experiences about riding on a bus and other safety experiences.

The students will begin to make connections regarding safety such as there are many rules and practices we need to know to help keep us safe.

2.1 USE STRATEGIES AND CUES

- Use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning.
- Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts.
- Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning.
- Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning.
- Use language prediction skills to identify unknown words within the context of a sentence.
- Talk about print or other media texts previously read or viewed.
- Identify the main idea or topic of simple narrative and expository texts.
- Identify by sight some familiar words from favourite print texts.

As the teacher reads the text in the Student Activity Book, the students can track the print and read along.

As the teacher reads the text in the Student Activity Book and the stories provided in the Teacher Resource, students should be encouraged to ask questions.

The stories included in the Teacher Resource will provide opportunities for students to recall events and characters. The characters that are in the read-aloud stories also appear in the Student Activity Books.

Through the use of the Student Activity Book and activities in the Teacher Resource, students will have an opportunity to look at environmental print, symbols and signals (e.g., "walk" and "wait" symbols) used in our communities to convey meaning for everyone.

- Preview book cover, pictures and location of text to assist with constructing and confirming meaning.
- Use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading.
- Use phonic knowledge and skills to read unfamiliar words in context.

2.2 RESPOND TO TEXTS

- Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons.
- Illustrate and enact stories, rhymes and songs.
- Remember and retell familiar stories and rhymes.
- Relate aspects of stories and characters to personal feelings and experiences.
- Retell interesting or important aspects of oral, print and other media texts.
- Tell or represent the beginning, middle and end of stories.
- Tell, represent or write about experiences similar or related to those in oral, print and other media texts.
- Tell what was liked or disliked about oral, print and other media texts.

As the Grade One students listen to the stories in the Teacher Resource and the text in the Student Activity Book, they will be able to relate personal feelings and experiences. They can also develop their understanding of beginning, middle and end of stories.

From using the stories provided in the Teacher Resource, students will experience hearing a story without looking at pictures and create their own visualizations of the story.

The Student Activity Book will provide students an opportunity to talk about the content and relate it to their own lives.

Opportunities have been provided to allow the students to engage in action songs.

2.3 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

- Distinguish differences in the ways various oral, print and other media texts are organized.
- Identify various forms of media texts.
- Know that stories have beginnings, middles and endings.
- Tell what characters do or what happens to them in a variety of oral, print and other media texts.
- Demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play.

Stories are provided in the Teacher Resource. The stories lend themselves to exploring beginnings, middles and endings of stories. Characters within the stories can be discussed.

The songs included provide opportunities for students to appreciate the sounds and rhythms of songs while learning safety concepts.

2.4 CREATE ORIGINAL TEXT

- Generate and contribute ideas for individual or group oral, print and other media texts.
- Change, extend or complete rhymes, rhythms

Activities suggested in the Teacher Resource provide opportunities for the students to create their own original text by communicating their experiences riding a bus, writing a letter to a

and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts.

- Write, represent and tell brief narratives about own ideas and experiences.

school bus driver, thank you letter to the school patrollers, as well as other possibilities.

As a whole class activity a new verse to one of the songs could be created.

3.1 PLAN AND FOCUS

- Explore and share own ideas on topics of discussion and study.
- Connect information from oral, print and other media texts to topics of study discussion.
- Ask and answer questions to satisfy information needs on a specific topic.
- Follow spoken directions for gathering ideas and information.

Before beginning each section of the student and teacher resources do a KWL chart.

Brainstorm other ways to find out about traffic safety other than using the Student Activity Book (e.g., interview a bus driver, AMA School Safety Patrol or enforcement).

3.4 SHARE AND REVIEW

- Share ideas and information from oral, print and other media texts with familiar audiences.
- Answer questions directly related to texts.

Students can share experiences of times that they have used Point, Pause and Proceed.

4.1 ENHANCE AND IMPROVE

- Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk.
- Rephrase by adding or deleting words, ideas or information to make sense.
- Print letters legibly from left to right, using lines on a page as a guide.
- Identify and use an increasing number of words and phrases related to personal interests and topics of study.

Students may have opportunities to look back on stories or pictures that they drew and add future details.

There may be some new terminology that teachers will be using with their students such as, "vehicles", "pedestrian", "signal", "symbol", "point", "pause" or "proceed".

4.3 PRESENT AND SHARE

- Present ideas and information to a familiar audience, and respond to questions.
- Ask questions to clear up confusing information.
- Be attentive and show interest during listening or viewing activities.

Students could share a made-up story using the last page in the Student Activity Book (sticker page) to discuss all the safety aspects they have created with their stickers.

5.1 RESPECT OTHERS

- Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments.
- Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns.

Students can practice respectful language and practice learned safety vocabulary as they interview an AMA School Safety Patrol, bus driver or enforcement.

MATH

1.1 DEVELOP NUMBER SENSE

Specific Outcome 3

- Indicating that the last number said identifies “how many”.

On page 4 of the Student Activity Book the students number the steps. They are then asked how many steps were taken in total.

SOCIAL STUDIES

1.1.2 VALUE THE GROUPS AND COMMUNITIES TO WHICH THEY BELONG

- Assume responsibility for their individual choices and actions.

As the students discuss and share personal safety practices they develop responsible citizenship.

1.1.3 EXAMINE HOW THEY BELONG AND ARE CONNECTED TO THEIR WORLD

Explore and reflect upon the following question for inquiry:

- What are our responsibilities and rights at home, at school, in groups and in communities?

Through this safety program, students gain an understanding that they belong to a community that has rules and practices to help people be safe. Students learn about their personal safety responsibilities.

1.1.4 DETERMINE WHAT MAKES THEIR COMMUNITIES THRIVE

Explore and reflect upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully?
- How do our actions and decisions contribute to the well-being of groups and communities?

Safety rules and practices are explored so that students further develop their understanding of rules in their community as a way for people to live together cooperatively.

1.1.5 DISTINGUISH GEOGRAPHIC FEATURES IN THEIR OWN COMMUNITY FROM OTHER COMMUNITIES

Explore and reflect upon the following questions for inquiry:

- What are some differences between rural and urban communities?

Students can use the illustrations to make observations about the differences between urban and rural communities.

1.S.6 DEVELOP AGE-APPROPRIATE BEHAVIOUR FOR SOCIAL INVOLVEMENT

Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- Behaviour in accordance with classroom, school and community expectations.

As students learn and practice safety rules and practices they grow as socially responsible citizens.

HEALTH

W-1.8

- Determine reasons for and apply safety rules at home and at school (e.g., demonstrate fire safety behaviours).

As the students learn and develop an understanding of the safety rules it helps them appreciate ways in which they can keep themselves and others safe.

W-1.9

- Describe and apply appropriate street safety behaviours in the community (e.g., as a pedestrian, passenger, cyclist).

The students will learn about school bus safety, crossing streets safely and bicycle safety.



LESSON PLANS

SECTION 1: SCHOOL BUS SAFETY

(Student Activity Book pages 2-5)

OVERVIEW OF KEY CONCEPTS

PAGES 2-3: UNDERSTANDING THAT THERE IS A DANGER ZONE AROUND SCHOOL BUSES

PAGE 4: GETTING OFF A SCHOOL BUS AND CROSSING THE STREET SAFELY IN AN URBAN SETTING

PAGE 5: GETTING OFF A RURAL SCHOOL BUS AND CROSSING THE ROAD SAFELY



BACKGROUND INFORMATION ON SCHOOL BUS SAFETY

School bus safety research

- Most school bus incidents occur when children disembark from the bus and disappear from the driver's view.
- It is important to note that most school bus safety related problems tend to occur outside of the bus. Almost 2/3 of bus-related fatalities occurred outside of the bus.

The Danger Zone

- The most dangerous area for children is the school bus Danger Zone that extends 3 metres (five big steps) from the bus in all directions. Students should be familiar with this area. If a child can touch the bus, he or she is too close.
- Every child must know where the Danger Zone is around the school bus.
- The front and curbside rear of the bus are the most dangerous areas. Children should never approach the right rear of the bus. Small children, or children bending over to pick up items, cannot be seen by the bus driver.
- When near a bus, the children must have the attention of the school bus driver.
- Children should never play around or near school buses.
- If a child drops an item near or under a school bus the student should always inform the bus driver who will deal with the problem. Students should never attempt to retrieve items themselves.

PAGES 2-3: UNDERSTANDING THAT THERE IS A DANGER ZONE AROUND SCHOOL BUSES

INTRODUCING THE CONCEPT: **DEVELOPING AN UNDERSTANDING OF THE DANGER ZONE**

- **Reviewing what was learned about school bus safety in Kindergarten.**
 - Ask the students what they remember and learned about school bus safety when they were in Kindergarten.
 - Sing the song "Safety on the Bus" (to the tune of "The Wheels on the Bus") which is found in the "Songs and Stories" section. This song was introduced in Kindergarten and reviews the Kindergarten concepts of school bus safety. [Cross Curricular: Music]
- **Listening to a story about the Danger Zone.**
 - Read the story "What Can't the Bus Driver See?" (See section: "Stories and Songs".) [Cross Curricular: Language Arts]
 - Review what the driver can/can't see from the driver's seat. Ask the students who is responsible for safety (e.g., themselves, other children and adults). Remind students that they must be responsible for their own safety and they must help remind others about being safe too.



SCHOOL BUS SAFETY

DEVELOPING THE CONCEPT: UNDERSTANDING THAT IT IS DANGEROUS WHEN YOU ARE TOO CLOSE TO A SCHOOL BUS

- **Knowing what actions are dangerous around a school bus.** Ask the students to share safety rules about standing near school buses. Include and develop the following points in the class discussion, or read aloud and discuss the ideas. [Cross Curricular: Language Arts]
 - Stay out of the Danger Zone at all times!
 - Remember — if you can't see the driver, the driver can't see you!
 - Never go near the school bus unless the driver has given you the signal to come!
 - Never ever walk or play behind a vehicle!
 - When you go near the school bus, always be sure you can see the bus driver and the bus driver can see you!
 - If you drop anything in the Danger Zone, leave it. Never stop to pick it up! The bus driver is responsible for retrieving items.

