

TEACHER RESOURCE GUIDE



GRADE 2





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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 Two Connections to Curriculum

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

Lesson Plans

- The Grade Two Student Activity Book covers three main topics: school bus and vehicle 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 or outdoors. It is suggested that teachers choose activities that will be 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 make plans ahead of time to obtain materials such as any Black Line Masters (BLMs) specified for that particular activity.

Planning ahead of time

- Railway safety (Pedestrian Safety) is discussed in the Grade Two Student Activity Book. Consideration might be given to planning a field trip by train and linking learning about railway safety to this experience.
- Bike safety (Personal Safety) is also covered. Providing an opportunity for students to bring their bikes to school to practice riding safely and using hand signals might be considered.

Black Line Masters

Black Line Masters (BLMs) are reproducible. Black Line Masters 1 – 4 accompany lessons in the Grade Two Student Activity Book. Black Line Masters 5 – 11 were used previously in the Grade One Student Activity Book. These have 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 other Student Activity Books. 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 online at www.saferoads.com/streetsafe and can be used to help develop, review or reinforce concepts as needed.

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 snowbanks 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 all 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 TWO 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

- Contribute relevant ideas and information from personal experiences to group language activities.
- Talk about how new ideas and information have changed previous understandings.
- Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.
- Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information.
- 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

- Connect own ideas and experiences with those shared by others.
- Record ideas and information in ways that make sense.
- Find more information about new ideas and topics.

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

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 2-3 of the Student Activity Book, has students use a "T-chart" to look at similarities and differences between sitting on a bus or other vehicles. Other suggested activities have students working together in groups and recording their ideas (e.g., students can extend the rap on page 3).

2.1 USE STRATEGIES AND CUES

- Use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning.
- Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning.
- Use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning.
- Use knowledge of oral language to predict words when reading stories and poems.

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

There are numerous activities in the Student Activity Book where students fill in the missing words from the safety messages being presented.

<ul style="list-style-type: none"> • Read aloud with fluency, accuracy and expression. 	Understanding sentence structure will assist them in knowing that the word with the capital letter should be used as the starting word in the sentence.
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2.2 RESPOND TO TEXTS

<ul style="list-style-type: none"> • Connect situations portrayed in oral, print and other media texts to personal and classroom experiences. • Retell the events portrayed in oral, print and other media texts in sequence. • Discuss, represent or write about interesting or important aspects of oral, print and other media texts. • Express thoughts or feelings related to the events and characters in oral, print and other media texts. 	<p>As the Grade Two 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. They can also develop their understanding of beginnings, middles and ends of stories.</p> <p>The Student Activity Book will provide students an opportunity to talk about the content and relate it to their own lives.</p> <p>Throughout the Student Activity Book students are asked to respond to various questions to demonstrate their understanding of the safety concepts.</p>
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2.3 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

<ul style="list-style-type: none"> • Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations. 	<p>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.</p> <p>The rap on page 3 and the song on page 11 of the Student Activity Book provide opportunities for students to appreciate the sounds and rhythms of songs while learning safety concepts.</p>
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2.4 CREATE ORIGINAL TEXT

<ul style="list-style-type: none"> • Use own and respond to others' ideas to create oral, print and other media texts. 	<p>Activities suggested in the Teacher Resource provide opportunities for the students to create their own original text by communicating their experiences and understandings.</p> <p>As a whole class activity a new verse to one of the songs could be created.</p>
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3.1 PLAN AND FOCUS

<ul style="list-style-type: none"> • Relate personal knowledge to ideas and information in oral, print and other media texts. • Ask questions to determine the main idea of oral, print and other media texts. • Ask questions to focus on particular aspects of topics for own investigations. 	<p>Before beginning each section of the student and teacher resources do a KWL chart.</p> <p>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 Police Officers).</p>
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3.4 SHARE AND REVIEW

<ul style="list-style-type: none"> • Share, with familiar audiences, ideas and information on topics. 	Students can share experiences of times that they have used Point, Pause and Proceed, seen hazards related to wet or slippery roads, bicyclists using hand signals or other topics of interest.
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4.3 PRESENT AND SHARE

- Speak in a clear voice, with appropriate volume, at an understandable pace and with expression.
- Ask relevant questions to clarify understanding and to have information explained.

Students could do safety presentations or sing the rap and song in the Student Activity Book to other classrooms using the appropriate voices and volume.

5.1 RESPECT OTHERS

- Ask for and provide clarification and elaboration of stories and ideas.
- Adjust own language use according to the context, purpose and audience.

Students can practice respectful language and practice learned safety vocabulary as they present their ideas to their classmates or other classes.

5.2 WORK WITHIN A GROUP

- Work in a variety of partnerships and group structures.
- Contribute relevant information and questions to extend group understanding of topics and tasks.
- Stay on topic during class and group discussions.

The activities in the Teacher Resource encourage students working in various group structures when they are asked to share, work together and discuss their ideas and thoughts.

MATH

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

Specific Outcome 9

- Identify 2-D shapes as parts of 3-D objects in the environment [C, CN, R, V].

On page 8 of the Student Activity Book the students look at and discuss the shapes of the various traffic signs.

STATISTICS AND PROBABILITY (DATA ANALYSIS)

Specific Outcome 1

- Gather and record data about self and others to answer questions [C, CN, PS, V] [ICT: C41.3, C7-1.1].

HEALTH

W-2.9

- Describe and apply safety rules when using physical activity equipment (e.g., bicycle, scooter, inline skates).

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

LESSON PLANS



SECTION 1: SCHOOL BUS AND VEHICLE SAFETY

(Student Activity Book pages 2-3)

OVERVIEW OF KEY CONCEPTS

PAGES 2-3: WHY SHOULD YOU SIT SAFELY IN ALL VEHICLES?



SCHOOL BUS SAFETY

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. 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 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, 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: WHY SHOULD YOU SIT SAFELY IN ALL VEHICLES?

