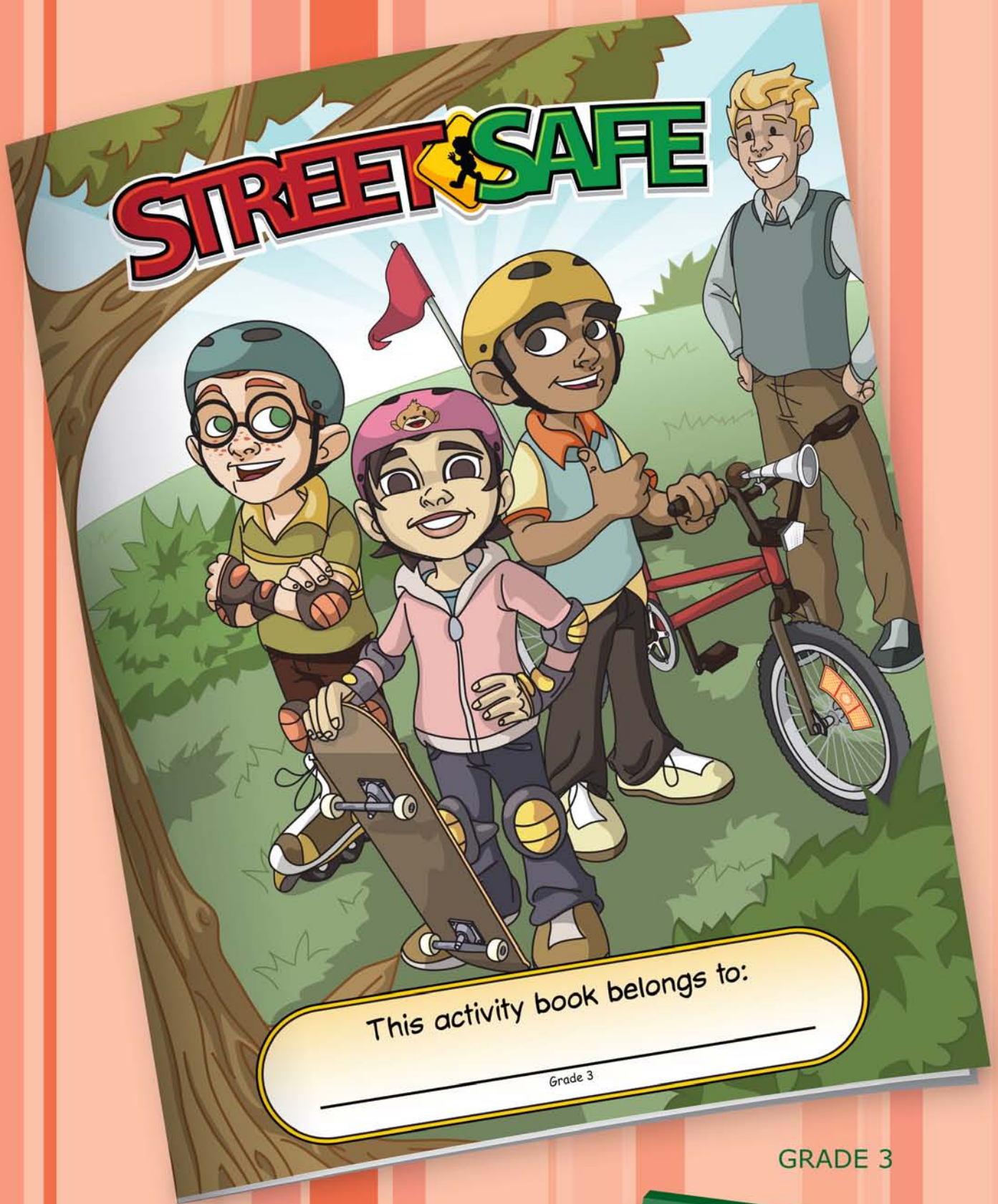


TEACHER RESOURCE GUIDE



This activity book belongs to: _____

Grade 3

GRADE 3





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INTRODUCTION

Street Safe Student Activity Books

The Alberta Office of Traffic Safety is producing a series of educational Student Activity Books 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.

Street Safe Student Activity Book Concepts for Grades K-3

A matrix beginning on page 3 of this guide 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 Three Connections to Curriculum

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

Lesson Planning

- The Grade Three book covers three main topics: school bus safety, pedestrian safety and personal (scooter, skateboard and rollerblade) 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 or outdoors. It is suggested that teachers choose activities that are suitable for the needs of their class or individual students, and time considerations. Lesson suggestions don't need to be followed exactly or fully.
- Materials needed are those commonly found in the classroom. As alternative activities require different materials, it is suggested that teachers choose which activity best suits classroom needs, and obtain the materials specified for that particular activity.

Planning ahead of time

- Providing an opportunity for students to bring their scooters, skateboards or rollerblades to school to practice riding safely might be considered.

Black Line Masters

Black Line Masters (BLMs) are reproducible. Black Line Master 1 accompanies lessons in the Grade Three Student Activity Book. Black Line Master 2 reviews hand signals for bicycle safety, a topic that was covered in the Grade Two Student Activity Book. It has been included if teachers need extra resources to review, reinforce or practice previously developed concepts, or to help students who have not worked with the Grade Two Student Activity Book. BLMs can also be used with the whole class on interactive white boards.

Songs and Stories

The Street Safe Teacher Resources for the Kindergarten and Grade One Student Activity Books include songs set to well-known tunes and read-aloud stories to reinforce curricular concepts of bus, pedestrian and personal safety. These are obtainable on-line at www.saferoads.com/streetsafe and can be used to help develop, review or reinforce concepts as needed. These will be of particular help to ESL students.

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.

Background Information on AMA School Safety Patrols

- School patrollers have been in Alberta schools since the mid-1930s and are located in schools across Alberta. School patrollers and teachers help students cross safely each year.
- 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 <http://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.

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 piles 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 THREE CONNECTIONS TO CURRICULUM

Depending on the various activities that the teacher chooses to do, the following curricular connections may be made.

LANGUAGE ARTS

1.1 DISCOVER AND EXPLORE

- Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.
- Explain understanding of new concepts in own words.
- Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts.

As students work through the Grade Three Student Activity Book, they will share and talk about their understandings and experiences and what they have learned about bus, pedestrian and activity equipment (i.e., skateboards, roller skates, etc.) 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

- Ask for the ideas and observations of others to explore and clarify personal understanding.
- Experiment with arranging and recording ideas and information in a variety of ways.
- Ask questions to clarify information and ensure understanding.

Students will have opportunities to hear other students' safety experiences. Through these discussions, students will develop and enhance their questioning abilities, properly ask for clarification and practice respectful language.

Throughout the various activities students are asked to organize and make sense of new information by recording ideas and information in a variety of ways. For example, an activity in the Teacher Resource, to go with pages 6-7 of the Student Activity Book, has students use a two-sided chart to record sights and sounds of cars beginning to move. Other suggested activities throughout the Teacher Resource have students working together in groups and recording their ideas.

2.1 USE STRATEGIES AND CUES

- Share ideas developed through interests, experiences and discussion that are related to new ideas and information.
- Use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials.
- Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions.
- Identify the main idea or topic and supporting details in simple narrative and expository passages.
- Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning.

As the teacher and students read the text in the Student Activity Book, students should be encouraged to ask questions to clarify their understandings.

The Grade Three Student Activity Book has been designed to incorporate a variety of different text structures such as speech bubbles, questions, poems, songs, riddles, etc., to construct and confirm meaning. The Grade Three book also has rich visual illustrations that connect the text and content messages together.