USING THE STUDENT ACTIVITY BOOK

- **Using pages 2-3.** Ask students what they see on these two pages. What do they think is the outlined box around the school bus? The teacher may ask, "If we went out and looked at a school bus now, would there be a box or shaded area around it?" Explain to the students they must understand that the Danger Zone is an unmarked area that they cannot see. However, it is very important for them to understand and imagine or visualize where the Danger Zone is. [Cross Curricular: Language Arts]
- **Introducing vocabulary.**
 - Explain and discuss the words, "danger" and "zone". Has anyone heard of the word "zone"? Has anyone heard the word "end zone" in football? "Zone" means "area". [Cross Curricular: Language Arts]
 - Discuss the safety concerns with being too close to a school bus and have the students shade in the Danger Zone and draw themselves standing outside the Danger Zone.
 - Tell students that they must be particularly careful around the front of the school bus and the curbside rear.
- **Solving Danger Zone problems.** Give the following problems to students and ask them to think of safe solutions. Discuss their suggestions, pointing out the merits or dangers of their ideas.
 1. Brooke was getting off the bus and dropped her water bottle. It rolled under the bus. (Solution: she **MUST** let the driver know what has happened. She **MUST NOT** try and retrieve the bottle herself.)
 2. Cory sees some kids playing soccer near the school bus. (Solution: he can remind the children to play in an area away from the bus, and inform the driver or other adults about the potential danger.)
 3. Wyatt sees a younger child in front of the school bus. (Solution: he can call to the child and ask the child to get to the safe place where Wyatt is standing. Wyatt also **MUST** let the driver or a nearby adult know and **MUST NOT** go himself to the front of the bus to get the younger child back.)

Use this opportunity to discuss any Danger Zone situations that are of personal concern to the students. [Cross Curricular: Language Arts]



PRACTICING THE CONCEPTS - INDOORS: DEVELOPING AN UNDERSTANDING OF HOW LARGE THE DANGER ZONE IS

- **Marking out a Danger Zone.** In the gym or any other large open space, set up benches or desks to represent a bus. The students can take five giant steps away from all sides of the pretend bus to mark the Danger Zone. It can then be marked out using skipping ropes, ropes, pylons, beanbags or other easily available items. [Cross Curricular: Physical Education]

PRACTICING THE CONCEPTS – OUTDOORS: KNOWING WHERE THE DANGER ZONE IS AT THE BUS STOP

- **Knowing the Danger Zone at the customary bus stop.**
 - If possible have a school bus stop at the customary bus stop. Beforehand, chalk out the Danger Zone around the school bus so that students can actually have a concrete picture of how far away they need to be.
 - Students could also take turns sitting on a pillow in the driver's seat and use the bus mirrors to see if they can see an adult standing in the Danger Zone.

PAGE 4: GETTING OFF A SCHOOL BUS AND CROSSING THE STREET SAFELY IN AN URBAN SETTING

INTRODUCING THE CONCEPT: REVIEWING WHAT WAS LEARNED ABOUT CROSSING ROADS IN KINDERGARTEN

- **Remembering to "Stop! Look! and Cross with an Adult".** Sing the song "Stop!, Look! and Cross!" (to the tune of "Frère Jacques"). This was introduced in Kindergarten and can be found in the section "Songs and Stories". Review the concepts in the song. [Cross Curricular: Music]

INTRODUCING THE CONCEPT: UNDERSTANDING THAT YOU ALWAYS WALK AHEAD OF THE BUS TO THE NEAREST CORNER

Materials: slips of paper for making a pictograph.

- **Making a pictograph.** Hand out a slip of paper to each student. Ask the students to draw themselves and to put their name on the slip. Inquire who uses school buses to go to or from school and who uses school buses only on field trips. Create a pictograph of these two categories. Ask the students to suggest titles for the pictograph. This pictograph can be used for comparing numbers. [Cross Curricular: Math Extension]
- **Creating a rationale for learning.** Remind students that school buses can't always drop students off in front of the doors of buildings they will be entering. Sometimes students will need to cross roads to get to the proper entrance. Because all students use school buses at some point, it is important that students learn to leave buses safely and cross roads together in a safe manner.
- **Introducing the concept/term "urban".**
 - Play "Guess the Secret Words" to encourage students to use their prior knowledge. Tell the students that you are going to write two "secret words" inside a folded piece of paper. They will have to guess what the words are based on clues. Write the words "town" and "city". Ask the students to guess what the words on the paper are based



SCHOOL BUS SAFETY

on clues (e.g., "You will see many houses here. You will see many roads. These places have schools and stores, etc.").

- When students correctly guess one of the words, acknowledge their answer as correct and continue giving clues or support for the second word. Open the paper and show the words to the students. Do simple line drawings [e.g., skyscrapers (cities) or a few houses (towns)] alongside the words to assist the students. Tell the children that they are going to get a new word that they need to know, which means both cities and towns. Write the word "urban" on the outside of the folded paper. Post the folded paper. [Cross Curricular: Social Studies]

DEVELOPING THE CONCEPT: STUDENTS WILL LEARN THE PROPER PROCEDURE FOR CROSSING THE STREET SAFELY TO AND FROM THE SCHOOL BUS

- **Asking a school bus driver to talk to the students/students preparing questions.** A school bus driver who is comfortable with public speaking can talk to the children about his/her job, what is expected of the children on the bus, and how to cross the street safely. Students can be informed about this visit ahead of time and prepare questions to ask the driver. [Cross Curricular: Language Arts]
- **Reflecting on past school field trips, preparing for future trips.** Make connections with field trips that the students either have had, or will have in the future. How would the students be feeling? (E.g., excited or happy.) Ask the students if they are usually thinking about safety when they are on a school trip, or are they thinking about the activity and being with their friends. Point out that because students are usually excited and thinking of other things, it is important to practice safely leaving buses and crossing roads with a class. Who helps students be safe on field trips? (E.g., teacher, bus driver, parents.) Remind students that it is important to follow the instructions of all of these people and help each other be safe.

USING THE STUDENT ACTIVITY BOOK

- **Using page 4 - pre-reading.** Ask students to be reading detectives. Ask the students to find the word that identifies where the students are going (i.e., swimming pool). Why are the students going to the pool? (E.g., on a field trip, for swimming lessons or a class party.) How would the students be feeling? (E.g., excited, happy, uncertain or worried if they haven't had swimming lessons before.) Ask the students why it is necessary for the class to cross the road (e.g., the bus couldn't park outside the door, the road might be a one way street). [Cross Curricular: Language Arts]
- **Sequencing.** Tell the students that the four boxes show a field trip but that things are out of order. Ask the students what clues are there that the bus has just arrived (e.g., the bus is stopped and students are getting off). Have the students identify the sequence of events and number the boxes. [Cross Curricular: Language Arts]
- **Identifying safe practices.** Ask the students to list safe practices that they can identify in the illustrations (e.g., Point, Pause and Proceed, using a crosswalk, crossing roads with an adult). [Cross Curricular: Language Arts]
- **Remind students to show respect by not touching or shoving students walking in front of them.** Ask students to state rules or guidelines for walking to or from a school bus in a line (e.g., don't touch the person in front, don't shove, respect others' space, remind others to be safe, watch for danger). Note: if students comment that the illustrations on page 4 appear as though the students are touching each other, talk about how the illustrator has used a bird's eye view. Reinforce that the students are actually leaving room for each other and are not crowding or shoving. Any of the Barbara Reid books (e.g., "Fox Walked Alone", ISBN: 9780-545-98998-5, or "The Subway Mouse", ISBN: 0-439-95698-6, 0439-97468-2)



might be helpful for developing student understanding of a bird's eye view perspective.
[Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING CROSSING ROADS TOGETHER AS A CLASS

- Using **crosswalks**. When the opportunity arises, students can practice crossing a road using a crosswalk. If students are on a field trip, it is suggested that safety lessons be reviewed before students exit the bus.

PAGES 5-6: GETTING OFF A RURAL SCHOOL BUS AND CROSSING THE ROAD SAFELY

Note: the location of your school (urban or rural) and where your students come from will determine the extent to which you teach and discuss this topic.

BACKGROUND INFORMATION

Crossing rural roads when leaving buses

- Children who cross roads when leaving school buses should know all the rules for crossing safely.
- When leaving the bus, children should walk 10 giant steps in front of the bus or go to the nearest corner before attempting to cross a road.
- Children need to make eye contact with the driver. Children should never cross without the driver's permission.
- Wait for the driver to signal or motion it is safe to cross.
- After leaving the bus, children must walk directly home.

INTRODUCING THE CONCEPT: REVIEWING WHAT WAS LEARNED IN KINDERGARTEN ABOUT GETTING OFF A SCHOOL BUS

- When the bus stops, remembering to: wait for the bus to stop and the doors to open, then holding onto the handrail.
 - Ask the students what they can share about getting off a school bus safely (e.g., wait for the bus to stop and the doors to open, and then walk to the front of the bus. When walking down the stairs and then hold onto the handrail). [Cross Curricular: Language Arts]
 - Sing the song "When Getting Off a School Bus" (to the tune of "The More We Get Together"). See section "Stories and Songs". [Cross Curricular: Music]

DEVELOPING THE CONCEPT: KNOWING THE STEPS TO CROSSING A RURAL ROAD

Materials: sentence strips.

- Reviewing the concept that everybody is responsible for their own safety and that of others. Copy the following on sentence strips. Read these with the students.
 - Walk at least 10 big steps in front of the bus, along the side of the road.
 - Look at the driver for a signal before crossing.



SCHOOL BUS SAFETY

- Look all ways before crossing the road.
- Walk, never run, to where your parent or caregiver is waiting for you.