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

- **Reviewing what was learned about school bus safety in Kindergarten and Grade One.**
 - 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.
- **Listening to the story "Oh Brooke, remember to be safe!" to review school bus safety.**
 - Read the story. (See section: "Stories and Songs".) [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using pages 2-3.** Read the character introductions. Students who have used the Street Safe Student Activity Books in previous grades will already be familiar with the characters Brooke, Wyatt and Cory.
- **Finishing the "Safety Rap".** Have the students number each line of the two verses of the rap. Point out that there are missing words and that the lines are "couplets" which means that lines one and two, three and four, etc., rhyme at the end of the line. Students can read the



rap, predict the rhyming words and then complete the blanks. (Verse One: bus, side and Verse Two: car, be.) [Cross Curricular: Language Arts]

- **Sharing the Safety Rap (extension activity).** Students can devise other verses for the safety rap. They can also perform the rap for other students, using movement and percussion instruments. [Cross Curricular: Language Arts, Music]
- **Understanding the reasons for using a booster seat and sitting in the back.** Explain that booster seats help ensure that a seat belt goes across a child's chest and not a child's throat. Children are also safer in the back in case of collisions. Front airbags that inflate in a collision can hurt children who are smaller than adults.
- **Recognizing safety features for passengers in vehicles (T-chart activity).** Ask the students to contribute to a T-chart titled "Sitting Safely" with two sections: "Sitting on a School Bus" and "Sitting in Other Vehicles". Record, then discuss and explain similarities or differences in safety equipment (e.g., buses have specially designed seats that are strong and padded. Buses don't have seat belts, but vehicles like cars, trucks or vans have seat belts). Remind the students that when they are being driven in cars, trucks or vans, they should always be seated in the rear seats using seat belts and booster seats. Also discuss behaviour expectations for passengers (e.g., passengers should help the driver by talking quietly and not causing distractions). [Cross Curricular: Language Arts]
- **Recognizing safety features for passengers in vehicles (alternate BLM chart activity).** Use BLM 1: This BLM can be copied and given to individual students or the class can use this on an interactive white board. [Cross Curricular: Language Arts]
 - Introduce the chart by doing the first couple of examples with the students (e.g., a teacher could say "Do you use seat belts while sitting on a school bus? The answer is 'no', so an 'X' goes here. Should you use seat belts while sitting in a car, truck or van? The answer is 'yes', so a check mark should go here).
 - When the chart is complete discuss similarities and differences in safety practices (e.g., buses and other vehicles have different ways of keeping passengers safe. However, talking quietly and not distracting drivers is important for safety in buses and all other vehicles).

PRACTICING THE CONCEPTS

- **Sharing what is learned about sitting safely in vehicles.**
 - Students can pair with other students and share their understanding of why it is important that Grade Two students use a booster seat and seat belts while sitting in the back of vehicles. [Cross Curricular: Language Arts]
 - Students can be encouraged to share this information with their parents through a "heads-up" in home and school communications.



PEDESTRIAN SAFETY

SECTION 2: PEDESTRIAN SAFETY

(Student Activity Book pages 4-9)

OVERVIEW OF KEY CONCEPTS

PAGE 4: HOW CAN YOU BE SAFE CROSSING THE ROAD?

PAGE 5: WHY IS MAKING EYE CONTACT IMPORTANT?

PAGE 6: HOW CAN YOU BE SAFE WHEN ROADS AND SIDEWALKS ARE WET OR ICY?

PAGE 7: WHAT HELPS YOU TO BE SEEN WHEN IT IS DARK OUTSIDE?

PAGE 8: WHAT ROAD SIGNS CAN HELP YOU BE SAFE?

PAGE 9: HOW CAN YOU BE SAFE AT RAILWAY CROSSINGS?

Note: In the Grade One Student Activity Book the concept of “Point, Pause and Proceed” was covered. If students have missed this concept or need reinforcement, it is suggested that the Grade One Student Activity Book be consulted. There are activities, songs and Black Line Masters which will help students understand and develop this important safety concept.



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 Two 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 CROSSING THE ROAD?

INTRODUCING THE CONCEPT: MAKING CONNECTIONS WITH PREVIOUS LEARNING

- **Playing Twenty Questions.** Write the word "Crosswalk" on a sheet of paper and hide it from the students' view. Tell the students that you have written an important safety word and the students must guess what that word is. Students can be given hints, but they have only 20 questions that can only be answered with a "yes" or "no" answer. When the students have guessed or have been told that the word is "Crosswalk", tell them that they will be reviewing and learning how to cross roads safely at crosswalks. [Cross Curricular: Language Arts]
- **(Alternate) Playing "What am I?"** Clues can include: I help keep you safe. I sometimes have flashing lights above me. I have my own special sign. You use me to cross the road. [Cross Curricular: Language Arts]
- **Developing a rationale for learning.** Make applicable connections with students. Have students think about where they have walked in the past week while going to or from school or when going on outings or going shopping. Ask them to think if they walked across roads or streets, in alleys or parking lots or across driveways. Make a list of these places



PEDESTRIAN SAFETY

mentioned where vehicles travel. Alongside each item on the list make a tally of students who have walked across that area in the past week. Remind students that they must know how to be safe when crossing areas where there is traffic because they are often walking where vehicles also travel. [Cross Curricular: Language Arts]

- **Having students identify what is important when crossing roads.** Discuss what is important to think about when crossing roads (e.g., knowing safe places to cross, knowing what crossing signs and signals mean, knowing that drivers have seen you and never proceeding until cars have stopped).

DEVELOPING THE CONCEPT: UNDERSTANDING THAT INDIVIDUALS ARE RESPONSIBLE FOR THEIR OWN SAFETY

Materials: chart paper and pen(s) for 2 students or the teacher as scribe.

- **Charting and reviewing what students already know about crossing roads safely.** Organize the students in small groups. Give them a few minutes to record all the things that they know about crossing roads safely. Bring the groups together. Ask each group to take turns naming one safety idea that was mentioned in their group. Each idea can be recorded on chart paper by a scribe, until all ideas that were discussed in small groups have been recorded. Tell the students that they are showing that they are thinking about and being responsible for their own safety. [Cross Curricular: Language Arts]
- **Discussing personal responsibility for safety.** Discuss or mime driver behaviours that show that a driver is inattentive (e.g., eating or drinking while driving, using a cell phone, talking and turning to passengers, listening to loud music). Remind students that drivers should, but do not always, pay attention to pedestrians because of distractions. Although it might be the driver's fault if the driver is distracted, it is still the student who might be hurt. So, it is important that each student be responsible for his or her own safety.