2.2 RESPOND TO TEXTS

- Tell or write about favourite parts of oral, print and other media texts.
- Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references.
- Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences.
- Summarize the main idea of individual, oral, print and other media texts.
- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts.
- Make inferences about a character's actions or feelings.
- Express feelings related to words, visuals and sound in oral, print and other media texts.

As the Grade Three students listen to the story in the Teacher Resource and the text in the Student Activity Book, they will be able to relate personal feelings and experiences.

From using the story provided in the Teacher Resource, students will experience hearing a story without looking at pictures and create their own visualizations of the story. The teacher could choose to not read the end of the story and ask students to create an ending for the story themselves.

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

2.3 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

- Identify distinguishing features of a variety of oral, print and other media texts.
- Discuss ways that visual images convey meaning in print and other media texts.

Page 9 of the Student Activity Book asks the students to create posters. These could be done on paper or electronically. Discuss techniques such as the use of colour, size of lettering and visuals to create effect.

3.1 PLAN AND FOCUS

- Use self-questioning to identify information needed to supplement personal knowledge on a topic.
- Ask topic-appropriate questions to identify information needs.

Before beginning each section of the Student Activity Book and Teacher Resource either do a class or individual KWL chart.

When beginning each section of the Student Activity Book and Teacher Resource, have the students record 3-5 questions they would like answered regarding the topic. Plan ways that students could acquire more information about traffic safety other than using the Student Activity Book (e.g., interview a bus driver, AMA School Safety Patrol or law enforcement officer).

3.4 SHARE AND REVIEW

- Organize and share ideas and information on topics to engage familiar audiences.

Students can share experiences or new learning through oral or written presentations.

4.3 PRESENT AND SHARE

- Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas.

Teachers can provide opportunities for students to read the Student Activity Book to classmates during buddy reading, aloud for the entire class, or to younger students.

5.1 RESPECT OTHERS

- Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts.
- Retell, paraphrase or explain ideas in oral, print and other media texts.
- Demonstrate respect for the ideas, abilities and language use of others.

Students can practice respectful language and practice learned safety vocabulary when engaging in classroom discussions or presentations.

5.2 WORK WITHIN A GROUP

- Demonstrate respect for the ideas, abilities and language use of others.
- Identify and seek help from others who can provide assistance in specific situations.
- Contribute ideas and information on topics to develop a common knowledge base in the group.
- Ask others for their ideas, and express interest in their contributions.

There are numerous opportunities for students to work together in various groups to discuss and share information.

MATH

SHAPE AND SPACE (3-D OBJECTS AND 2-D SHAPES)

Specific Outcome 1

- Collect first-hand data and organize it using:
 - tally marks
 - line plots
 - charts
 - lists

to answer questions. [C, CN, PS, V],
[ICT: C4-1.3]

In the Teacher Resource there are various activities that ask the students to create charts or lists.

Specific Outcome 2

- Construct, label and interpret bar graphs to solve problems. [C, PS, R, V] [ICT: C4-1.3, C7-1.3, C7-1.4]

The activity in the Teacher Resource to go with pages 10-11 of the Student Activity Book has students create a graph to communicate safe places to ride.

HEALTH

W-3.9

- Describe, apply and analyze appropriate safety behaviours in the local community (e.g., street, railway crossings, dugouts, farm equipment, waterfront).

As the students learn and develop an understanding of the safety rules regarding bus, pedestrian and physical activity equipment it will help them appreciate ways in which they can keep themselves and others safe.

LESSON PLANS



SECTION 1: SCHOOL BUS SAFETY

(Student Activity Book pages 2-3)

OVERVIEW OF KEY CONCEPTS

PAGES 2-3: WHAT THINGS MUST THE BUS DRIVER LOOK OUT FOR WHILE SHE IS DRIVING?



BACKGROUND INFORMATION

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. The majority of bus-related fatalities occurred outside of the bus.
- Bus seats are designed to protect passengers. It is important that passengers sit with their backs touching the seat and facing forwards.

The Danger Zone

- The most dangerous area for children is the school bus Danger Zone that extends three 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, 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: WHAT THINGS MUST THE BUS DRIVER LOOK OUT FOR WHILE SHE IS DRIVING?

INTRODUCING THE CONCEPT: **REVIEWING BUS SAFETY CONCEPTS**

- **Reviewing what was learned about school bus safety in previous grades.** Ask the students what they remember and learned about school bus safety when they were in earlier grades. Review the concepts of:
 1. Staying out of the bus Danger Zone.
 2. Never playing around or near school buses.
 3. Leaving any dropped items for the driver to pick up.
 4. Sitting safely and quietly on the bus.
- **Listening to the story "Jim's Journey!" to understand the importance of not distracting the driver.** Read the story. (See section: "Stories and Songs".) [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 2.** Have the students look closely at the illustration of students on the bus. Use a check mark to identify all of the correct bus behaviour and a "X" to identify all of the unsafe bus behaviour. Discuss how distractions can affect the driver and the safety of the passengers, other road users and pedestrians.



- **Using page 3.** Together discuss with the students all of the things that a bus driver needs to look out for while driving. Because the bus driver needs to be paying such close attention when he/she drives it is extremely important that they do not get distracted while driving.
- **Creating three positive safety suggestions.** Have the students write three positive safety suggestions. Students can work individually or in pairs. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS

- **Asking a bus driver to discuss and reinforce safe and considerate behaviour on the bus.** Request a bus driver talk to the students about safe behaviour on buses, and how such behaviour affects the driver's performance and the safety of everybody. If possible, arrange for this before a field trip so that instruction is fresh in the minds of the students. At the end of the journey, appropriate behaviour can be acknowledged and reinforced.
- **Creating illustrated posters of safety suggestions for school buses.** Ask the bus drivers if safety posters can be posted in their buses. If this is approved, determine the number of posters that can be put up, an appropriate size and orientation for the posters and a means for affixing them. Discuss the intent of the posters with the students, and then develop the criteria for the posters with student input (e.g., it is intended that primary students read the posters. The criteria therefore might include simple wording, several key statements, large and legible lettering, and large colourful illustrations). Students can help put up the posters on the bus(es) when they are completed. [Cross Curricular: Language Arts]
- **Creating a presentation about bus safety.** Students can create presentations about bus safety that can be shared with younger classes or in school assemblies. This could take the form of a poster or slide presentation, a skit or an announcement. [Cross Curricular: Language Arts]



PEDESTRIAN SAFETY

SECTION 2: PEDESTRIAN SAFETY

(Student Activity Book pages 4-7)

OVERVIEW OF KEY CONCEPTS

PAGE 4: HOW CAN YOU BE SAFE WHEN WALKING BESIDE A ROAD WITHOUT SIDEWALKS?

PAGE 5: WHY IS IT IMPORTANT NOT TO WALK OR PLAY ON SNOW PILES THAT ARE BESIDE ROADS?

PAGES 6-7: HOW CAN YOU PREDICT A VEHICLE IS ABOUT TO MOVE?



BACKGROUND INFORMATION ON PEDESTRIAN SAFETY

Skills needed for crossing the 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 Three children should only cross roads when accompanied by an adult or a cognitively mature and skilled child. Children at 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.
- 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 4: HOW CAN YOU BE SAFE WHEN WALKING BESIDE A ROAD WITHOUT SIDEWALKS?

INTRODUCING THE CONCEPT: IDENTIFYING DANGEROUS CIRCUMSTANCES FOR PEDESTRIANS WALKING ALONGSIDE ROADS

- **Identifying places where there are no sidewalks beside a road.** Ask the students to think of and list places where roads don't have sidewalks and pedestrians need to walk alongside the road (e.g., country roads, some cul-de-sacs, park roads, private roads, roads that have obstructions on the sidewalk, roads along some playing fields, roads in parking lots).
- **Discussing potential dangers when there are no sidewalks alongside a road.** Discuss each of the following scenarios one by one. Some students might want to share personal experiences. After each discussion ask the students why these road situations could be dangerous for pedestrians.