The steps provided above can be printed out on sentence strips and used as a guided reading activity. The sentence strips can be mixed up and then rearranged into the correct sequence. Also, the teacher can read the four steps and students can act them out. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Introducing the concept/term "rural".** [Cross Curricular: Social Studies]
 - Ask the students to look at the illustrations and find clues from the drawings on this page that show the bus is in the country (e.g., a horse is in a field, there is only one house set in the middle of wide fenced fields). On a piece of paper similar to the one used when introducing the term "urban", write the following phrase/words: "in the country", "farms", or "acreages". Simple drawings alongside the words will help the students.
 - Tell the students that these areas in the country are called rural areas. Write the word "rural" on the outside of the folded paper. Explain that the word "rural" means the opposite of "urban", and post the word opposite the other.
 - Check for understanding by giving a description of something that is either urban or rural. When you have finished the description ask the students to point to the correct word [e.g., you will find many streets with lights here (i.e., urban), or you will find cows in a field in this area (i.e., rural)]. [Cross Curricular: Social Studies]
- **Using page 5.**
 - Ask the students if they see any school patrollers, traffic lights or walk signals. Tell the students that in the country there may only be the bus driver to make sure students cross the road safely. Remind students that this is a very big and shared responsibility, and students must be very careful about their own safety.
 - Box one: have the students read along with the teacher and then draw in the number of steps from 1 to 10. [Cross Curricular: Math]
 - Box two: have the students take a bright crayon and draw the line from Cory's eyes to the bus driver's eyes.
 - Box three: continue the discussion about rural road safety. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – INDOORS: PRACTICING CROSSING WHEN GETTING OFF A RURAL BUS

Materials: cash register tape, toy cars or boxes.

- **Role-playing.**
 - Set up the classroom desks to be rows of seats on a school bus. Have a child in the first seat of the row of seats be the bus driver. Designate an area to the right of the "desk bus" to be the bus stop. Designate an area to the left of the row of desks to be the roadway, complete "line" made from cash register tape separating the two traffic lanes. Place toy cars or boxes with arrows on the lanes to show that there is two-way traffic. Another desk can be the "house".
 - Have the children get off the "bus" at the "bus stop". Tell them to take "10 giant steps ahead of the bus, and then stop". The child who is the bus driver will direct the others to "cross the road" by giving the children a signal. The student passengers will cross



the lane in front of the “bus”, and stop at the “yellow line” on the road. They will look up at the “bus driver” for permission to cross the remainder of the road, and continue to look for oncoming cars before crossing the remaining lane to their “house”. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – OUTDOORS: **PRACTICING CROSSING USING A RURAL ROAD**

- **Role-playing.** If there is a bus driver that is available, a simulation can be set up with the teacher. In a large open space like a parking lot, rather than a rural road, students can practice getting off the bus and walking 10 giant steps beside and to the front of the bus. After the driver signals, and remembering to look each way, the students can practice walking across the imaginary road safely to the other side. It is important to remind the students that they should walk quickly but not to run across the road. [Cross Curricular: Language Arts]



SECTION 2: PEDESTRIAN SAFETY

(Student Activity Book pages 6-11)

OVERVIEW OF KEY CONCEPTS

PAGE 6: DON'T WALK AT THE EDGE OF THE SIDEWALK

PAGE 7: NEVER GO BETWEEN PARKED CARS

PAGES 8-9: POINT, PAUSE, PROCEED

PAGE 10: WAIT FOR THE "WALK" SIGNAL

PAGE 11: FOLLOWING AMA SCHOOL SAFETY PATROLS' INSTRUCTIONS WHEN
CROSSING THE ROAD



BACKGROUND INFORMATION ON PEDESTRIAN SAFETY (SAFE KIDS CANADA)

Skills needed for crossing road independently

- To cross streets independently and safely, children need cognitive skills that are typically not acquired until the age of 9 to 11.
- Children need to be able to determine and use a safe crossing route, have the ability to realistically determine the speed of vehicles and be cognitively able to judge safe gaps in traffic.
- Children who haven't yet developed the cognitive ability to cross roads independently should be supervised when crossing.
- **IMPORTANT NOTE:** often parents are unaware of the research that shows that Grade One children should only cross roads when accompanied by an adult or a cognitively mature and skilled child (at least age 9 and above). Children below this age cannot judge the speed of a moving vehicle nor determine a safe gap and the time it takes to safely cross a road. This uncertainty and subsequent prolonged hesitation can be very dangerous. It is suggested that this information be conveyed to parents through school or classroom newsletters, during open houses or other parent meetings.

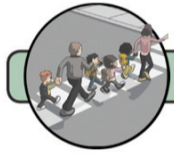
Child pedestrian injuries

- Crossing at intersections is the action that most frequently results in injury or death for children.
- Running into roads is the second most frequent cause of injury or death.
- Most child pedestrian injuries and deaths occur in urban areas. Rural pedestrian injuries however, most frequently result in death because of higher vehicle speeds.
- September/October followed by May/June are the months when most pedestrian injuries occur.
- High traffic volume areas, areas where there is a high density of parked cars, and areas where there are limited places for outdoor play are statistically more dangerous.
- Lower income neighbourhoods, particularly those in urban areas, have higher risks.
- Boys have the highest rates of pedestrian injuries and deaths.

PAGE 6: DON'T WALK AT THE EDGE OF THE SIDEWALK

INTRODUCING THE CONCEPT: UNDERSTANDING THAT THERE ARE DANGERS ALONG CURBS

- **Understanding what curbs and sidewalks are/developing vocabulary.** Take the students outside and have them stand along the sidewalk. Point out the edge of the sidewalk and ask the students if they know what this is called (i.e., a curb). Point out that curbs are raised.
- **Connecting dangers to walking on curbs and sidewalks.**
 - Have the students notice if the curbs or sidewalks are cracked or uneven, covered in sand or gravel, or have snow or ice piled on. Ask if these are dangers for people who are walking (yes). Inform the students that a fast moving vehicle that is near to a student can create a wind that could push them over.



PEDESTRIAN SAFETY

- Ask the students to suggest reasons why walking along a curb can be dangerous (e.g., a person can slip or fall into the road, a fast moving car can make a person lose their balance). Ask the students what they can do to avoid falling into the road (i.e., not walking on a curb, walking in the middle of the sidewalk). [Cross Curricular: Language Arts]
- **Reviewing the concept that everybody is responsible for their own safety and that of others.** Remind students that when they are walking with others that they leave enough room so that the person nearest the road has enough room on the sidewalk to be safe too.

USING THE STUDENT ACTIVITY BOOK

- **Using page 6.** Read the heading at the top of the page. Discuss with the students why Wyatt is glad that he is walking in the middle of the sidewalk and not on the curb (e.g., he might trip on the crack in the curb and fall into the road, he might overbalance because of the wind caused by a fast car and fall into the road).
- **Drawing the dangers.** Students could draw in other curb hazards such as cracks, gravel or ice, and then colour the curb red for danger. [Cross Curricular: Art]

PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING WALKING IN THE MIDDLE OF THE SIDEWALK

- **Walking the talk.** Take the class outside and have the students practice walking in the middle of the sidewalk. Students should note any dangers associated with the curbs.
- **Helping other students to understand dangers – making posters.** Have students make posters illustrating the dangers of walking along the curb. Older students may help the Grade One students to complete the writing on their posters.

PAGE 7: NEVER GO BETWEEN PARKED CARS

INTRODUCING THE CONCEPT: UNDERSTANDING THAT PARKED CARS BLOCK THE VISION OF DRIVERS

- **Recognizing that drivers sometimes can't see children.** Ask the students why it is often difficult for drivers to see children (e.g., children are small, the light can be bad, drivers can be distracted). Remind the students that it is also particularly difficult for drivers to see children between cars because of their height.

DEVELOPING THE CONCEPT: KNOWING THAT CROSSING BETWEEN PARKED CARS IS DANGEROUS

Materials: the story "Cory's Lesson" in the section "Songs and Stories".

- **Knowing that it is important to never go between parked cars. Listening to a story.** Read the story "Cory's Lesson". Discuss the lesson that Cory learned.
- **Reviewing the concept that everybody is responsible for their own safety and that of others.** Ask who tried to help Cory be safe? (I.e., Cory, the truck driver, Zac and his mother.) Remind students that we need to help each other be safe. [Curricular Connections: Social Studies, Health]



USING THE STUDENT ACTIVITY BOOK:

- **Using page 7.** Ask the students to think/pair/share what is happening on this page. Discuss the emotions of the two boys. Why is Zac giving a “thumbs up”? Ask the students to say what Cory did using the phrase “parked cars”. Write a simple sentence that the students can copy in their Student Activity Books.

PRACTICING THE CONCEPTS - INDOORS: REMEMBERING TO NEVER GO BETWEEN PARKED CARS

Materials: toy cars, a toy model of a person, a model of a ball or a small round object that can be used as a model.

- **Modeling the dangers of going between parked cars.** Use a road play mat or use a strip of paper marked like a road and sidewalk. Place model cars along the edge as though they were parked. Simulate a child chasing a ball between parked cars and being narrowly hit by a passing car. Sound effects (e.g., Cory crying “Oh no, my ball!”, the sounds of a speeding car and screech of car brakes) will help make the situation more real.

PRACTICING THE CONCEPTS - OUTDOORS: REINFORCING THE CONCEPT

Materials: toy cars, a toy model of a person, a model of a ball or a small round object that can be used as a model.

- **Giving positive reinforcement for smart choices.** Many school playgrounds have problems with balls going onto the road. If this is the case at your school, discuss how students should safely retrieve balls. When all the school children are on the playground, the Grade One students can observe other students following safe practices and give out stickers or recognition of safe behaviour.
- **Writing a persuasive letter.** If a school doesn’t have a fence and there are problems with balls going on the road, students can write a persuasive letter to the Principal or School Board outlining the problem and suggesting a solution. [Cross Curricular: Language Arts, Social Studies]


PAGES 8-9: POINT, PAUSE, PROCEED

INTRODUCING THE CONCEPT: RECOGNIZING THAT HAND SIGNALS CAN CONVEY MEANING

- Ask the students to identify what is meant when you show them several different hand signals (e.g., hand signals for “come here”, “shh”, “sit down”, “good-bye”, “stop”.)
- Ask the students to demonstrate other hand signals they might know.
- Ask why hand signals are important (e.g., sometimes words can’t be heard, hand signals give other people information, attention is drawn when hands are moving).
- Discuss who gives hand signals (e.g., police/enforcement officers controlling traffic, referees at games, lifeguards at swimming pools, music conductors, teachers on the playground, friends saying “goodbye”, people with hearing problems).
- Game - have the students take turns role-playing giving commonly known hand signals and have the other students guess what message is being conveyed, and who might be giving the signals.
- Note: this would be an excellent opportunity to make connections to people who have hearing impairments. Students might share or can be taught some sign language (e.g.,



“thank you” in American Sign Language - touch the lips with the fingertips of one or both flat hands, then move the hands forward until the palms are facing up.