USING THE STUDENT ACTIVITY BOOK

- **Using page 4.** Read the page. The safety message (CROSS SAFELY) can be deciphered when students fill in the missing words, using words from the word bank. If students have not used the Student Activity Book for Grade One they might be unfamiliar with the safety messages, and may need extra review or explanation. Review the question at the top of the page and the answer.

PAGE 5: WHY IS MAKING EYE CONTACT IMPORTANT?

INTRODUCING THE CONCEPT: DEMONSTRATING MAKING EYE CONTACT

- **Establishing eye contact.** Explain to the students that they are going to play a game. You do not want the students to all look directly at you but could encourage them to be a little distracted. As you walk around the classroom make eye contact with the students. Ask the students to raise their hand once eye contact has been made. Continue until all the students have their hand up. Then, ask the students how they knew that eye contact was made. (Hints: you were facing each other, you shared a smile, nodded at one another, etc.)
- Point out to the class that you needed the students to pay attention and that making eye contact communicated two things: that the teacher was aware of the individual student and that the student was paying attention to the teacher.



DEVELOPING THE CONCEPT: UNDERSTANDING THAT EYE CONTACT BETWEEN DRIVERS AND PEDESTRIANS IS IMPORTANT

- **Knowing why eye contact is important.** Discuss the reasons why eye contact is an important way of communicating (e.g., no language is necessary, both persons know that they have communicated and are aware of the other). Making eye contact is one way to ensure that drivers have noticed pedestrians.

USING THE STUDENT ACTIVITY BOOK

- **Using page 5.** Read and discuss the page and have students answer the question “Why is making eye contact important?” Draw students’ attention to the fact that Cory, who is a Grade Two student, is crossing with an older person. Remind students that they should not be crossing roads on their own yet. At the bottom of the page students are asked to write three steps to safely cross a street. [Cross Curricular: Language Arts]
- **Answering the question “Why is making eye contact important?”** Write the question on the board. Use the collective ideas of the students to write an answer to the question. If you played the class game of making eye contact, remind the students how they knew you had made eye contact with them. Cory and his brother have made eye contact with the driver because you can see them all looking at each other, the lady appears to be smiling at them and the lady driver gave the boys the “thumbs up” signal.

PRACTICING AND REVIEWING THE CONCEPTS

- **Practicing crossing using eye contact.** Organize the students into groups of three. One student will play the part of a driver in a vehicle, another will be in the role of an adult and the third will be the Grade Two student. Have the students role play crossing a street where there is traffic, using eye contact and “Point, Pause and Proceed”.

PAGE 6: HOW CAN YOU BE SAFE WHEN ROADS AND SIDEWALKS ARE WET OR ICY?

INTRODUCING THE CONCEPT: RECOGNIZING WEATHER CONDITIONS THAT MAKE ROADS HAZARDOUS

- **Recognizing weather hazards that could affect pedestrian safety.** Read the following scenes and have the students identify and discuss the pedestrian hazards:
 - **Scene 1.** It is 5:00 on a grey and snowy winter afternoon. Imagine you are walking home with your older sister and friends from the skating rink and are having fun kicking at the snowbanks as you walk along the sidewalk. There is a lot of traffic on the road and the roads have become icy. What are the hazards that might affect your safety?
(Hazards might include: inattentive and tired drivers, icy roads that make it difficult for cars to stop, kids playing and not paying attention to passing vehicles, poor visibility for both drivers and pedestrians because the sun sets earlier in winter.)
 - **Scene 2.** Imagine that you and an adult are walking to school on a very cold winter morning. Because it is so cold, you have your parka hood up and have a scarf wrapped around your face. Every time you breathe out you can see your breath, and your glasses are getting frosty. Passing vehicles also have some frost and their exhaust is making thick white clouds. What are the hazards that might affect your safety?



PEDESTRIAN SAFETY

(Hazards might include: poor visibility for drivers because of the clouds of exhaust and frost on windshields, poor visibility for pedestrians because of bulky winter clothing, frost on eyeglasses and breath condensation, as well as slippery road conditions.)

- **Scene 3.** Imagine a day when winter is changing into spring. The snow is melting and the sidewalks and roads are slushy because of the melting snow and ice. Passing vehicles are spraying up showers of muddy water. Many vehicles have their windshield wipers going to clear the muddy spray that is coating their windshields. What are the hazards that might affect your safety?

(Hazards might include: slippery conditions on the roads and sidewalks, skidding cars, poor visibility for drivers because of the mud being thrown up or smeared on windshields, kids playing and not paying attention to traffic.)

[Cross Curricular: Language Arts]

DEVELOPING THE CONCEPT: **RECOGNIZING HAZARDS AND BECOMING PROACTIVE**

- **Becoming proactive.** Have the students make a class list of the hazards that were discussed in the above scenes. Discuss ways that each of these could be avoided (e.g., if there are slippery road conditions that can cause vehicles to skid, pedestrians can be aware of this possibility and be extra cautious by making certain that cars come to a complete stop before crossing the road). Emphasize that dangers can be avoided by thinking ahead and avoiding potential problems (e.g., wearing safe clothing such as boots with treads).
- **Recognizing that icy roads make it difficult for cars to stop.** Ask the students if they have ever gone sliding on ice. Was it difficult to stop quickly or easily? Share any personal stories of cars skidding on ice. Point out that even though cars try to stop to let pedestrians cross roads in winter, sometimes the cars will skid through a crossing area. Remind students that it is particularly important in winter to make sure cars have come to a complete stop before crossing a road.

USING THE STUDENT ACTIVITY BOOK

- **Using page 6.** Ask the students to work in pairs and examine the visual clues. Ask if all three people are following safety rules. (Yes, Wyatt the boy and the adult with him are correctly using the pedestrian crossing, and the driver is attempting to stop.) What is making this a potentially dangerous situation? (e.g., Wyatt is slipping and can be hurt; the car is skidding and might slide into the pedestrians.) What can be done to ensure that pedestrians are safe? (e.g., check that all on-coming cars have stopped completely before crossing, even if the lights say it is safe to go. Walk slowly and carefully to avoid slipping on the road. Wear boots that have treads and avoid long dangling scarves.) Ask the students to record their answers. [Cross Curricular: Language Arts]

PRACTICING THE CONCEPTS: **MAKING A "WHAT'S THE DANGER AND HOW CAN IT BE AVOIDED?" BOOK**

Materials: 8 1/2" x 11" paper, a copy of BLM 2 cut into slips.