Scenario 1. Some country roads are very narrow.

Discussion Points: There is potential danger because there is not a lot of space for pedestrians to move out of the way. Drivers will be close to the edge of the road.

Scenario 2. Some roads have ditches alongside the road.

Discussion Points: Walking in ditches can be dangerous because drivers will have difficulty seeing pedestrians, particularly children because they are shorter.

Scenario 3. In many country areas there are no roadside lights when it is dark.

Discussion Points: It is hard for drivers to see pedestrians, particularly if there are dark trees in the background. It is important that pedestrians wear light coloured or reflective clothing.

Scenario 4. Many vehicles travel at high speeds, particularly on country roads.

Discussion Points: There isn't much time for pedestrians to move out of the way. There is also very little time for drivers to avoid pedestrians who are on the road. Pedestrians must be vigilant and prepared to be proactive.

Scenario 5. There are curves on the road.

Discussion Points: Curved roads don't have long sightlines and don't give much time for pedestrians to see vehicles, or be seen.

DEVELOPING THE CONCEPT – OUTDOORS: **FACING TRAFFIC IS SAFER**

Materials: 1 piece of chalk per student, a whistle.

- [Experimenting to determine whether it is better to detect on-coming traffic when facing towards or away from it.](#) Take the students to a straight stretch of road that has moderate traffic and a parallel sidewalk or path. Ask one student to be an observer looking or listening for traffic, and give him/her a whistle.

Part 1. When can you see traffic? Have the observer standing on the sidewalk facing on-coming traffic. Have the other students spread out in line on the path in the direction of the on-coming traffic. As soon as the observer sees an on-coming vehicle the observer should whistle. At that moment the vehicle will be passing by one of the other students in the line. That student should use the chalk to draw an eye on the path to mark the point and distance when the vehicle was first seen. Repeat this experiment three times.

Part 2. When can you hear traffic? Have the observer stand on the sidewalk with their back to on-coming vehicles. When the observer hears an on-coming car they are to whistle. The distance at which the vehicle is first heard should be marked with the drawing of an ear. Do this three times.

Ask the students to make comparisons. Does seeing, or does hearing an on-coming vehicle give a pedestrian more time to move away from the roadside and avoid danger? What would be a good rule for walking alongside traffic?

DEVELOPING THE CONCEPT – INDOORS: **FACING TRAFFIC IS SAFER**

Materials: gymnasium scooter boards or chairs on wheels as "vehicles".

- [Experimenting to determine which is safer: 1. Facing the same direction as traffic or 2. Facing traffic when it is on-coming.](#)

Arrange the students in pairs if using scooter boards (one student using the scooter board will be "the driver" and the other student will be the "pedestrian"), or in groups of three if using chairs with wheels (one student sitting in the chair will be "the driver", one student will push the chair, and one student will be "the pedestrian"). Define a pathway or "road" for the "vehicles". Remind students that they must stick to the "road" and not go off it if they are "vehicles", and remind "pedestrians" that they must walk right alongside the edge of the road but not on it. Remind students that safety is important and this lesson requires serious reflection. Students are to walk and not run even if they are acting as a "vehicle".



PEDESTRIAN SAFETY

Part 1. **The pedestrian facing the same direction as the vehicle.** Line up both the pedestrians and the vehicles to start from the same point. Have the pedestrians start walking ahead of the vehicles. Allow the vehicles to go halfway down the road. Ask the vehicles to pass very near the edge of the road near to the pedestrians without touching the pedestrians.

- Discussion. At the end of the pathway ask the pedestrians if they could see the vehicles coming so they could move away from the edge of the road and out of danger. (No, because the pedestrians had their backs to the vehicles. The pedestrians could hear the vehicles coming but couldn't see them or judge how near the vehicles were to the edge of the road.) Remind students that they were not moving as fast as real vehicles on the road. Ask them to predict if the danger is even greater if real vehicles are travelling at fast speeds.

Part 2. **The pedestrian facing on-coming vehicles.** Repeat the activity but have the pedestrians and the driver start from opposite ends of the pathway.

- Discussion. Again ask the pedestrians if they could see the vehicles and easily move away from danger. (Yes, because they could see the vehicles and see that they were very near the edge of the road. This allowed the pedestrians to take action and move away from the dangerous edge of the road.)

Reinforcing the concept that it is important to face oncoming vehicles. Reinforce the concept that it is very important to face on-coming vehicles so that you can see and be seen. If you can see that a vehicle is very near the edge of the road then you can step to the side away from danger. It is important that pedestrians be proactive and ready to take evasive action if drivers are passing close to the edge of the road.

USING THE STUDENT ACTIVITY BOOK

- **Using page 4.** Have the students look at the illustrations. Have them note that there is no sidewalk and the truck is very near the edge of the road. Also point out that the adult is walking nearest the edge of the road. Ask the students to read the leading question and then the rest of the text. Ask the students if they can decipher the secret message on the licence plate (2C+BCN). It gives the reasons why Wyatt and his father are walking facing traffic. (To see and be seen!). Ask the students to write the answers to the question then think about and draw the direction they would be facing within the empty space. [Cross Curricular: Language Arts]

DEVELOPING THE CONCEPT: REINFORCING THE CONCEPT THAT IT IS IMPORTANT TO FACE ON-COMING VEHICLES

- **Explaining the reasons to others.** In partners, have students discuss and explain why it is important to face towards traffic when a road has no sidewalk.

PAGE 5: WHY IS IT IMPORTANT NOT TO WALK OR PLAY ON SNOW PILES THAT ARE BESIDE ROADS?

INTRODUCING THE CONCEPT: UNDERSTANDING WHY SNOW PILES CAN BE DANGEROUS

- **(In winter) Examining snow piles by the side of the road.** Have the students look at the snow piles beside the road. Have them notice the overall shape, and how icy the snow pile is. Have them notice that the top of the snow pile is not wide or level and that the edge of the snow pile is either immediately beside or on the road. Ask the students to predict what could happen if others were either walking on the top of the snow pile or sliding down. If a student



saw that occurring what could they do? (e.g., onlookers can warn the persons without startling them and inform an adult).

DEVELOPING THE CONCEPT: UNDERSTANDING THAT BEING SAFE IS A PRIORITY

- [Discussing why walking along snow piles alongside roads is particularly dangerous.](#) Discuss why it is particularly dangerous to walk alongside snow piles that edge roads (e.g., a person can overbalance or slip onto the road in front of a car).

USING THE STUDENT ACTIVITY BOOK

- [Using page 5.](#) Have the students pay particular attention to the illustration. What is the boy thinking? Why is it good to be thinking of consequences? Introduce the term “proactive”. Ask the students to list what is dangerous about walking on snow piles (e.g., a person can slip onto the road, or be hurt landing on the sidewalk). [Cross Curricular: Language Arts]

PRACTICING AND REVIEWING THE CONCEPTS

- [Finding alternative places to play.](#) Have the students make a list of other places where they can safely walk on snow piles. Students can make a list of alternatives for winter fun, or make their own winter playground.

PAGES 6-7: HOW CAN YOU PREDICT A VEHICLE IS ABOUT TO MOVE?

INTRODUCING THE CONCEPT: **RECOGNIZING THAT VEHICLES IN PARKING LOTS, DRIVEWAYS AND ALLEYS CAN BE DANGEROUS**

- [Recognizing that parked cars can become a danger.](#) Read the following scenes. Ask the students to share any similar experiences that they might have had.

Scene 1. You and your older brother are walking across a parking lot. Suddenly a small car backs up just in front of you. The driver stops suddenly, just missing both of you. Neither of you had noticed the car because it emerged next to a very large van that was blocking your vision.