“Play” in American Sign Language - hold both “Y”  hands up in front of the chest and shake them back and forth, pivoted at the wrist.) [Cross Curricular: Social Studies, Health]

DEVELOPING THE CONCEPT: UNDERSTANDING THE IMPORTANCE OF “POINT, PAUSE, PROCEED”

Materials: the story “Wyatt’s Way”.

- **Understanding what the words “Point”, “Pause” and “Proceed” mean.** Read aloud the story “Wyatt’s Way”. It is important that students understand the terminology and the sequence of actions. Review the story at the story’s end to ensure comprehension. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

Materials: the story “Wyatt’s Way”.

- **Pre-reading.** Show the students the “Point”, “Pause” and “Proceed” BLMs and review the words and symbols. [Cross Curricular: Language Arts]
- **Using pages 8 and 9.** Read the text while the students track the words alongside in their own Student Activity Books. Have the students state what words go in the blanks. Ask them to point out on the page where they can find a sample of the words. Then have them copy the words onto the blank spaces. [Cross Curricular: Language Arts]
- **Checking for understanding.** Show the students the BLMs and review the words and symbols. Ask the students to put them in order to check that they know the correct sequence of actions. Note: if students are mixing up the sequence, consider re-teaching, as it is important that students recognize that they must pause after pointing, and not proceed until they have pointed and checked that there is no danger. Stress the fact that just because a person is pointing does not mean that that all cars will stop. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – INDOORS: PRACTICING POINT, PAUSE, PROCEED

Materials: butcher paper, tape, marker pens or paint.

- **“Thumbs Up, Thumbs Down”.** Use taped butcher paper and marker pens or paint on the paper to mark out sidewalks, a road and a crosswalk. The teacher can demonstrate positive and negative ways to cross the road. Ask the students to rate these with thumbs up or thumbs down.
- **Role-playing.** Use the butcher paper crosswalk and have the students role-play crossing the road. Note: in the next lessons students will become familiar with school patrollers. If your school has school patrollers the students can later role-play school patrollers using the butcher paper crosswalk.
- **Singing a “Point!, Pause! and Proceed!” song.** See section: “Songs and Stories”. There are two different versions of this song. Take your pick! [Cross Curricular: Music]

PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING POINT, PAUSE AND PROCEED

- **Practicing at a crosswalk.** Have the students practice using a crosswalk. Remind students that they should be crossing with an adult. Reinforce the concept by walking alongside the students using the Point, Pause and Proceed procedure alongside the students.



PAGE 10: WAITING FOR THE WALK SIGNAL

INTRODUCING THE CONCEPT: **UNDERSTANDING THAT THE WALK AND WAIT SIGNALS HELP PEOPLE CROSS SAFELY** (*this may be review for many students*)

- **Understanding that walk signals help control traffic by making it safe for walkers to cross.** Tell the students that crosswalk signals help control vehicles and other traffic on busy roads. Traffic is stopped to allow walkers to cross the road safely. Some crosswalks have signals that are changed automatically, while others have a push button to stop traffic and begin the walk/wait sequence. Other crosswalks have no signals for pedestrians. Talk about crosswalks in the vicinity of the school, and how they are controlled. [Cross Curricular: Language Arts]

DEVELOPING THE CONCEPT: **KNOWING WHEN IT IS SAFE TO WALK AND WHEN IT IS IMPORTANT TO WAIT WHEN USING CROSSINGS WITH SIGNALS**

Materials: copies of the "Walk" and "Wait" symbols (BLMs 4 and 5).

- **Learning when to walk and when to wait.**
 - Use the copies of the "Walk" and "Wait" symbols to review the meanings of the signals. If they are in the middle of crossing and the light changes to "Wait", they have enough time to finish crossing. Students should not turn around and go back.
 - However, it is very important that if a person has not started crossing when the "Wait" signal goes on, they must obey the signal and wait until the signal changes. Ask the students to turn and repeat this lesson to another student. Check for understanding. [Cross Curricular: Language Arts]
 - Remind children that they should be crossing with an adult and are learning about crossing signals so that they can cross by themselves when they are older.
- **Reviewing the concept that everybody is responsible for their own safety and that of others.** Remind students that there are safety features both on and beside roads (e.g., lines, signals and signs) to help students cross roads safely, however, it is important that students watch out for their own safety and those walking with them. Remind students that they must never encourage others to cross a road incorrectly even to catch up with their friends who are ahead.

USING THE STUDENT ACTIVITY BOOK

- **Using page 10.** Ask students what safety features they see on the page (e.g., the crosswalk, the walk/wait light, Wyatt is walking with an adult, they are crossing when there is no moving traffic). Demonstrate how difficult it is to know whether a person wants to cross if a) the pointing arm is waving up and down, or b) the pointing arm is showing that the person wants to cross but the person is looking in a different direction. Ask the students to demonstrate how Wyatt should show that he wants to cross. Students can colour Wyatt's arm in the appropriate position for crossing the road safely. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – INDOORS: **PRACTICING CROSSING USING A WALK SIGNAL**

- **Role-playing.** Put tape on the floor to show sidewalks and a road with a crosswalk, or use butcher paper. Hold up the "Walk" and "Wait" signals so that students can practice responding appropriately. Remind students that if the "Walk" signal changes when they have already started to cross, they must continue crossing. Give students an opportunity to



practice this by changing the signal from “Walk” to “Wait” when they are in the middle of crossing. Remind students that they should always cross with an adult and that safety takes a lot of practice. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING CROSSING USING A WALK SIGNAL

- **Using crosswalks.** Students can practice crossing at crosswalks, but should always be walking across the road with an adult. Students can demonstrate to the adult the correct way to cross.

PAGE 11: FOLLOWING AMA SCHOOL SAFETY PATROLS' INSTRUCTIONS WHEN CROSSING THE ROAD

BACKGROUND INFORMATION ON AMA SCHOOL SAFETY PATROLS

- School patrollers have been in Alberta schools since the mid-1930s and are currently found in over 550 Alberta schools. There are over 17,000 school patrollers and teachers helping other students cross roads safely each year.
- In Alberta, no student has ever been killed or seriously injured in a crosswalk manned by a school patroller.
- The Alberta Motor Association (AMA) has a training program to help train school patrollers, and provides support for both teachers and students.
- The AMA website www.ama.ab.ca/schoolpatrol provides: assembly ideas and intercom announcements about pedestrian safety, posters for schools and parents, as well as contests and rewards for patrollers.

INTRODUCING THE CONCEPT: UNDERSTANDING THAT AMA SCHOOL SAFETY PATROLS HELP STUDENTS SAFELY CROSS STREETS

- **Playing “Read My Mind” (if there is an AMA School Safety Patrol in your school).** Tell the students that you are thinking of a special group of people and give clues until the students guess who the people are (e.g., they wear safety vests, they help students before and after school, they are in grades 5 or 6). Tell the students the times when school patrollers are on duty and locations where they are assigned. [Cross Curricular: Health]
- **Learning what an AMA School Safety Patrol is (if there isn't an AMA School Safety Patrol in your school).** Students might be unaware of what the AMA School Safety Patrol is or what their duties are. Tell students about the responsibilities of school patrollers, how they use “Point, Pause and Proceed” and what they expect of Grade One students.
- **Showing respect to school patrollers.** Discuss with students why school patrollers should be respected and behaviour expectations towards the school patrollers.

DEVELOPING THE CONCEPT: KNOWING HOW SCHOOL PATROLLERS HELP STUDENTS CROSS SAFELY

- **Having a classroom presentation by school patrollers.** Ask the school patrollers (with teacher permission) to give a 5-minute classroom presentation about how to cross. There is a presentation entitled “Crossing with a school patroller and Point, Pause and Proceed” on the AMA site www.ama.ab.ca/schoolpatrol that could be used. (Search for “School Safety Themes”.)



- **Learning that school patrollers use “Point, Pause, Proceed”.** Tell the students that school patrollers have had special training in helping students cross roads safely. School patrollers have been taught to use “Point, Pause and Proceed” because it is the safest way to have students cross roads. For over 75 years, school patrollers have been helping kids cross safely and there has never been a serious problem with kids crossing during all that time. [Cross Curricular: Health]

USING THE STUDENT ACTIVITY BOOK

- **Using page 11.** Read the instructions with the students. Ask them to draw themselves in the crosswalk, and complete the words “Stop” and “Walk”.

PRACTICING THE CONCEPTS – INDOORS: FOLLOWING THE SIGNS AND SIGNALS OF SCHOOL PATROLLERS

- **Recognizing school patroller signs and signals.** Have students observe how school patrollers use their equipment to signal “Stop” and “Walk”. Classroom students can call out whether the school patroller, or teacher, is signaling “Stop” or “Wait”.
- **Game – with the intent of practicing stopping and walking.** Using “What Time is it Mr. Wolf?” as a model, students can cross a large space with their cues being given by the school patroller.
- **Role-playing.** Grade One students can role-play being school patrollers/students using crosswalks and school patroller equipment.

PRACTICING THE CONCEPTS – OUTDOORS: PRACTICING FOLLOWING THE SIGNS AND SIGNALS OF SCHOOL PATROLLERS

- **Following school patroller signs and signals.** If possible, ask an older class to buddy with the Grade Ones and have them practice crossing with the younger students.



SECTION 3: PERSONAL SAFETY (BIKES/HELMETS)

(Student Activity Book pages 12-16)

OVERVIEW OF KEY CONCEPTS

Sensitivity Note: some children may not have bikes. If this is the case, consideration should be given to discussing that these lessons might be helpful in the future, or to help others.