- **Thinking about possible dangers and being proactive.** Organize the students to work in pairs or small groups. Put the slips in a container and have each group or pair pull out a slip and read it aloud. Hand each group or pair a blank sheet of paper and have the students glue their slip at the top. Ask the students to identify the danger(s) identified on their slips. Under each slip have the students copy the stem, "Think ahead and avoid danger by", then have them discuss and complete the stem. They can then illustrate how to avoid the hazard. The sheets can be gathered and stapled to make a book. Students can suggest a title for the book. [Cross Curricular: Language Arts]



PAGE 7: WHAT HELPS YOU TO BE SEEN WHEN IT IS DARK OUTSIDE?

INTRODUCING THE CONCEPT: OBSERVING DIFFERENT COLOURS IN DIFFERENT LIGHTING CONDITIONS

Materials: 2 different bright coloured sheets of paper marked "A" and "B", 2 different dark coloured sheets of paper marked "C" and "D", 2 reflective objects marked "E" and "F", BLM 3 (one copy per student or pair of students).

Note: Reflective strips or materials can often be found on running shoes, outdoor jackets or in safety kits. This activity works best in rooms that can become dark, or rooms without windows.

- **Using a rating scale to assess visibility.** Using full classroom lighting put up the six coloured objects. Show students how to rate these according to their visibility and how to use the rating scale. Repeat the experiment in dimmer light and then again when it is very dark.

DEVELOPING THE CONCEPT: UNDERSTANDING THAT WEARING BRIGHTLY COLOURED CLOTHING OR REFLECTIVE MATERIALS HELPS VISIBILITY

- **Making connections to wearing brightly coloured clothing.** Ask the students to use the back of their rating scales to write a statement of what they have observed using the prompt, "I learned that...". [Cross Curricular: Language Arts]

Remind students that they are often going to/from school and other activities when it is dark outside. Ask students whether brightly coloured clothing or dark clothing would be seen more easily. Discuss why wearing brighter clothing is important for safety.

USING THE STUDENT ACTIVITY BOOK

- **Using page 7.** Read and discuss the page. Have the students look at crayons or pencil crayons and decide which are "dark" and which are "bright". Have them choose bright colours and dark colours to colour the clothing of the two pedestrians. Ask them to predict which colours are most visible. Ask the students to view their completed page when it is placed at a distance. Have them compare the colours and decide if their predictions were correct.

PRACTICING AND REVIEWING THE CONCEPTS

- **Searching for reflective materials.** Ask students to estimate and record how many examples of reflective materials they think they can locate in the classroom. Search for examples (e.g., reflective strips on clothing or on shoes). When the search is over find whose estimate was the closest.
- **Thinking about personal clothing that is worn when it is dark outside.** Have students think about their personal clothing and shoes and decide whether they can be seen easily when it is dark outside. What can be done to make visibility greater? (e.g., choose lighter coloured clothing, wear something that is reflective, be more aware that vehicles will have a harder time seeing you).



PAGE 8: WHAT ROAD SIGNS CAN HELP YOU BE SAFE?

INTRODUCING THE CONCEPT: IDENTIFYING SIGNS THAT ARE IMPORTANT TO PEDESTRIANS AND DRIVERS

Materials: colour photos, digital images, a school patroller's stop sign, BLMs 2 and 3.

- **Discovering the connection between the shapes and colours of signs and their messages.** Discuss the stop, yield and pedestrian crossing signs. Have the students discuss and compare the 2-D shapes. Introduce vocabulary of octagon ("octa" means 8) and ask what "tri" must mean in the word "triangle". Point out that the colour red often warns about danger. Tell students that stop signs are always an octagon shape and coloured red. When drivers see this sign they should bring their vehicle to a complete stop. Yield signs are also red but are in the shape of a triangle with an inside white triangle. This sign tells drivers to slow down or stop if necessary. [Cross Curricular: Math]
- Use BLMs 2 and 3 to show students the pedestrian crossing sign and the school crosswalk sign. Ask the students what they think the illustration on the school crosswalk sign depicts (i.e., two students carrying books).

DEVELOPING THE CONCEPT: UNDERSTANDING THAT BEING SAFE MEANS MAKING SURE THAT DRIVERS OBEY THE SIGNS

- **Remembering that drivers can be distracted.** Remind the students that they have learned that drivers can be distracted and don't always obey the stop or yield signs. Ask the students to point to the person who must always be responsible for their own safety (i.e., point to themselves).
- **Making sure that drivers know that you want to cross.** Point out that drivers sometimes do not know if a student who is standing by a crossing sign will be crossing, or is waiting for a friend. Sometimes drivers think that children are not ready to cross yet. That is why it is important that children show they are ready to cross by making eye contact and by remembering to "Point, Pause and Proceed".

Note: "Point", "Pause" and "Proceed" images are included in the Teacher Resource BLMs for Grade One which is obtainable at www.saferoads.com/streetsafe. These might be used for practice and reinforcement of crossing procedures.

USING THE STUDENT ACTIVITY BOOK

- **Using page 8.** Use words from the word bank to fill in the blanks and match the traffic sign and information. Have your students write the correct letter of the road sign to match the riddle.

PRACTICING AND REVIEWING THE CONCEPTS

- **Looking at signs outside the school.**
 - Go for a walk and ask the students to look at different street signs and identify what drivers and pedestrians should do. Point out that faster speeds on roads mean that drivers can't stop as quickly so pedestrians need to be extra cautious.
 - Ask the students to look for signs they see when travelling to and from school. Talk about the signs the next day. Students could then record their findings on a large class poster, electronic white board or individual journal the following day. [Cross Curricular: Language Arts]



PAGE 9: HOW CAN YOU BE SAFE AT RAILWAY CROSSINGS?