Scene 2. You are walking to your friend’s house who lives just down the street. You are about to pass in front of a driveway when a car parked in the driveway suddenly starts backing up. The driver hasn’t noticed you because of bushes planted beside the driveway, and he is looking in the opposite direction. He crosses the sidewalk just in front of you.

Scene 3. Your house has a back alley where people park their cars. There is a car parked behind a garage and there is a lady sitting in the driver’s seat, talking on her cell phone. You are about to pass behind the car when suddenly it starts backing up. You manage to jump back out of the way just in time.

Ask the students about the similarities in these scenes (e.g., the cars were parked and not expected to move, the drivers didn’t notice the pedestrians, the drivers didn’t have a clear line of vision because of things between them and the pedestrians, the drivers were distracted).

- [Listing the dangers to pedestrians in parking lots, alleys and driveways.](#) Ask the students to be thinking about dangers to pedestrians in parking lots, alleys and driveways. Have the students work in pairs so they can discuss what they record. Have the students fold a piece of paper in half. On one half they are to write “Often drivers can’t see pedestrians because...”. On the other half they are to write “Often I can’t see drivers because...”. Students are to complete the two lists (e.g., drivers can be not paying attention, unable to



PEDESTRIAN SAFETY

see past other vehicles, not looking both ways. Pedestrians can be hidden by other vehicles, not paying attention). This paper will be used for the next activity.

DEVELOPING THE CONCEPT: **BECOMING AWARE OF VEHICLES THAT ARE ABOUT TO MOVE**

- **Identifying moving vehicles by sight and by sound.** Ask the same pair of students to continue to use the paper from the previous activity. On the opposite side of the paper they are to make a list of sights and sounds that would indicate that a car might be about to start moving (e.g., sights – people loading or getting into a vehicle, doors opening and shutting, people putting on seat belts, reverse lights, car exhaust. Sounds – people talking near a car, doors banging, engines starting, cars moving). Share the ideas. Why is it important to use both senses?
- **Paying attention to indicators that cars are about to move.** Discuss the importance of paying attention to vehicles that are starting to move. Remind the students that drivers aren't always aware of pedestrians and so pedestrians need to take responsibility for their own safety.

USING THE STUDENT ACTIVITY BOOK

- **Using pages 6-7.** Have the students look carefully at the illustrations. There are clues that some of the vehicles are about to start moving and could be dangerous. Have the students complete the page.

PRACTICING THE CONCEPTS: **MAKING OBSERVATIONS ABOUT PARKED VEHICLES**

- **Observing a car park.** Choose a time when there is a lot of activity in the school or other nearby parking lot. Have the students stand in a safe place. Ask them to predict which cars are about to move and state what are the indicators. Remind students that when they are in parking lots or on sidewalks with driveways they should be proactive. If they see a car backing up they should make sure they move quickly to a safe spot.



PERSONAL SAFETY

SECTION 3: PERSONAL SAFETY

(Student Activity Book pages 8-16)

OVERVIEW OF KEY CONCEPTS

PAGES 8-9: WHAT SAFETY GEAR MUST YOU WEAR WHEN USING A SCOOTER, SKATEBOARD OR ROLLERBLADES?

PAGE 10-11: WHERE ARE SAFE PLACES TO SKATE OR RIDE?

PAGES 12: HOW CAN YOU BE SAFE WHEN RIDING?

PAGES 13: WHAT DO YOU NEED TO THINK ABOUT WHEN RIDING?

PAGES 14-16: REVIEWING SAFETY LESSONS – THE SAFETY STREET

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



PERSONAL SAFETY

BACKGROUND INFORMATION ON SKATEBOARDING SAFETY

Appropriate ages

- The American Academy of Pediatrics (AAP) states that children under five years of age should never ride a skateboard. This is due to young children not having the physical skills and thinking ability to control a skateboard or ride it safely.
- The AAP also states that children aged 6 – 10 need close supervision from an adult or trustworthy adolescent whenever they ride a skateboard.

Injuries

- Injuries can range from minor cuts to catastrophic brain injuries.
- Most critical hospitalizations involve head injuries which can include loss of vision, hearing or speech and an inability to function independently, as well as changes in behaviour and thinking.
- At highest risk are:
 - Inexperienced skateboarders. One third of injuries happen to children who have been skating for less than a week.
 - Skateboarders not wearing standard safety gear (i.e., helmet, wrist guard, knee and elbow pads and appropriate shoes). Skateboarders attempting tricks should use special heavy-duty gear.
 - Skateboarders who use homemade ramps or go near traffic.
 - Skateboarders who encounter unexpected surfaces (e.g., debris, slopes, uneven surfaces).
 - Stunters.

Injury prevention

Many injuries can be prevented if the following recommendations are followed:

- Skateboards. Quality skateboards should be chosen that are appropriate for the level of experience and competency of the rider. Skateboards with shorter decks are best for beginners as they are easier to balance and handle. Skateboards should be inspected before every ride and have professional repairs of serious defects.
- Learning skills. Riders should learn the basic skills of skateboarding, especially how to stop properly. They should also learn turning and slowing techniques and learn to fall safely. Riders should crouch down so they won't have so far to fall and land on the body rather than the arms and relax and roll.
- Use of proper equipment. This includes a properly fitting bicycle or multi-sport helmet that is worn correctly, wrist guards, knee and elbow pads and closed slip-resistant shoes.
- Skateboarding in a safe place. Skateboarders should ride on smooth pavement away from traffic, preferably in a supervised skate park.
- Riders should never use skateboards in wet weather.
- Riders should never hold onto the rear or side of a moving vehicle ("skitching").
- Using headphones while riding is very dangerous.
- Riders should never have more than one person on a skateboard.



BACKGROUND INFORMATION ON ROLLERBLADING SAFETY

Injuries

- Injuries can range from minor cuts to catastrophic brain injuries.
- Rollerblading results in fewer hospitalizations than many other sports.
- Wrist injuries are most common.
- Almost half the injuries occur on sidewalks, driveways and streets while less than 20% occur on parks or bike paths.
- Spontaneously losing balance or striking a stationary object are equal and primary causes of injury.
- Half the injuries occur to skaters who have taken no lessons.

Injury prevention

- The use of a multipurpose helmet that covers the back of the head is recommended.
- Wearing wrist guards prevents injuries because they allow the wrist to slide along the pavement rather than absorbing all the shock of a fall directly.
- Lessons teach skaters how to stop using the heel brake and how to fall using wrist guards, both of which use “unnatural” movements.
- The most common gear that skaters wear are knee pads despite the fact that wrist injuries are much more common than knee injuries.

BACKGROUND INFORMATION ON SCOOTER SAFETY

- Children under 15 are the most common users of scooters.

Injuries

- Injuries can range from minor cuts to catastrophic brain injuries.
- Scooter injuries have been increasing extremely rapidly due to huge increases in scooter sales since 2000.
- Scooter injuries are starting to surpass rollerblade injuries.

Injury prevention

- The use of a multipurpose helmet that covers the back of the head is recommended.
- Proper use of helmets could reduce brain injuries by 85%. Brain injuries are particularly serious in children as their heads are proportionally larger than adults so they tend to land head first when involved in accidents. (The Brain Injury Association of America)



PERSONAL SAFETY

PAGES 8-9: WHAT SAFETY GEAR MUST YOU WEAR WHEN USING A SCOOTER, SKATEBOARD OR ROLLERBLADES?

INTRODUCING THE CONCEPT: KNOWING WHY SAFETY GEAR IS PROTECTIVE WHEN ROLLERBLADING, OR USING A SCOOTER OR SKATEBOARD

- Ahead of time: ask students to bring in the following safety gear: knee pads, elbow pads, wrist guards, and bike helmets. Have a set of rollerblades, a skateboard and a scooter that can be used as drawing references. If this equipment is not available use BLM 1.
- **Demonstrating an understanding of safety equipment.** Ask students to predict what could happen if a kid wasn't wearing each type of safety equipment and had a bad fall. Use the sentence starter "Without..." (e.g., without a helmet a kid could have a concussion, end up with black eyes, scrape the skin on their face, or break their front teeth...).