PAGE 12: WEARING A BIKE HELMET PROPERLY

PAGES 13-14: SAFE BIKES

PAGE 15: STICKER ACTIVITY PAGE/PREVIEW

PAGE 16: REVIEWING SAFETY LESSONS – “I KNOW” STATEMENTS



BACKGROUND INFORMATION

Statistics on the Use of Bicycle Helmets

(Observational Study Summary – Kidsafe Connection, Alberta Centre for Injury Control and Research, University of Alberta)

Helmet Usage:

- 55% of 4,000+ observed cyclists were wearing a helmet.
- 75% of the children observed (1,236) were wearing helmets.
- 75% of those observed wearing helmets visually appeared to be wearing their helmets correctly.
- Common misuses of helmets included: the helmet sitting too far back on the head (11%), straps not properly fastened (9%), helmet too far forward (4%) and wrong type of helmet (1%).
- Percentage of children wearing helmets when riding alone or with other children was 72%, and 99% when riding with an adult.
- Helmet use was higher in the vicinity of schools (64%), parks (58%) and cycling paths (53%).
- Helmet usage was higher with girls (80%) than boys (71%).

Injuries:

- Bike helmets reduce the risks of suffering upper and mid-facial injuries by 65% and brain injuries by 88%.
- Bicycling injuries top the list of sport/recreational activities that result in major trauma.
- Over 2,500 children are seen yearly in Alberta’s Emergency Departments for bike-related injuries.
- 82% of children cyclists who suffered a bike-related major trauma were not wearing a helmet at the time of the injury.

PAGE 12: WEARING A BIKE HELMET PROPERLY

INTRODUCING THE SECTION: IDENTIFYING WHAT I KNOW AND WHAT I NEED TO KNOW ABOUT BICYCLE SAFETY

Materials: chart paper.

- [Creating a KWL chart about bicycle safety](#). Begin a KWL chart with the students by asking them what they know about bicycle safety. Divide the chart paper into three sections to create a KWL chart. As a heading for the first section write “What I KNOW about bicycle safety”. For the second section write, “What I WANT to know about bicycle safety” and for the third section write “What I LEARNED about bicycle safety”. Ask the students to identify what they know about bicycle safety. Scribe their answers in the first section. In the second section scribe their questions. Address these as the lessons continue and add answers to the third column. [Cross Curricular: Language Arts]



PERSONAL SAFETY

INTRODUCING THE CONCEPT: **RECOGNIZING THAT BIKE HELMETS MUST BE THE RIGHT TYPE**

Materials: a variety of different helmets (e.g., hockey, football, cycling).

- **Recognizing that there are different types of helmets.** Show students different sorts of helmets and ask the students if they can guess what they are used for. Tell the students that different sorts of helmets have different purposes and protect heads in different ways.

DEVELOPING THE CONCEPT: **KNOWING THAT BIKE HELMETS MUST FIT PROPERLY AND ALSO BE WORN IN THE RIGHT POSITION**

- **Recognizing that bike helmets need to fit properly to be effective.** Review the features that make Brooke's helmet fit just right.
- **Sharing cycling stories.** Many students have stories about bike incidents and are very eager to recount these tales. This is an excellent opportunity to have students share these stories either orally, written or pictorially. In other discussions and through reflection, teachers can help students realize how helmets helped prevent or could have helped prevent serious injuries. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

Materials: class set of BLM 6: Bike Helmet, and a bike helmet for demonstration purposes.

- **Using page 12.** Review the features that make a bike helmet fit properly using the pictures on the page. Have the children demonstrate how their fingers are placed when doing the 2, V, 1 test. Hand out the class set of BLM 6. Students can draw in the straps. Note: these can be used for quick formative assessment.
- Tell the students that it is important for safety reasons that helmets are in the correct position. Use a bike helmet to demonstrate that helmets should sit straight and not be tilted forwards or backwards.

PAGES 13-14: SAFE BIKES

INTRODUCING THE CONCEPT: **RECOGNIZING SAFETY FEATURES ON BIKES**

- **Identifying safety equipment on bikes (playing "What Am I?").** Give students a series of clues of decreasing complexity about each piece of bike equipment: a horn, a flag, reflectors, or a bell (e.g., "What am I? I am shiny/silver coloured; I am about the size of your fist; I have a clamp to hold me in place; I ring, I warn people to make sure that they notice my rider; I am on a bike."). Students can keep track of the number of guesses they need for each item.

DEVELOPING THE CONCEPT: **KNOWING THAT BIKES NEED TO BE THE RIGHT SIZE TO BE SAFE**

Ahead of time: ask a student who has a flag, a bell or horn, and reflectors on his/her bike to bring it to school so that others in the class can observe the bike's safety features. This is a great opportunity for students who need a confidence booster.

- **Recognizing that bikes that are too small or are too big aren't safe.** Ask the students what makes a bike too big? Solution: both of the rider's feet cannot touch the ground when standing with the bike between the their legs. Then ask the students what makes a bike too



small? Solution: the rider's knees hit the handlebars when riding. To summarize, ask the students what makes the bike just right? Solution: both feet touch the ground and the seat fits just underneath their body.

- **Sharing cycling stories.** Students can share stories about bikes that were too big or too small and thus provide a teachable moment. [Cross Curricular: Language Arts]
- **Observing safety features on bikes (needs organizing ahead of time).** Have the class observe safety features on an actual bike.
- **Identifying other safety features in bikes (Challenge).** Students can be challenged to identify other safety features on an actual bike (e.g., brakes, tightly fitting and ridged handgrips, a sturdy frame, solid wheels, pedal ridges and holes to allow slippery mud and water to drain, chain guard, full set of spokes, seats and handle bars that can be adjusted to fit individuals).

USING THE STUDENT ACTIVITY BOOK

Materials: class set of BLM 7: Bike Safety Features and a bike for demonstration purposes.

- **Using page 13.** The students place the correct sticker and corresponding word next to each bike safety feature.
- **Identifying safety features on bikes.** Hand out BLM 7: Bike Safety Features. Students can draw on the missing safety features (bell or horn, flag) and colour other safety features (reflectors, brakes, chain guard, etc.). [Cross Curricular: Art]
- **Using page 14.** Students colour the bike green that is the right size for Brooke.
- **Complete the KWL chart.** Ask the students what they have learned about bicycle safety and fill this in the last column in the KWL chart. [Cross Curricular: Language Arts]

PAGE 15: STICKER ACTIVITY PAGE/REVIEW

USING THE STUDENT ACTIVITY BOOK

- **Using page 15.** Students should place stickers on Safety Street to show their understanding of safety. Students can use this page to share what they have learned with either fellow students or their teacher. In the latter case, this page could also provide a useful assessment tool. [Cross Curricular: Language Arts]
- **Where are Wyatt and his friends?** This page is a summary of learning. Ask the students to find which pages relate to the stickers (e.g., on which page is Wyatt's ball going between two parked cars?).
- **Singing "Always Wear a Helmet".** See section "Songs and Stories". This song reviews the lessons about bike safety.

PAGE 16: REVIEWING SAFETY LESSONS – "I KNOW" STATEMENTS

REVIEWING THE CONCEPTS: CHECKING FOR UNDERSTANDING OF THE BIG IDEAS

Responding to the "I know" statements. Read the statements aloud one by one. After reading each statement, ask the students to respond by drawing either a happy face or a checkmark in the circle if they understand, or a sad face if they have uncertainties. Check for comprehension.



FOLLOW-UP ACTIVITIES

Students can:

- Write or dictate a thank you letter to the school patrollers. [Cross Curricular: Language Arts]
- If a school does not have an AMA School Safety Patrol and would be helped by one, students can compose a persuasive class letter to the Principal outlining why and how an AMA School Safety Patrol would be useful. [Cross Curricular: Language Arts]

BLACK LINE MASTERS

BLM 1: POINT (WITH SYMBOL)

BLM 2: PAUSE (WITH SYMBOL)

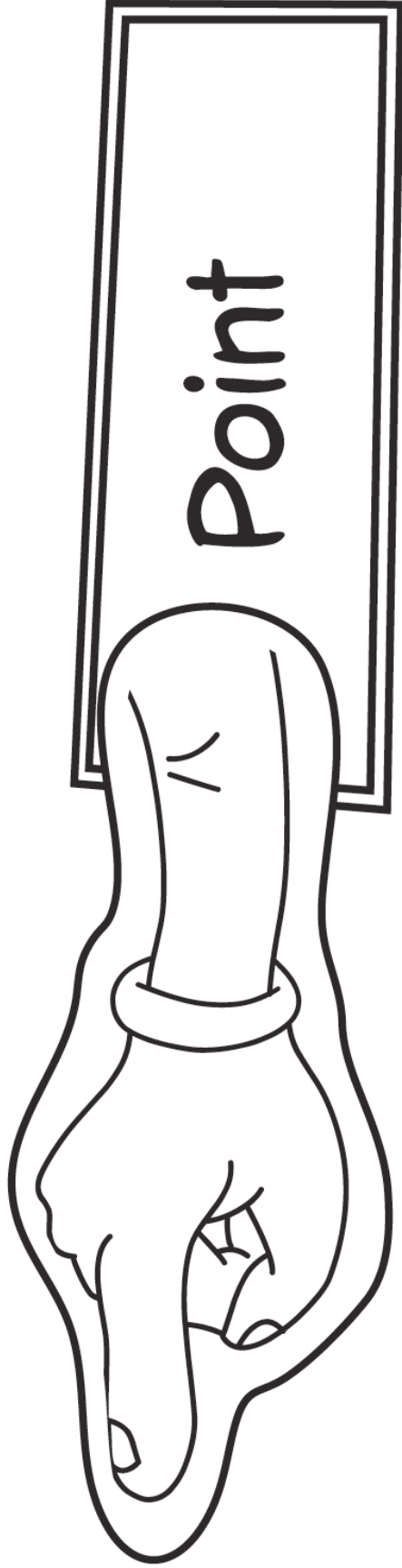
BLM 3: PROCEED (WITH SYMBOL)