INTRODUCING THE CONCEPT: UNDERSTANDING THAT TRAINS AND RAILWAYS CAN BE VERY DANGEROUS

- **Learning about the dangers of trains and railways by playing “What Am I?”** Ask students to get a piece of paper and a pencil. A number of clues will be read out and students must quietly listen to all the clues. Every student has one attempt to guess the answer. When a student guesses what the answer to the riddle is, they can quietly write their answer, fold the paper and hand it to the teacher. At the end of the clues the teacher will ask the students to turn to a partner and see what they thought the answer was. The partners can then turn to two more partners and compare answers. On the count of three ask all of the students to whisper the answer out loud (e.g., what am I? I have a driver. I can move people. I also can move heavy items like grain, wood or oil. I am dangerous because I move at high speeds. I am dangerous because I am very heavy. I am made of metal. I have a horn to warn people of danger. I have special signs to warn people when I cross roads. I stop at stations. I travel on tracks. I am a... train). [Cross Curricular: Language Arts]
- **Discussing dangers from trains and at stations and crossings.** Discuss why trains are dangerous. Point out that trains are much larger and heavier than vehicles and they take a long time to stop. Point out the dangers in and around railway tracks.
 - Trains move at high speeds. Trains can suddenly appear and any person or object that is on the track can be badly damaged because the train hasn't got time to stop.
 - Trains cannot stop quickly.
 - Stations have raised platforms alongside tracks. Trains arriving at stations at high speeds can cause a wind effect that makes people overbalance and fall onto the tracks.
 - Crossings can have bells and lights and gates that give warnings about oncoming trains. It is very important to not attempt to cross railway tracks if bells are ringing, lights flashing, or gates closing.

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

- **Learning when to cross and when to wait. Putting it into your own words.**
 - Point out that if pedestrians are in the middle of crossing railway tracks and the lights start flashing, bells start to ring or the crossing gates start to close, there is enough time to finish crossing. Pedestrians should not turn around and go back. Even if there is no sign of a train and the signals are going, it is important not to start crossing or going around gates that are closed because trains can appear quickly.
 - Ask the students to turn and repeat these lessons to another student. Check for understanding. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 9.** Have the students read the sentences at the bottom of the pages either to themselves or aloud to a partner. Then, have them put a check mark in the box next to each sentence that indicates a true statement about railway safety. Together, discuss each sentence and talk about the truthfulness of the railway safety statement and the important safety messages.



PEDESTRIAN SAFETY

PRACTICING THE CONCEPTS: BEING SAFE NEAR TRAIN STATIONS OR TRACKS

- **Participating in a field trip that involves a train.** If possible arrange a field trip using a train as a means of travel. Students in Edmonton or Calgary can ride the light rapid transit lines to observe their cities, and there are a number of other train excursions suitable for students. This allows the opportunity to discuss safety in situ.
- **Reviewing the concept that everybody is responsible for their own safety and that of others.**
 - Point out that there are safety features both on and beside tracks (e.g., lines on platforms, crossing signals and signs) to help students be safe around railway tracks.
 - It is very important to never play on or around tracks, or put objects on the tracks.
 - Discuss what can be done if others start to engage in dangerous activities near or on the tracks. Although it is not intended to put ideas of undesirable activities into the minds of the students (e.g., playing "chicken", putting objects on tracks or spray painting railway cars), students often want to talk about dangerous behaviours that they have heard about or seen. This is an opportunity to discuss dangers and emphasize that they must inform an adult about dangerous activities.



SECTION 3: PERSONAL SAFETY (RIDING BIKES)

(Student Activity Book pages 10-16)

OVERVIEW OF KEY CONCEPTS

PAGE 10: WHAT HELPS KEEP YOU SAFE ON BIKES? (USING SAFE EQUIPMENT)

PAGE 11: WHAT ARE THE THREE BIKE HAND SIGNALS?

PAGES 12-13: HOW DO YOU KEEP YOURSELF AND OTHERS SAFE WHEN BIKE RIDING?

PAGES 14-15: REVIEWING SAFETY LESSONS – CROSSWALKS AND SLIDEWALKS

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.

IMPORTANT NOTES ON BIKE SAFETY

- The Street Safe program has been designed to cover age-appropriate topics from Kindergarten to Grade Three. In Grade One the section on bike safety covers the use of a horn, reflectors and a flag. The importance of wearing a bike helmet correctly is also covered. It is suggested that if these topics haven't been covered previously or need reinforcing, that the Street Safe Grade One program be reviewed.
- It is suggested that Grade Two children should be accompanied by an adult while bike riding. It is also important that children of this age ride on bicycle paths or designated trails rather than on roads. 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. Any uncertainty and subsequent prolonged hesitation when following others 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.



PERSONAL SAFETY

PAGE 10: WHAT HELPS KEEP YOU SAFE ON BIKES? (USING SAFE EQUIPMENT)

INTRODUCING THE CONCEPT: **CONNECTING TO PRIOR KNOWLEDGE ABOUT BIKE SAFETY**

- **Recording known safety features of bikes and their riders.** Organize the students into small groups. Give each group a sheet of chart paper folded lengthwise down the middle. At the top of the left hand column ask the students to quickly draw a Grade Two student and on the top of the right hand column ask the students to draw a bicycle. Tell the students that they are using the paper to record their ideas and that artistry in this instance is not important.

Give the students a few minutes to use the left hand column to draw clothing and safety gear that a bike rider should be wearing. Then give the students a few minutes to draw safety features of bicycles on the right hand side of the chart. Keep these chart papers so that they can be added to later on. [Cross Curricular: Language Arts]

DEVELOPING THE CONCEPT: **HELPING EACH OTHER TO BE SAFE ON BIKES**

- **Discussing how to help others be safe on bikes.** Use the charts that the students have made. Discuss how they can help other bicycle riders who are doing something dangerous (e.g., reminding others to wear proper equipment, helping others to adjust bike helmets or tuck pant legs, helping others to obtain the right gear).

USING THE STUDENT ACTIVITY BOOK

- **Using page 10.** Read and discuss the page. Ask the students to work individually or in pairs to identify all of the safe bicycle practices. Have students record a sentence or two about what safety advice Cory should give. A sentence starter such as "I would..." or "We would..." could be given. [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 bike riders. If applicable, students might share any experiences that they may have had in Pedal Pushers.