After each prediction ask the students to examine the safety equipment and construct a "With..." statement explaining how and why each piece of equipment is protective (e.g., with a helmet a kid won't have a concussion because the helmet's hard outer shell and webbing and padding inside the helmet protect the skull from injury. With a helmet a kid won't have black eyes because...).

DEVELOPING THE CONCEPT: MODELLING THE GEAR

- **Being role models for wearing safety gear.** Students can be models for action photographs while wearing safety gear and using the equipment safely. Digital photos can be taken and then used to create posters or slideshows to explain the importance of using proper safety gear.
- **Alternative activity.** Students can be organized in small groups. Using butcher paper or newsprint, an outline can be drawn of the student in an active pose as though the student were using a skateboard, rollerblades or a scooter. Students can draw on all the necessary safety equipment. These outlines can be cut out and posted with safety messages.
- **Demonstrating safety gear.** Students can prepare a demonstration of how to wear safety gear. This can be presented at various classes or at a school assembly.

USING THE STUDENT ACTIVITY BOOK

- **Using page 8.** Ask students to fill in the blanks using the words in the word bank. Then, have students write the correct letter, found beside the safety equipment, to match the riddle.
- **Using page 9.** Discuss elements of good posters. Ask students to draw a poster using both pictures and words. Students can post these throughout the school. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS

- **Acknowledging students who are properly protected.** Discuss with students ways they can acknowledge and provide positive reinforcement for others who are wearing all the necessary safety gear.

PAGES 10-11: WHERE ARE SAFE PLACES TO SKATE OR RIDE?

INTRODUCING THE CONCEPT: DISCOVERING WHERE KIDS RIDE

- **Discussing places in the community where kids ride on scooters, skateboards and rollerblades.** Ask the students where they have seen other kids riding and make a list (e.g., on the local



streets, at a local park, at a skateboard park, at a roller rink). Discuss whether these are specially designated or designed places for riding. A simple bar graph could be created to represent the various locations and how many students see students in those places. [Cross Curricular: Math]

- **Recognizing that homemade ramps can be very dangerous and cause injuries to riders.** Point out that many injuries happen to riders using homemade ramps.

DEVELOPING THE CONCEPT: **HELPING EACH OTHER TO BE SAFE WHEN RIDING**

- **Identifying potential dangers.** Ask the students to look at the list of where kids ride. Ask the students to think about safety hazards that are connected to such places and construct a web entitled "Safety Hazards for Kids Riding on Scooters, Skateboards and Rollerblades" (e.g., hazards from riding at the local park could be young children on the paths, uneven paths, steps or debris).
- **Identifying what can be done to make safer conditions for riders.** Students can discuss ways of making riding safer (e.g., clearing paths of debris, requesting that yellow lines be painted on stairs to help make them more noticeable).
- **Organizing a skateboard park.** Across Alberta, various groups of young people have presented petitions to local councils or to groups who distribute funds, requesting that a skateboard park be provided. Grade Three students can be part of such an endeavour.

USING THE STUDENT ACTIVITY BOOK

- **Using page 10.** Students can search for examples of safety practices in the illustration. Read the poem "Riding Right". What safety hints are in the poem? (i.e., wear all the gear, ride when others have moved out of the way, ride in skateboard parks, return home and don't ride when it is dark, ride safely.) Students can compose another verse using the same couplet pattern. [Cross Curricular: Language Arts]

PRACTICING AND REVIEWING THE CONCEPTS

- **Helping each other be safe.** Ask the students to share with the class ways that they have helped others, or been helped, to be safer riders.

PAGES 12-13: HOW CAN YOU BE BEING SAFE WHEN RIDING?

INTRODUCING THE CONCEPT: **KNOWING THAT STUNTING IS DANGEROUS**

- **Discussing the dangers of stunting.** Ask students about stunts that they have seen with people using skateboards, rollerblades or scooters (e.g., riding down handrails, jumping over curbs or ledges). Draw attention to the fact that in films there are professional stuntmen who have specialized training for doing stunts and who act in the place of actors. Also discuss the fact that professional skateboarders are older, have had years of experience and are able to do stunts that are dangerous and beyond the skill levels of other people.
- **Discussing how to start stunting safely.** Ask students to suggest ways they can start to stunt (e.g., learning new tricks slowly, practicing and building up confidence, finding a safe place to learn to stunt, getting help from others, remembering to wear all the safety equipment).



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DEVELOPING THE CONCEPT: UNDERSTANDING WHAT IS HAZARDOUS WHEN RIDING

- **Making connections to experiences the students have had.** Invite the students to share both positive and negative experiences they have had when using skateboards, rollerblades or scooters. Discuss the hazards that caused problems. [Cross Curricular: Language Arts]
- **Making a list of hazards or dangers that riders can encounter.** Ask the students to make a list of things that are dangerous for riders and then ask them how to avoid these dangers (e.g., avoid riding down stairs by picking up skateboards or removing rollerblades, and walking down the steps).
- **Watching out for pedestrians.** Remind students that when they are riding on equipment they become a hazard to others. A rider hitting another person can cause as much damage as a speeding car. It is important that riders are courteous and wait and give way to pedestrians. This discussion might provide an appropriate opportunity to talk about brain injuries.

USING THE STUDENT ACTIVITY BOOK

- **Using page 12.** Ask the students to make careful observations about riding hazards that are included in the illustration. Have students use all the words in the word bank on page 13 to fill in the missing words in the sentences. They are to use each word only once. Some of the words will fit in more than one place.
The following are the answers for the sentences for page 12:
 1. Stay off the road.
 2. Be safe and wear helmets and gear.
 3. Keep away from stairs.
 4. Stay to the right on paths and trails.
 5. A safe place to ride is a rink or skateboard park.
 6. Never ride your skateboard on handrails.
 7. Look out for rocks, debris and other hazards.
 8. Avoid danger by staying away from traffic.
- **Using page 13.** Students will search for the words listed in the word bank and then colour all the hazard words red. This can be followed up by students using these words to create safety messages that can be posted in school.

PAGES 14-16: REVIEWING SAFETY LESSONS – THE SAFETY STREET

REVIEWING THE CONCEPTS: REVIEWING VEHICLE, PEDESTRIAN AND BIKE/SKATEBOARD/ROLLERBLADE SAFETY

- **Using pages 14-16.** Students playing the game will need individual tokens for the game as well as a die for the board. Instructions for playing the game are found on the back cover and should be read and reviewed by the students before playing. If a question is given the player must answer the question or seek the answer.