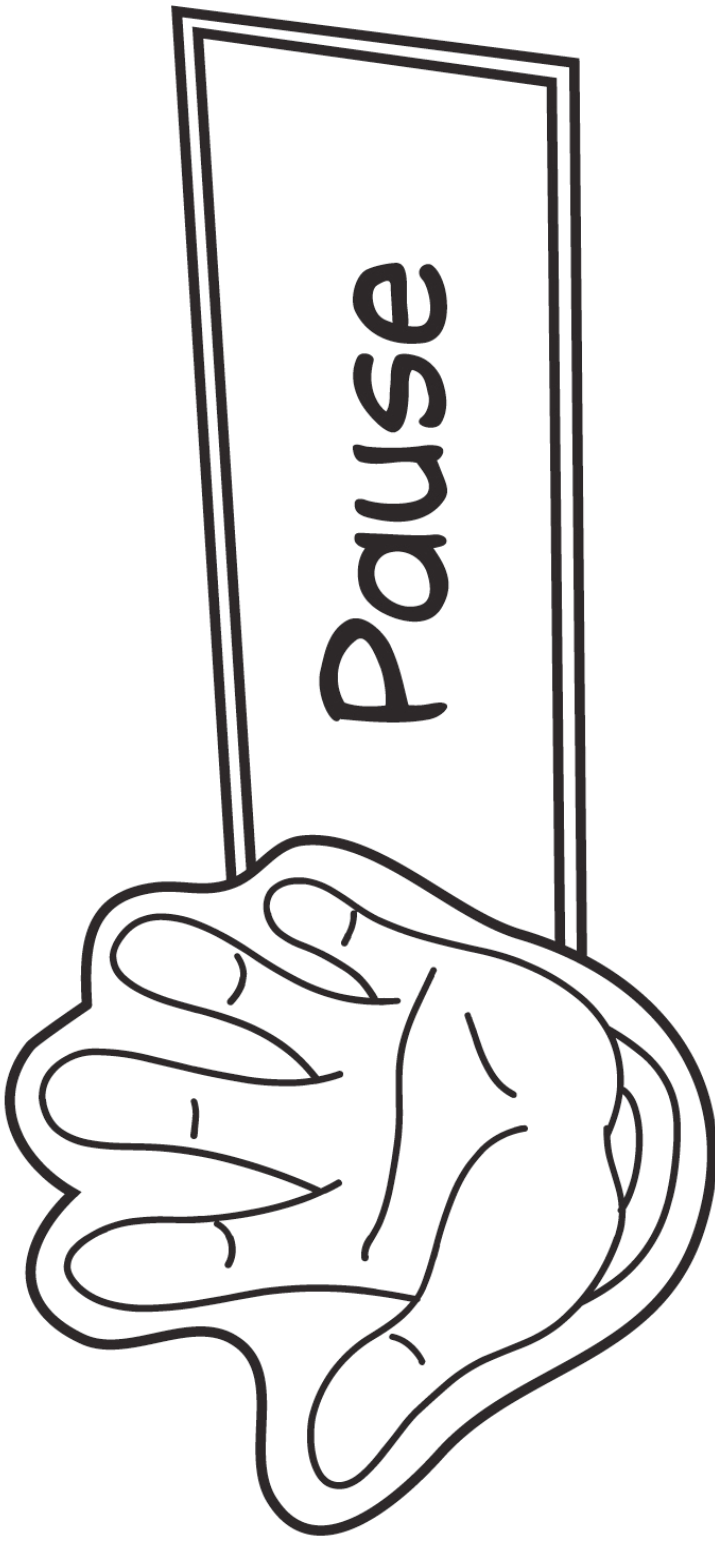
BLM 4: PEDESTRIAN WAIT SIGNAL

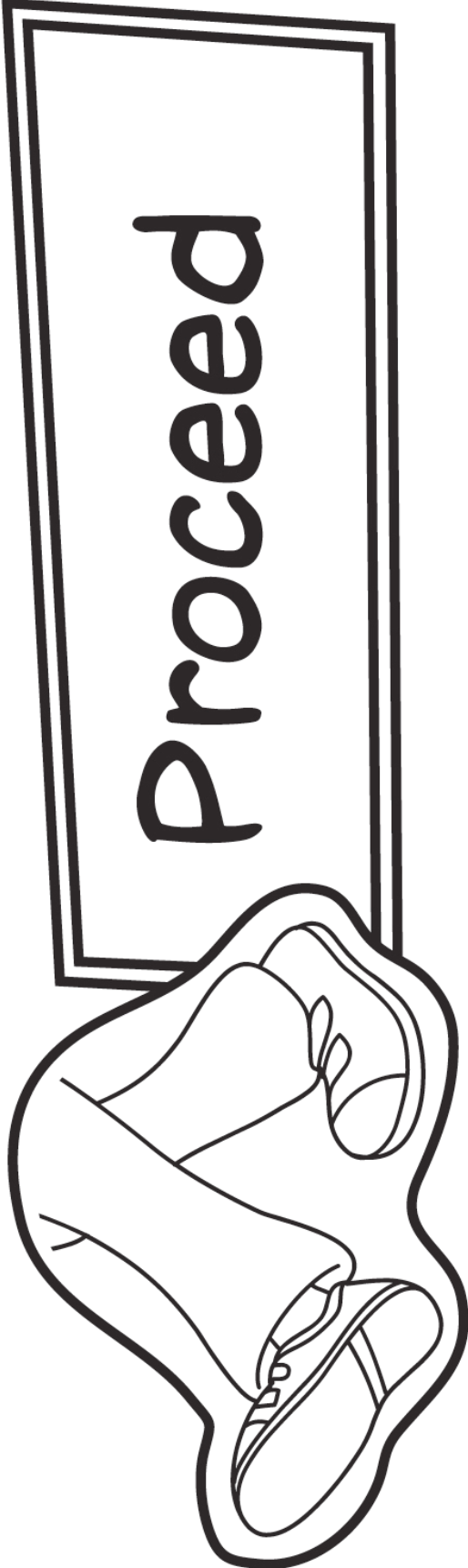
BLM 5: PEDESTRIAN WALK SIGNAL

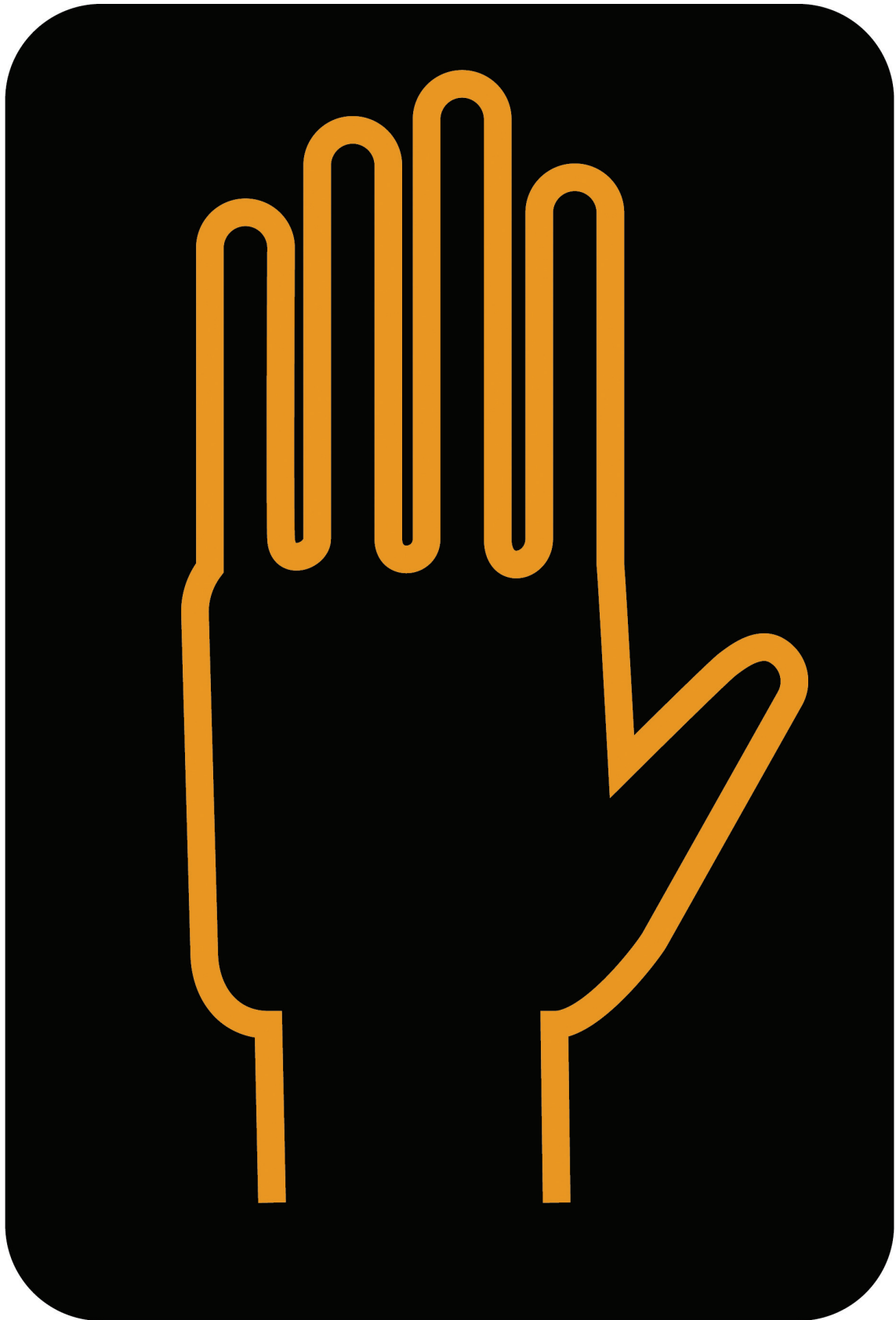
BLM 6: BIKE HELMET SAFETY FEATURES

BLM 7: BIKE SAFETY FEATURES







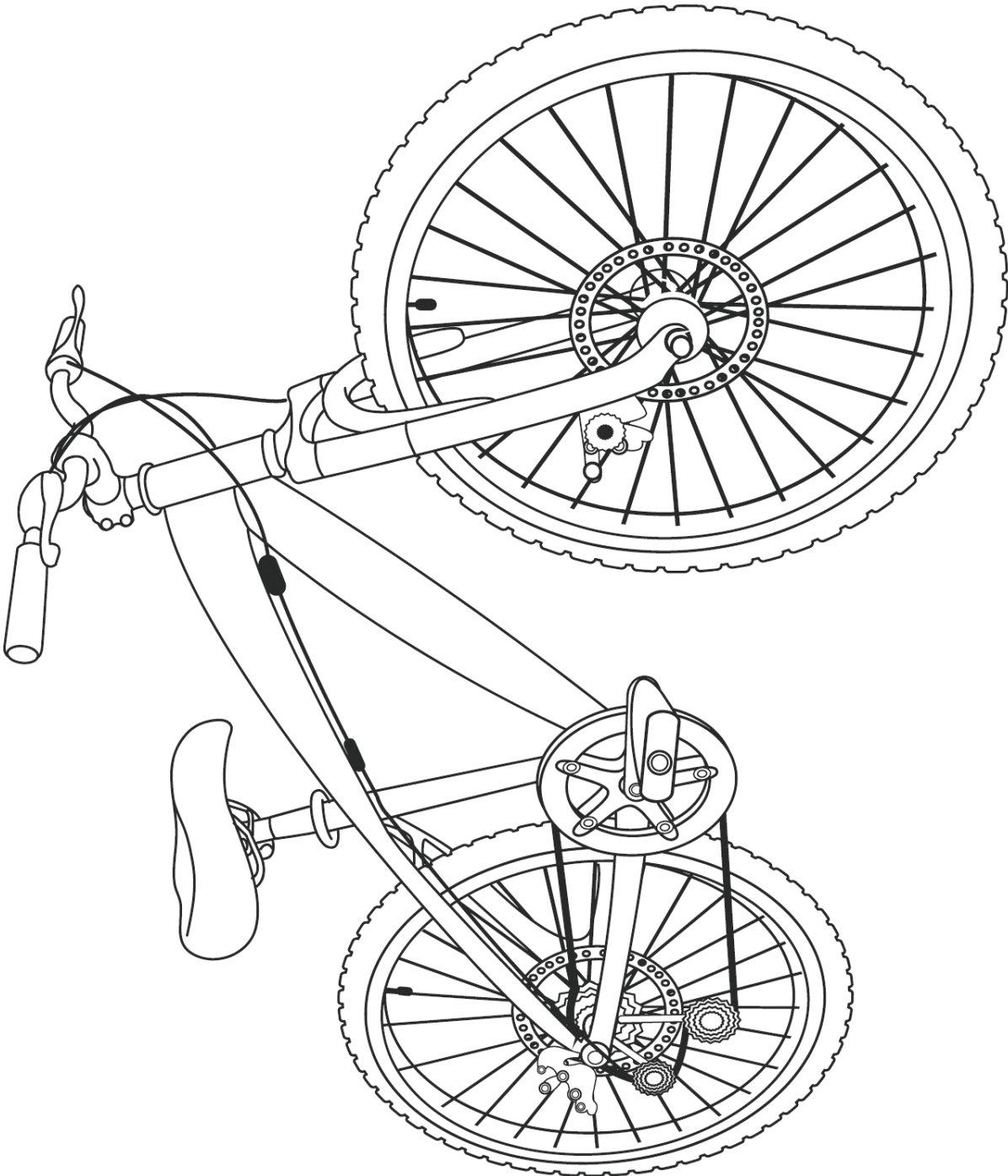




Add the straps and create your own design.



What's missing? Add the safety features that are needed.



SONGS AND STORIES

Note: it is suggested that teachers rehearse these songs before introducing them to the children, so that the words easily fit together with the tunes.

SAFETY ON THE BUS

[A song for Section 1: School Bus Safety: Getting On and Off a School Bus]

(To the tune of "The Wheels on the Bus")

Wait for the bus where it is safe, it is safe, it is safe,
Wait for the bus where it is safe, until the bus stops.

(Say: " Bus stops...")

(Actions: Use a "Stop!" hand signal)

Kids for the bus wait quietly, quietly, quietly,
Kids for the bus wait quietly, until the doors open.

(Say: "Doors open...")

(Actions: Mimic opening the doors)

Kids for the bus go on in line, on in line, on in line,
Kids for the bus go on in line, when boarding the bus.

(Say: "On in a line...")

(Actions: Pop one finger up at a time and count)

Kids for the bus hold onto the handrail, onto the handrail, onto the handrail,
Kids for the bus hold onto the handrail when leaving the bus.

(Say: "Hold onto the handrail...")

(Actions: Mimic holding onto the handrail, or put down one finger at a time)

Kids for the bus leave with five steps, with five steps, with five steps,
Kids for the bus leave with five steps so they are safe.

(Say: One, two, three, four, five, goodbye!)

(Actions: Take five giant steps then wave goodbye)

WHEN GETTING OFF A SCHOOL BUS

[A song for Section 1: School Bus Safety: Getting Off a School Bus]

(To the tune of "The More We Get Together")

When getting off a school bus, a school bus, a school bus,
When getting off a school bus, we'll wait for it to stop!
(Actions: swaying side-to-side, holding hands up for stop)

(Teacher speaks, students echo) Doors Open!

When getting off a school bus, a school bus, a school bus,
When getting off a school bus, hold onto the handrail!
(Actions: swaying side-to-side, holding onto the handrail)

(Teacher speaks, students echo) Doors Shut!

When getting off a school bus, a school bus, a school bus,
When getting off a school bus, we'll take five big steps!

(Teacher speaks each phrase, students echo) Doors Open! Hold onto the handrail!
One Step, Two Steps, Three Steps, Four Steps, Five Steps! SAFE!

STOP! LOOK! AND CROSS!

[A song for Section 2: Pedestrian Safety]

(To the tune of "Frère Jacques")

Stop! Look! and Cross! (x2)

With an adult (x2)

Remember to be careful (x2)

And be safe! (x2)

POINT!, PAUSE! AND PROCEED! (VERSION 1)

[A song for Section 2: Pedestrian Safety]

(To the tune of "If You're Happy and You Know It")

Oh remember to point, pause and proceed (clap hands twice)

Oh remember to point, pause and proceed (clap hands twice)

You'll be happy and you'll know it, and your face will really show it (use your hands to draw a smile)

If you remember to point, pause and proceed (clap hands twice)

POINT!, PAUSE! AND PROCEED! (VERSION 2)

[A song for Section 2: Pedestrian Safety]

(To the tune of "Frère Jacques")

Point, Pause and Proceed (x2)

When crossing roads (x2)

Always keep on looking (x2)

For danger (x2)

Actions:

Verse 1: Use actions illustrated on pages 8 and 9

Verse 2: Walk in place

Verse 3: Hold hand to forehead and look around

Verse 4: Cross arms to form an "X" and push outwards as though warding off danger (x2)

ALWAYS WEAR A HELMET

[A song for Section 3: Personal (Bike) Safety]

(To the tune of "The More We Get Together")

Always wear a helmet, a helmet, a helmet,
Oh... always wear a helmet when you're on a bike.