PAGE 11: WHAT ARE THE THREE BIKE HAND SIGNALS?

Note: Practicing riding bikes safely and using hand signals is best done as a "hands-on" activity. If possible make special arrangements for the students so they can bring their bikes to school and use the school grounds for practicing riding safely and using hand signals. Remind students and parents that it is recommended that Grade Two students don't ride on the roads, even with adults. If there aren't bicycle paths, students can walk their bikes along the sidewalk. When the playground is clear the bicyclists can play "Follow the Leader" using appropriate hand signals. Consideration might also be given to arranging a neighbourhood field trip on bikes.

INTRODUCING THE CONCEPT: **RECOGNIZING THAT IT IS IMPORTANT TO SIGNAL CHANGES WHEN BIKE RIDING**

- **Recognizing the importance of signaling changes (playing "Follow the Leader" on foot).** In the gym or on the playground, organize the students in pairs or groups. Have them take turns to play "Follow the Leader" on foot, using sudden stops or moves to the left or right without advance signaling. Afterwards ask the students to comment on any difficulties they



experienced if the person ahead of them suddenly changed direction or stopped. Ask if this activity would have been easier if the leader signaled that he/she was going to stop or change direction ahead of time. This activity will be repeated later after they have learned hand signals. [Cross Curricular: Physical Education]

DEVELOPING THE CONCEPT: **LEARNING HAND SIGNALS**

- **Demonstrating the hand signals.** Ask a student who is wearing a helmet to stand with his/her back to the class and demonstrate the three hand signals. Have the class practice these signals.
- **Connecting the use of hand signals to bike safety.** Discuss what can happen if bicyclists are following each other and the bicyclists in the front don't use hand signals to indicate changing directions or stopping (e.g., bicyclists may run into each other, a cyclist may have to stop very quickly). Ask students to observe how older bicyclists using the roads also use hand signals to let vehicles on the road know that they are stopping or turning.

[Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 11.** Have the students write what Brooke is signaling under each illustration. Sing the song using the appropriate hand signal.

PRACTICING AND REVIEWING THE CONCEPTS

- **Using hand signals to indicate turns and stops (playing "Follow the Leader" on foot).** Play "Follow the Leader" on foot again. Have the leaders use hand signals to indicate stops or changes in direction. Ask the students to make observations about whether the use of signals helped them know the changes the leader was planning. [Cross Curricular: Physical Education]
- **Demonstrating the hand signals.** Individual students can stand with their back to the class and demonstrate the appropriate signals for turning left or right, or stopping. Students can call or whisper out the answer.

PAGES 12-13: HOW DO YOU KEEP YOURSELF AND OTHERS SAFE WHEN BIKE RIDING?

Note: These two pages are intended to review bike safety lessons.

REVIEWING THE CONCEPTS: **REVIEWING BIKE SAFETY**

- **Making a bike safety checklist.** BLM 4 may be used as a handout for individuals, or students can work on it in pairs, using different coloured pencil crayons to record their ideas. This BLM can be used for assessment purposes. [Cross Curricular: Language Arts]

Talk about how useful checklists are as serving as reminders. Students will be thinking about bike safety in three different ways: making sure that the bike itself is safe, making sure that they have the right clothing and gear, and making sure they are riding safely.

Each of the three categories has an example. Further examples may be done with the class. Students are then to complete the checklist.

Using the bike safety checklist as an extension activity. Students can extend the checklist in a variety of ways. Students can further develop and present the information on their



PERSONAL SAFETY

checklist in the form of a poster or booklet. Alternatively their checklists can be photocopied and presented as a handout to other classes. [Cross Curricular: Language Arts]

USING THE STUDENT ACTIVITY BOOK

- **Using page 12.** Ask the students to examine the illustrations on pages 12 and 13 and notice safety rules that are being followed by the students. Point out that there are more than five different safety rules being illustrated (e.g., ride with an adult. Don't ride on the road. Use bicycle paths. Keep to the right. Stop at stop signs. Look all around. Use proper gear. Use hand signals).
- **Adapting the page 12 activity.** If the writing task is too difficult for students, their ideas can be scribed or students can make oral observations. Also students can use a green crayon to circle bike and bike gear safety features and a red crayon to circle illustrations that show riders riding safely.
- **Using page 13.** Students can use the words from the word bank in completing the sentences. Noticing that some of the words begin with a capital letter and thus start a sentence can provide an 'aha' moment.

PAGES 14-16: REVIEWING SAFETY LESSONS – CROSSWALKS AND SLIDEWALKS

REVIEWING THE CONCEPTS: **REVIEWING VEHICLE, PEDESTRIAN AND BIKE 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: RIDING SAFELY ON SCHOOL BUSES AND OTHER VEHICLES: WHAT'S THE SAME/WHAT'S DIFFERENT? (Student Activity Book, pages 2-3)

BLM 2: WHAT'S THE DANGER AND HOW CAN IT BE AVOIDED? (Student Activity Book, page 6)

BLM 3: RATING SCALE FOR VISIBILITY (Student Activity Book, page 7)

BLM 4: BEING BIKE SAFE: MAKING MY OWN SAFETY CHECKLIST (Student Activity Book, pages 12-13)

ADDITIONAL BLMs FOR REVIEW, REINFORCEMENT OR PRACTICE

BLM 5-7: POINT, PAUSE AND PROCEED

BLM 8-9: PEDESTRIAN CROSSING SIGNS

BLM 10: BIKE WITHOUT SAFETY FEATURES

BLM 11: BIKE HELMET SAFETY

Name: _____

**RIDING SAFELY ON SCHOOL BUSES AND OTHER VEHICLES:
WHAT'S THE SAME/WHAT'S DIFFERENT?**

	In a School Bus	In Other Vehicles
Are there seat belts?		
Do you use booster seats?		
Should you keep your feet facing forward?		
Should you keep your hands to yourself?		
Should you talk quietly?		
Should you avoid distracting the driver?		

What is the same about riding in school buses and other vehicles?

What is different about riding in school buses and other vehicles?