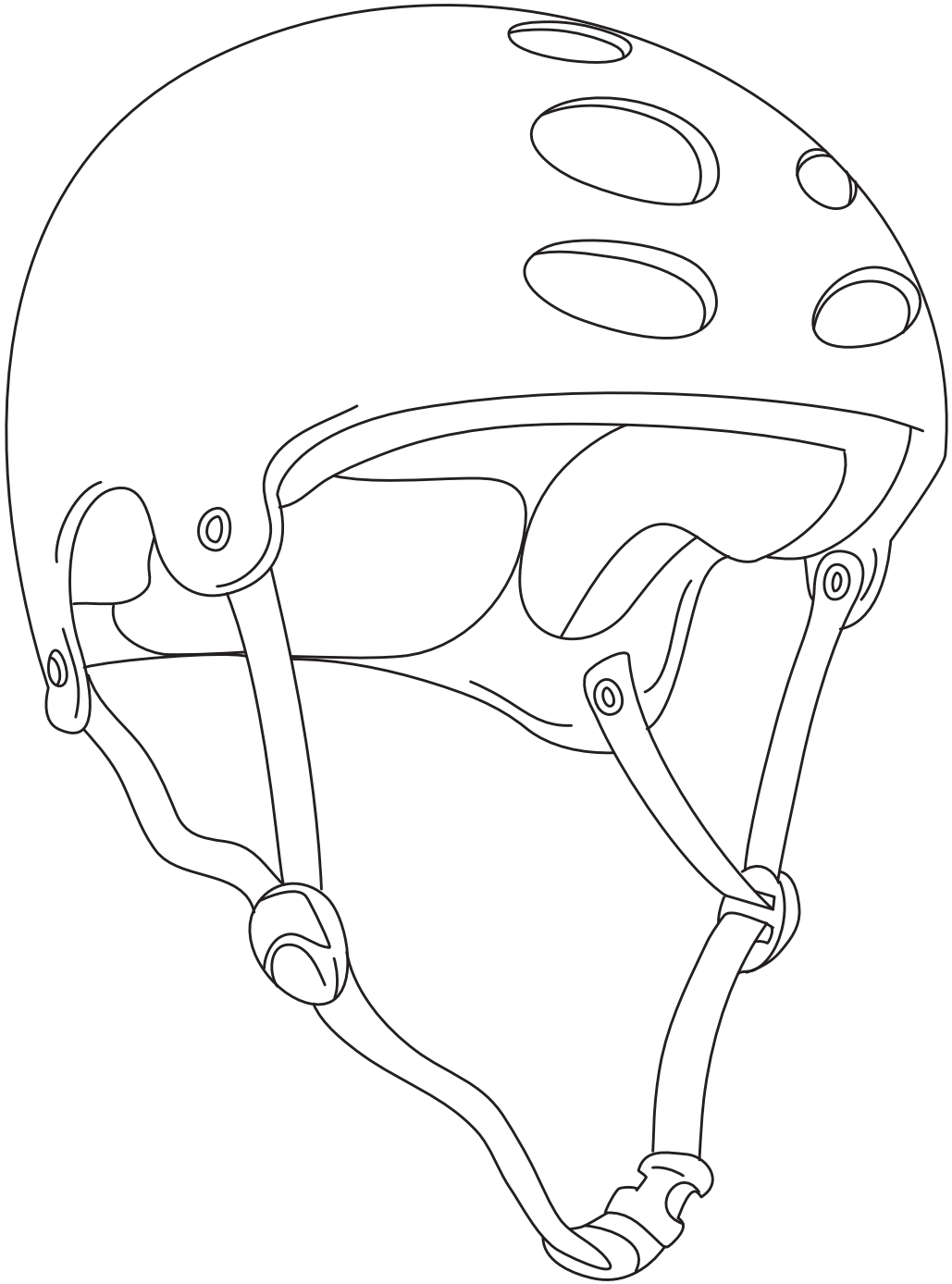
BLACK LINE MASTERS

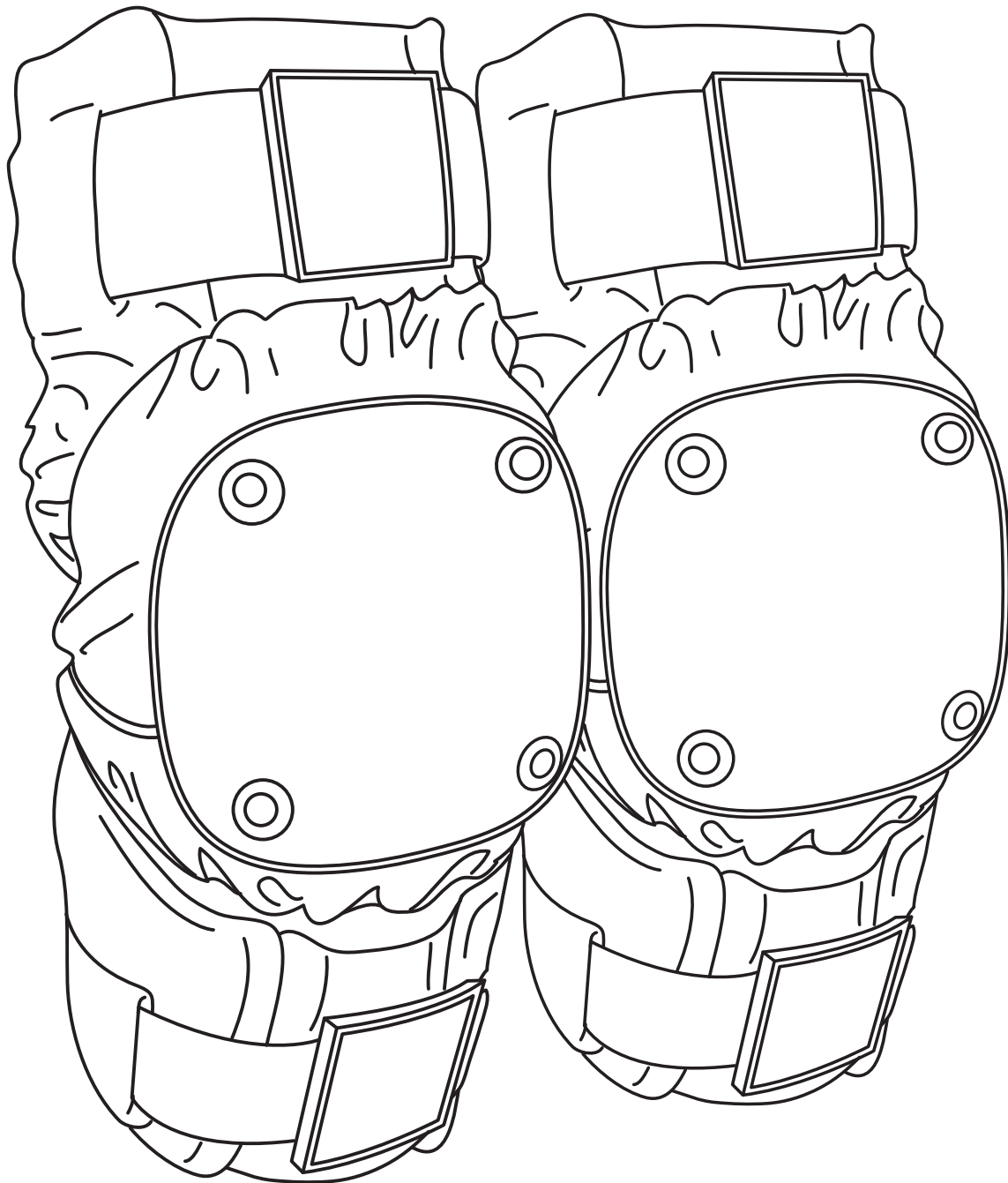
BLM 1: SAFETY GEAR FOR SCOOTERS, SKATEBOARDS AND ROLLERBLADES