Always have reflectors, reflectors, reflectors,
Oh... always have reflectors when you're on a bike.

[Ask the students if they have a horn or a bell on their bikes. Use either or both of the following verses to fit your class.]

Always have a loud horn, a loud horn, a loud horn,
Oh... always have a loud horn when you're on a bike.

Always have a loud bell, a loud bell, a loud bell,
Oh... always have a loud bell when you're on a bike.

[Teacher note: discuss whether kids should "sometimes" or "always" use a helmet, reflectors and a horn/bell when on a bike. Sing the song again, emphasizing the word "always".]

WHAT CAN'T THE BUS DRIVER SEE?: LEARNING WHERE TO STAND

[A Read-Aloud and Discuss story for Section 1: School Bus Safety]

Ask the children to listen for Brooke's safety lessons.

Brooke was very excited. Her dad was in her class as a field trip helper. As they left their room to get on the bus, they were reminded to walk and stand without touching others. When the class got outside the kids were shown a safe spot to wait for the bus. When the bus arrived the driver came out and spoke to the parents. He asked them to stand around the bus and to stay there until all the students got on.

As they boarded, each student had a turn sitting on a cushion in the driver's seat. The driver asked each child to imagine they were the bus driver and look in the bus mirrors and see the parents. When it was Brooke's turn she couldn't see her dad or the other parents. It was a puzzle. Why couldn't she see them?

When everybody was finally on the bus, the bus driver held up his hand. The children stopped talking and listened. "Students," the driver said, "if you stand close to the bus like your parents did, I can't see you. If the bus starts to move you might get very hurt. So the area around a bus is called 'The Danger Zone'. It is the area that is close to the bus. Too close for people to be in." The driver then reminded the kids to talk quietly, and to sit facing forward. Then he started off.

As they left, Brooke's dad turned to her, "I'm glad you learned how to be safe getting on school buses. This field trip is getting off to a safe start! So... swimming pool here we come!"

[Ask the students what are the safety lessons in the story (i.e., stand in the safe spot away from the bus, talk quietly, remain seated and face forward on the bus).]

CORY'S LESSON

[A Read-Aloud and Discuss story for Section 2: Pedestrian Safety]

Cory was in Grade One. Today was going to be very special for two reasons. For the first time he was going to walk to school with his friend Zac, and Zac's mom. Secondly, Cory was going to take his brand new soccer ball to school.

On the way, however, Zac's mom stopped to talk to a friend and she didn't notice what Cory was doing. He started dribbling and then kicking his ball. Instead of the ball going straight down the sidewalk however, the ball went sailing right into the road! "OH NO!" Cory cried. "MY BALL!" But Cory didn't go to the corner; he didn't go to a safe place to cross. Instead he dashed between two parked cars in the middle of the street.

A huge cement truck was hurrying down the road. At the last second the truck driver saw Cory about to run onto the road. "OH NO!" the driver yelled. "HONK!" went the truck's horn! "SCREECH!" went the truck's tires.

Zac's mother suddenly saw what was happening. Both she and Zac yelled, "Look out Cory!". Just in the nick of time Cory thought of the danger and stopped. A second later the screeching cement truck passed right in front of Cory. Cory had been saved just in time!

The two boys and Zac's mom walked safely the rest of the way. They crossed only at corners. On the road in front of the school was the school patrollers. They only crossed when the school patrollers said it was safe.