How can you help everybody arrive safely when you are in a school bus?

How can you help everybody arrive safely when you are riding in other vehicles?

WHAT'S THE DANGER AND HOW CAN IT BE AVOIDED?

<p>It is a very cold winter day. All the vehicles have great clouds of white exhaust making it hard for the drivers to see people crossing the road.</p>	<p>Spring has sprung! The snow is melting but the roads are very slushy and muddy. You notice that drivers are having a hard time keeping their windshields clean from dirt.</p>
<p>It is so cold that you are bundled up with a hat and scarf. Your hood is almost covering your eyes.</p>	<p>Snow has been melting and then freezing again. The sidewalks alongside the road are very icy and slippery.</p>
<p>You have just got glasses. It is so cold that your glasses are frosting up with your breath.</p>	<p>The roads are very icy. You've noticed one car skidding when the light turned red.</p>
<p>Because it is in the middle of winter, it is snowing and getting dark when school is finishing. You are walking home and need to hurry.</p>	<p>Heavy rain is coming down nonstop. The sky is grey and the light is poor. Your umbrella is up to keep you from getting soaked.</p>
<p>There are high icy snowbanks piled up right beside the road. You want to stop to play.</p>	<p>A car has stopped at the crosswalk but the driver hasn't seen you waiting to cross.</p>

Name: _____

RATING SCALE FOR VISIBILITY

Full Classroom Lighting	Can't see at all	Hard to see	Seen with some difficulty	Seen easily	Seen with no difficulty
Bright Sheet A					
Bright Sheet B					
Dark Sheet C					
Dark Sheet D					
Reflective Object E					
Reflective Object F					

Dimmer Light	Can't see at all	Hard to see	Seen with some difficulty	Seen easily	Seen with no difficulty
Bright Sheet A					
Bright Sheet B					
Dark Sheet C					
Dark Sheet D					
Reflective Object E					
Reflective Object F					

Very Dark	Can't see at all	Hard to see	Seen With some difficulty	Seen easily	Seen with no difficulty
Bright Sheet A					
Bright Sheet B					
Dark Sheet C					
Dark Sheet D					
Reflective Object E					
Reflective Object F					

What is the best choice for clothing that is worn in very dim light? Why?