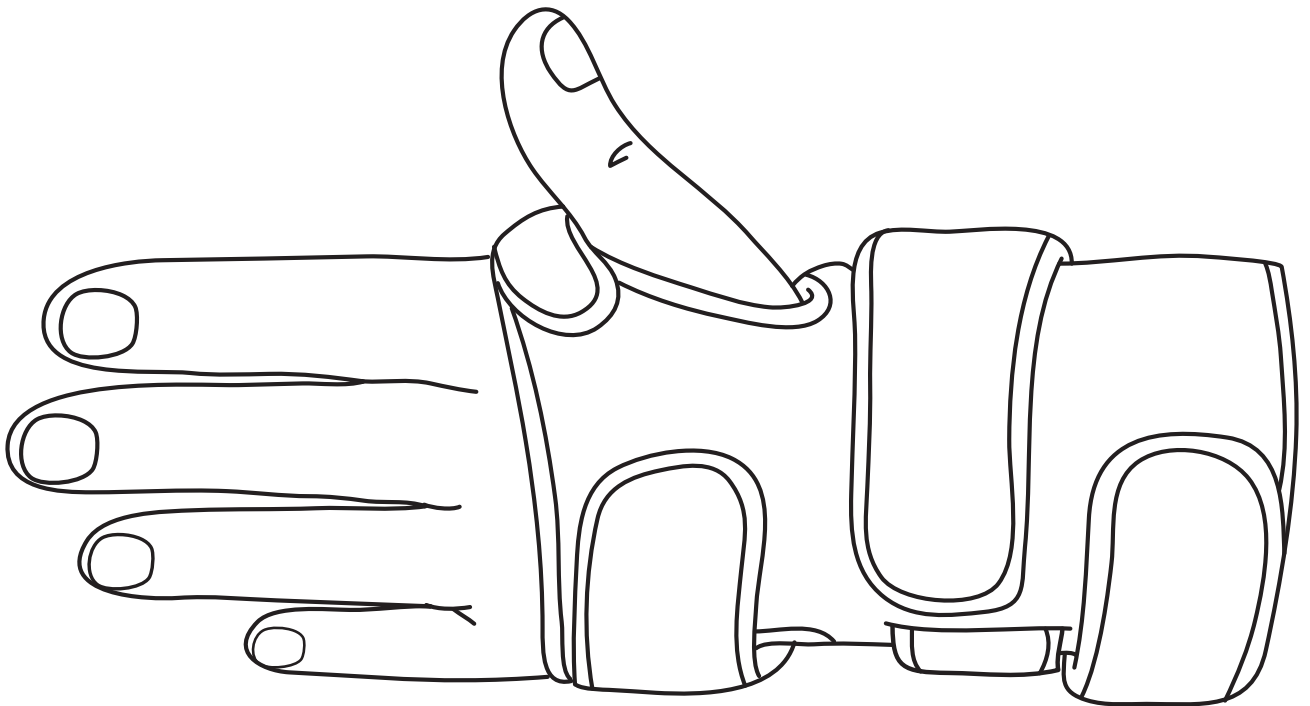
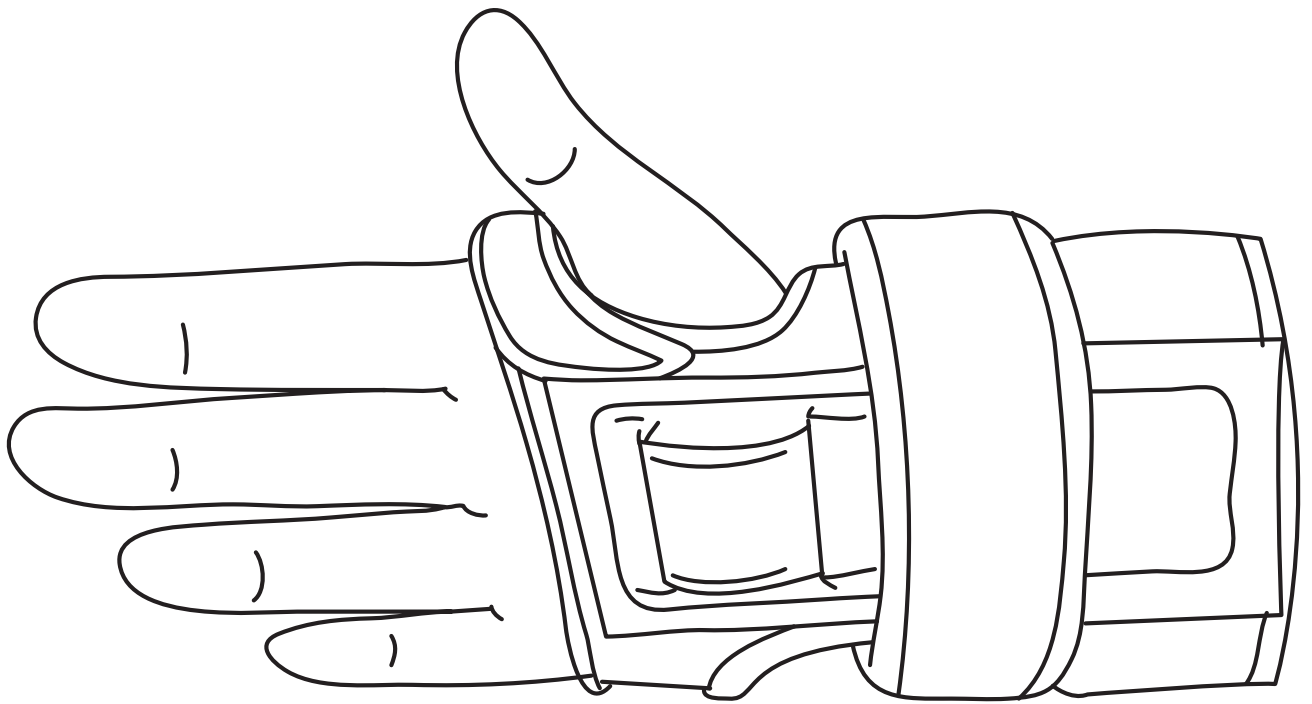
- a) Helmet
- b) Elbow pads
- c) Wrist guards
- d) Knee pads