Zac's mother turned to go back home then stopped. "Well Cory," she said, "you really scared me. However I think you learned a lot about being careful and safe. Remember what could have happened." Just then the bell rang. "See you later!" she cried. Then both friends went to their class.

[Discuss what made a safe crossing place (i.e., corners rather than the middle of the street, crossing lights, school patrollers at crosswalks). Why isn't it safe to play with toys alongside roads?]

WYATT'S WAY

[A Read-Aloud and Discuss story for Section 3: Pedestrian Safety]

Wyatt was a Grade One student. He was happy because his big brother Tom had a day off from university. Tom was going to walk with Wyatt to school.

Soon they came to a very busy road. Cars were whizzing past very quickly. The two brothers saw that at the corner there was a crosswalk. It had big, white, striped lines across the road. There was also a signal box on the corner across the road. The signal was showing a raised, straight hand. It showed the brothers they had to "Stop!".

The two brothers both pointed with their arms to show they wanted to cross the road in that direction. When the signal finally changed to show a man walking, both brothers did a safe thing. First they looked in all directions. They made sure that all the cars and trucks had seen them and had stopped. Then Wyatt and Tom crossed the road. Their arms were still pointing in the direction they were going. When they got to the other side Tom patted Wyatt on the back. "Well little brother," he said, "you sure know how to cross roads safely. You pointed where you wanted to go, waited for the right signal and kept watching for moving cars". Then Tom said the words that made his little brother very happy, "Way to go Wyatt!".

[Discuss how the two brothers crossed safely (i.e., they crossed at a corner with a crosswalk and a crossing signal, they checked to make sure that vehicles had stopped, they pointed to show which direction they were crossing).]

CONNECTIONS TO LITERATURE

SECTION 1: SCHOOL BUS SAFETY

NON-FICTION

Buses by Jeffrey Zucelke. Detailed information about buses in a simple format with a large colour photograph and uncomplicated text. The section on school buses includes safety rules as children are driven from the bus stop to school. ISBN: 0-8225-1538-5, ISBN: 0-8225-2380-9

Going by Bus by Susan Ashley. Includes a chapter on school buses with special emphasis on school bus safety with photos and illustrations. ISBN: 0-8368-3729-0, ISBN: 0-8368-3834-3

My School Bus: A Book About School Bus Safety by Heather Feldman. A young African-American girl demonstrates safety while waiting for, boarding, riding and leaving her school bus. The text is simple and the pictures engaging. ISBN: 0-8239-5523-0

Safety on the School Bus by Lucia Raatma. This is a very basic primer, which deals with behaviour on school buses. Photos of children and school buses illustrate individual safety points. ISBN: 0-7368-0063-8

Staying Safe on the School Bus by Joanne Mattern. Reading Level 2. Uses photographs to illustrate school bus safety. Available in English and Spanish. ISBN: 0-8368-7802-7, ISBN 13: 978-0-8368-7802-8

School Bus Drivers by Melanie Mitchell. Each page has a single photograph and simple text about school bus drivers and their work. ISBN: 0-8225-1695-0

We Need School Bus Drivers by Helen Frost. Has a strong emphasis on safety with the reassuring message that drivers will keep student riders safe. ISBN: 0-7368-2577-0

FICTION

Hello School Bus! by Marjorie Blain Parker. Scholastic Read, Level 1. Humorous cartoon illustrations with animal characters, describing the sights and sounds to be found on a school bus (e.g., the lights flashing, the friendly welcome by the bus driver, the hissing brakes, the noisy riders and the arrival). ISBN: 0-439-59889-3

Axle Annie and the Speed Grump by Robin Pulver. Light hearted fiction featuring Axle Annie, an extraordinary school bus driver, and Rush Hotfoot, the local grump. ISBN: 0-8037-2787-9, ISBN: 978-0-8037-2787-8

Don't Let the Pigeon Drive the Bus by Mo Williams. Award winning fiction. A pigeon tries to persuade the reader to let him drive the school bus when the driver leaves. The book opens with a bus driver warning the reader: "Don't let the pigeon drive the bus!" ISBN: 0-7868-1988-X

The Seals on the Bus by Lenny Hort. Award winner. A nonsensical take-off of the "Wheels on the Bus" song in which animals, from seals to skunks, try to be bus passengers. ISBN: 0-8050-5952-0

SECTION 2: PEDESTRIAN SAFETY

Busy Places: A Child Safety Book (Through the Peephole) by Caroline Hardy and Louise Daykin. Interactive. Children look through a peephole, guess what is inside and open a window to find a hidden surprise. Key objects are identified, rhyme and repetition are used. ISBN-10: 1845600150, ISBN-13: 978-1845600150

Buddy Meets Bubba the Traffic Safety Officer by Sandra E. Meyer. A story about Buddy, a real-life Maltese dog, who visits a local police station and learns about traffic safety, what police officers do, and learns five important traffic safety tips. ISBN-1: 4251-3579-X

Street Safety Hints by Giovanni Caviezel. Shaped Board Book. The child on the cover introduces street safety to preschoolers. Children learn to recognize crosswalks, road signs and their meanings. They learn safety rules when walking or riding bicycles or scooters. The importance of safety helmets, seat belts and booster seats is taught through pictures. ISBN: 970764158407

On the Road (Safety First) by Ruth Thompson. Photographs. Information to help children use roads safely. ISBN: 0749679239/9780749679231/0-7496-7923-9

Crossing Safety by Sheila Rivera. ISBN: 0822568217

SECTION 3: PERSONAL (BIKE) SAFETY

FICTION

Franklin Rides a Bike by Paulette Bourgeois. Franklin learns to overcome fear and ride without training wheels. ISBN: 9780590693332

Franklin's Bicycle Helmet by Paulette Bourgeois. From an episode of the Franklin TV series. The story is based on what Franklin does when he finds that he has outgrown his bicycle helmet. His new helmet is mocked and he has to decide whether or not to wear it. ISBN-10: 0439083672, ISBN-13: 978-0439083676

Sally Jean the Bicycle Queen by Carl Best. Story of Sally Jean who outgrows her bicycle and how that problem is solved. ISBN-10: 0374363862, ISBN-13: 978-0374363864

Gracie Goat's Big Bike Race by Erin Mirabella. Gracie Goat learns to ride a bike and at the same time, learns the value of teamwork and having confidence in herself. ISBN-10: 1931382883, ISBN-13: 978-1931382885

Mike and the Bike by Michael Ward. This is available with CD narration and music. Has an introduction by Lance Armstrong. Mike chooses his bike and uses it to have adventures riding around the world. When he comes home he goes to bed wearing his bicycle helmet, ready for the next day's fun. ISBN-10: 159441498X, ISBN-13: 978-1594414985

Duck on a Bike by David Shannon. Various animals have fun when a group of children leave their bicycles unattended. The illustrations depict the duck not wearing a bike helmet. These can be a springboard for a valuable discussion of what is missing (e.g., bike helmet, bike locks). ISBN 0439050235 9780439050234

His Finest Hour by David Neuhaus. Two buddies, one with a brand new bike and one with a much used older model, have a bike race. This story of two lifetime friends shows how goals can be reached in ways that are completely different. ISBN-10: 1931382492, ISBN-13: 978-1931382496

I'm Safe on My Bike Storybook by Child Safety Solutions, Inc. Illustrated with cartoon characters showing the correct fit and use of helmets, safe clothing, choosing safe places to ride, maintaining safe bikes and learning safe riding skills. Available in English and Spanish. ISBN-10: 1891596101, ISBN-13: 978-1891596100

Look Out!: A Story About Safety on Bicycles by Cindy Leaney. Illustrated with four young riders who are part of the Hero Club. ISBN-10: 1589527445, ISBN-13: 978-1589527447

Play It Safe by Mercer Mayer. Little Critter and Gabby are "playing it safe" when spending the day at a bike safety camp. ISBN: 1577685865, ISBN-13: 9781577685869

NON-FICTION

Bicycle Safety by Peggy Pancella. Includes sections on: What is Safety? Choosing a Bike, Helmets, Checking Equipment, Dressing for Safety, Safe Places to Ride, Rules of the Road, Hand Signs, Crossing Streets, Dangers and Safety Tips. ISBN-10: 1403449392, ISBN-13: 978-1403449399

Staying Safe on My Bike (Safety First) by Jill Donahue. ISBN-10: 083687801, ISBN-13: 978-0836878011

I Can Ride a Bike by Edana Edart. Includes photos of young riders pointing out safety features and equipment. ISBN-10: 0516240323, ISBN-13: 978-0516240329

Stay Safe – Bicycle Safety by Sue Barraclough.

Ride Right, Bicycle Safety (How to Be Safe) by Jill Urban Donahue. Reading Level E. Safety Rules for bike riding. ISBN-10: 1404848177, ISBN-13: 978-1404848177

CONNECTIONS TO THE WEB

Please note that a complete list of web links for your reference has been posted on www.saferoads.com/streetsafe under "Educator Resources". Please refer to this source for the most up-to-date list of relevant and active links.

OTHER RESOURCES

DVDS

DVD - *Getting to School Safely* by School Videos. Basics of safe walking, bicycling and riding in an auto to school, includes the importance of wearing a bicycle helmet. Can be ordered through: www.schoolvideos.com

DVD - *Pooh's Great School Bus Adventure*. Winnie the Pooh explains school bus safety. Can be ordered by calling the Office of Traffic Safety at 780-422-8839 (toll-free within Alberta dial 310-0000).

DVD - *I Can Be Safe* by School Videos. Points out potential safety hazards. Can be ordered through: www.schoolvideos.com

DVD - *Point, Pause and Proceed*. Exemplifies the process of crossing the street. Can be ordered by calling the Office of Traffic Safety at 780-422-8839 (toll-free within Alberta dial 310-0000).

DVD - *Bicycle Safety*. Live action, animation and colour graphics to teach bicycle safety. Can be ordered through: www.schoolvideos.com



GRADE 1

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For more information contact the Office of Traffic Safety
at 780-422-8839 (toll-free within Alberta dial 310-0000).

saferoads.com/streetsafe