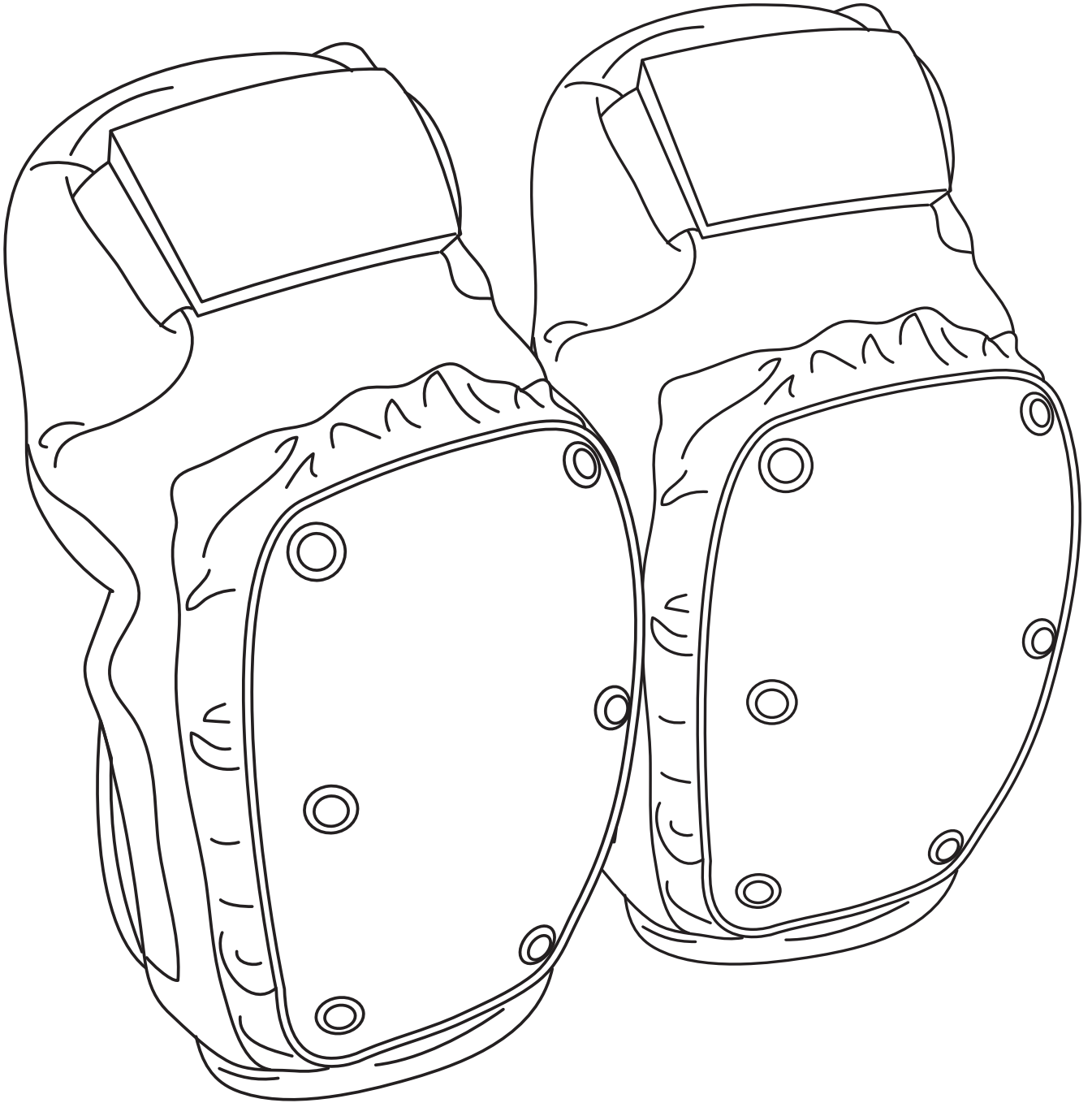
BLM 2: HAND SIGNALS FOR CYCLING

- a) Left turn
- b) Right turn
- c) Stop















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.

LOOK THE DRIVER IN THE EYE!

[A song for Section 2: Pedestrian Safety]

(To the tune of "Here We Go Round the Mulberry Bush")

Look the driver in the eye, in the eye, in the eye!

Look the driver in the eye, and here is the reason why.

The driver will know you want to cross, want to cross, want to cross,

The driver will know you want to cross, and he will wait for you!

(Note: the song can be repeated with the last line being "...she will wait for you!")

JIM'S JOURNEY

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

Before reading the story ask the children to make a mental list of the potential dangers both in and outside the bus and how they were avoided.

Jim Stanton had just qualified as a school bus driver. He was a safe and careful driver and liked working with children so he had enrolled in a bus driving and safety course. The first week Jim had to spend in classes learning the details of the job. At lunch time he sat in the bus garage lunch room. Some of the older drivers began teasing him and telling him stories about field trips where students began to roll objects down the aisle. There were other stories about students shouting out 99 verses about green bottles on the wall, and having elbowing contests that ended in loud sudden yelps. Soon Jim began to worry if he had made the wrong choice of career because he wanted to be a safe driver. He didn't want to have to be watching out for the behaviour of the passengers in the rear view mirror, instead of keeping his eyes on the road.

Jim's first job was to drive the students from Brooke's class back and forth to the swimming pool. On the way there Jim recalled the stories he had been told about kids misbehaving. When he checked his inside mirror, however, he had been pleased to see all the kids sitting properly in their seats. Nobody was standing or kneeling on their seats, nobody was elbowing another student and nobody

was rolling things down the aisle. Best of all he was pleased that nobody was shouting or singing songs about green bottles.

Suddenly Jim heard the unmistakable sound of an ambulance, and the sound was getting much closer! Jim needed to quickly move the bus to the side to let the ambulance pass but there was a ball in the road, right where he needed to be! Two pedestrians were on the sidewalk moving towards the ball. Jim concentrated on finding a safe place to pull over. Watching out for the speeding ambulance in the side mirrors, and watching out for the ball and the two pedestrians, Jim was able to move the bus over to a safe spot further down the road. Phew! It was just in time. Within a fraction of a second the ambulance roared past and continued speeding down the road.

As the ambulance passed Jim looked up in his rear view mirror. "Wow," he thought, "these are great kids! Before I let them off back at their school I am going to tell them how their quiet behaviour let me hear the ambulance in good time. I was able to concentrate on my job and keep everybody on the bus and the pedestrians safe. Uh huh, safety is everybody's business!"

Review the dangers that could have affected safety: 1. Inside the bus (e.g., loud noises or rolling objects to distract the driver, students not sitting properly and needing reminders that would focus the driver's attention away from the road). 2. Outside the bus (e.g., other traffic, emergency vehicles, objects on the road, pedestrians).

Review the behaviours that led to safety for passengers and pedestrians (e.g., the students were quiet and courteous which allowed the driver to concentrate on driving conditions without distractions).

CONNECTIONS TO LITERACY

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: 978-0822523802, ISBN: 0822523809

Going by Bus by Susan Ashley. Includes a chapter on school buses with special emphasis on school bus safety with photos and illustrations. ISBN: 978-0836838343, ISBN: 0836838343

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: 978-0823955237, ISBN: 0823955230

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: 978-0836878028, ISBN: 0836878027

School Bus Drivers by Melanie Mitchell and Jim Baron. Each page has a single photograph and simple text about school bus drivers and their work. ISBN: 978-0822516958, ISBN: 0822516950

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: 978-07368225771, ISBN: 0736825770

FICTION

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: 978-0803727878, ISBN: 0803727879

Don't Let the Pigeon Drive the Bus by Mo Willems. 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: 978-0786819881, ISBN: 078681988X

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: 978-0805059526, ISBN: 0805059520

SECTION 2: PEDESTRIAN SAFETY

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: 978-1425135799, ISBN: 142513579X

On the Road (Safety First) by Ruth Thompson. Photographs. Information to help children use roads safely. ISBN: 978-0749679231, ISBN: 0749679239

Crossing Safety by Sheila Rivera. ISBN: 978-0822568216, ISBN: 0822568217

SECTION 3: PERSONAL SAFETY

FICTION

Harry the Incredible Skateboarding Bear by David Giddings. Harry the Bear watches the local children skateboarding and learns to skateboard himself. ISBN: 978-0971995604, ISBN: 0971995605

Skateboarding Friends (Herbster Readers) by Cecilia Minden, Joanne Meier and Bob Ostom. ISBN: 978-1602530218, ISBN-10 1602530211,

NON-FICTION

Skateboarding by Clive Gifford. Use of bite-sized instructions and original photos. ISBN: 978-0756624767, ISBN: 0756620740

Skateboarding: Check It Out (Reading Power) by Kristin Eck. Information about safe skateboarding and equipment. ISBN: 978-0823956951, ISBN: 0823956954

It's Great to Skate: An Easy Guide to Inline Skating (Ready to Reads) by Alex Witt and Nate Evans. An emphasis on safety measures and proper equipment. Cartoons. ISBN:978-0689825903, ISBN:0689825900

Oxford Reading Tree: Stage 6: Fireflies: Skateboarding Holly Jack et al. ISBN: 978-0198473022, ISBN: 0198473028

Scooters: Wheels in Motion by Morgan Hughes. Information about scooters including using safety equipment. ISBN: 978-1589526679, ISBN: 1589526678

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

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

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

Point, Pause and Proceed. Teaches the process of crossing the street for Grades 3-6. Can be ordered through saferoads.com/streetsafe or by calling the Office of Traffic Safety at 780-422-8839 (toll-free within Alberta dial 310-0000).

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

On One Winter's Day: Student Safety at Bus Stops. A third grade students who is in danger from crossing incorrectly at a bus stop. 22 min. DVD with a discussion guide. Can be ordered through: www.educationalmedia.com

Tears on the Highway "What if?" scenario. Story of children being disrespectful to the driver and other riders. "Successfully tested on grade 3 students". Can be ordered through: www.educationalmedia.com



GRADE 3

March 2010

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

saferoads.com/streetsafe