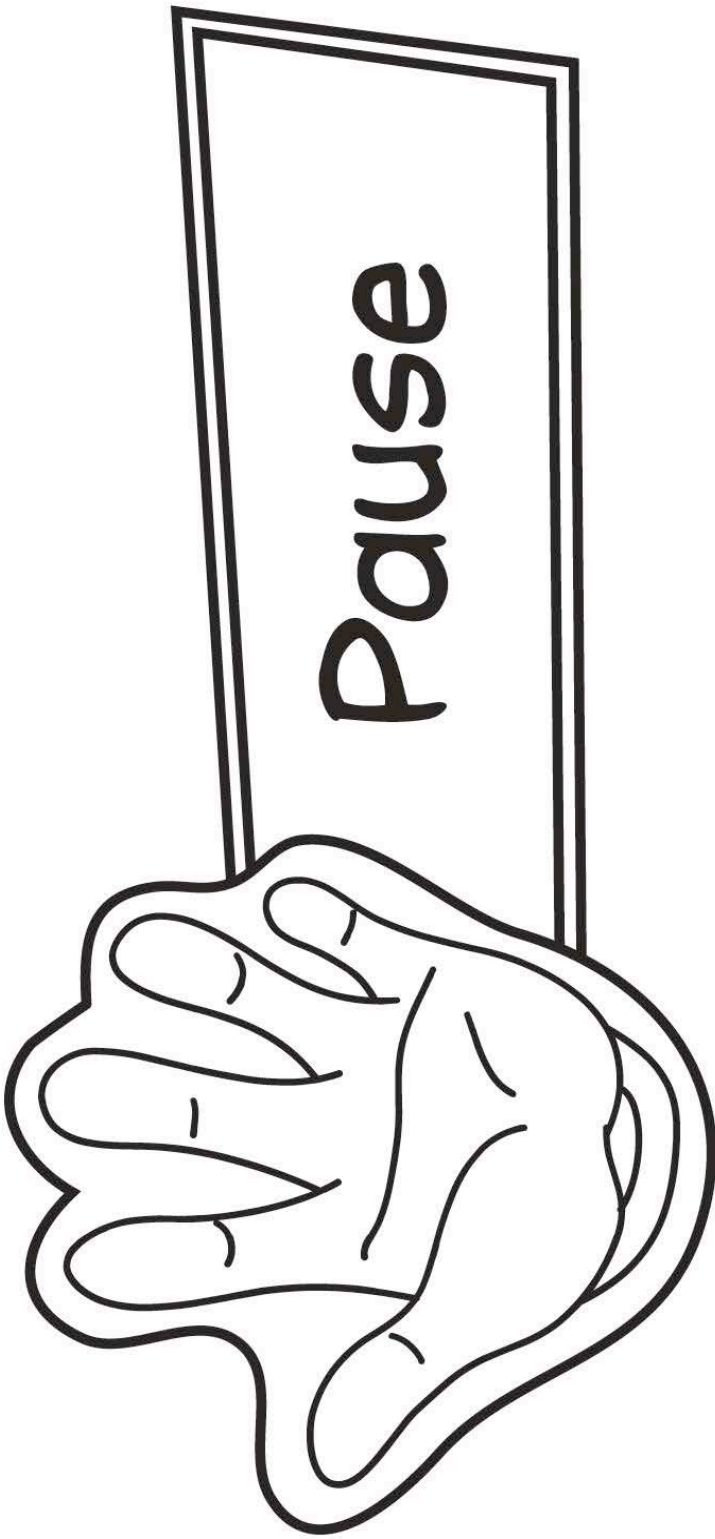
Name: _____

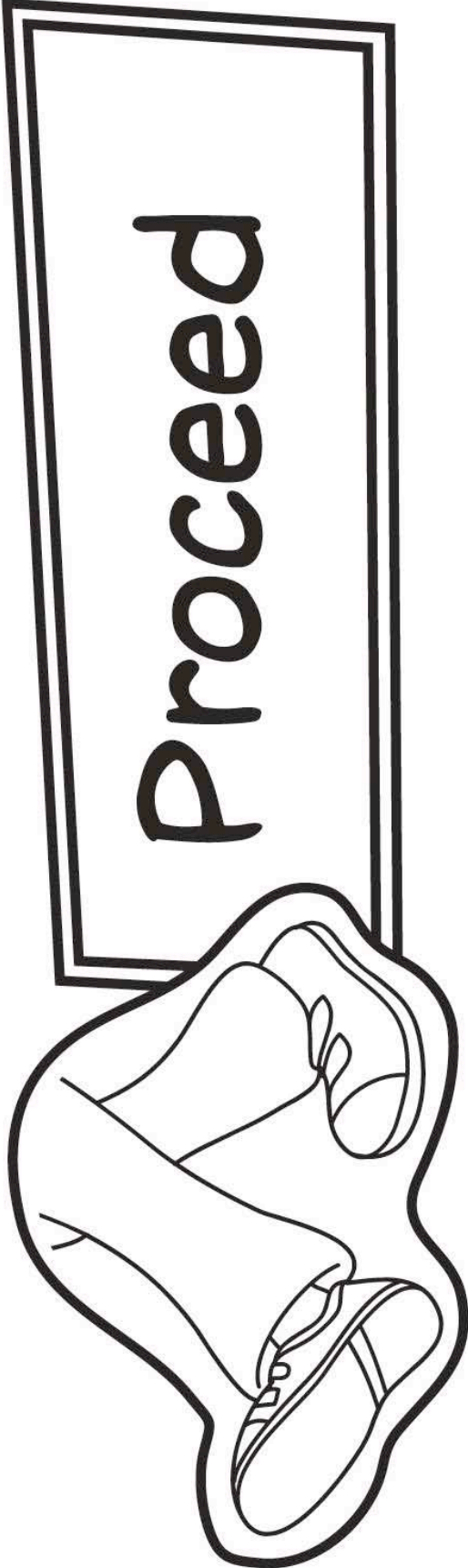
BEING BIKE SAFE: MAKING MY OWN SAFETY CHECKLIST

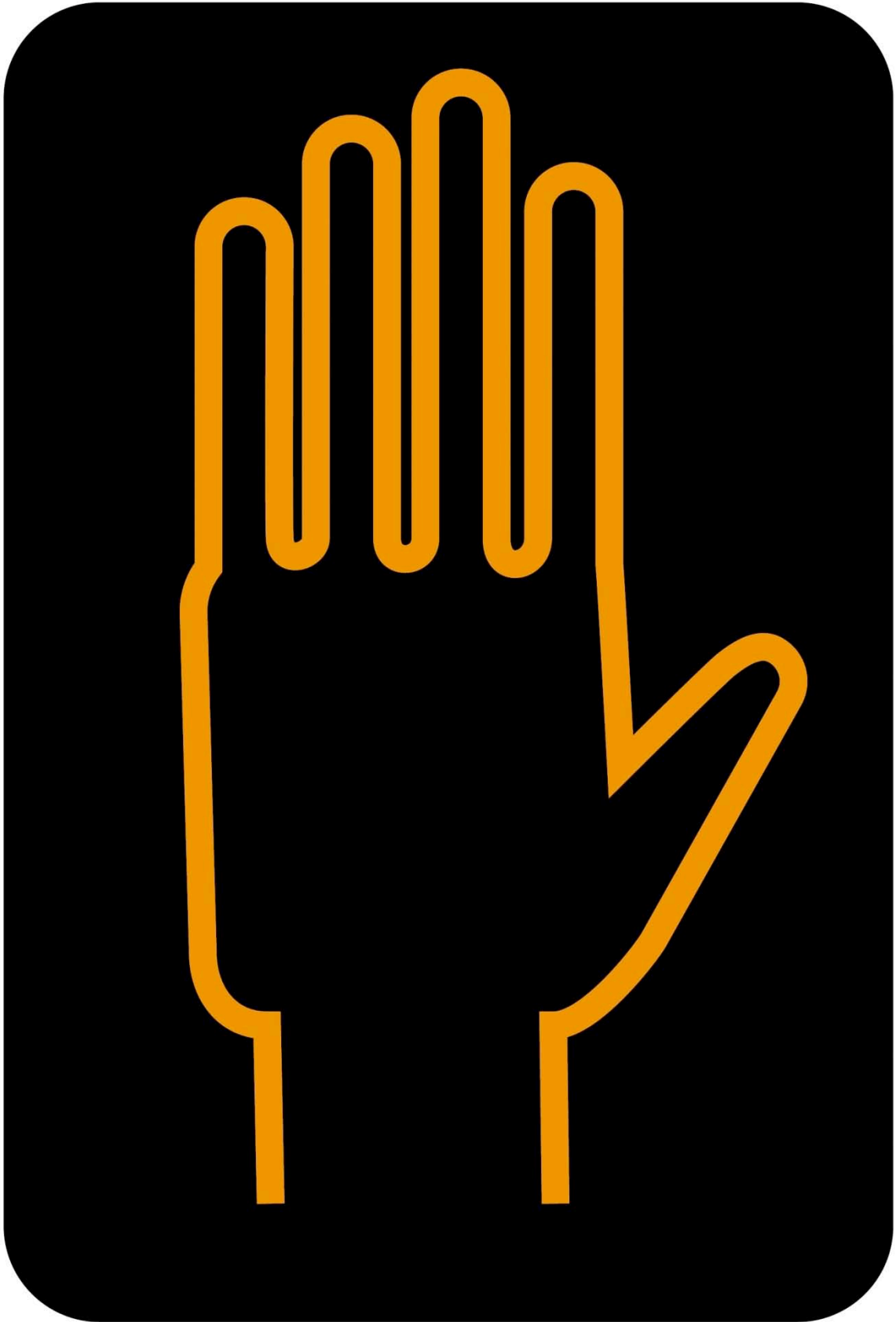
Yes or No

<p>My BIKE is safe!</p>	<p>My bike is the right size for my height.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I have the right CLOTHING AND GEAR for riding safely.</p>	<p>My pant legs are tucked in.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I am RIDING SAFELY!</p>	<p>I always ride on the right side.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

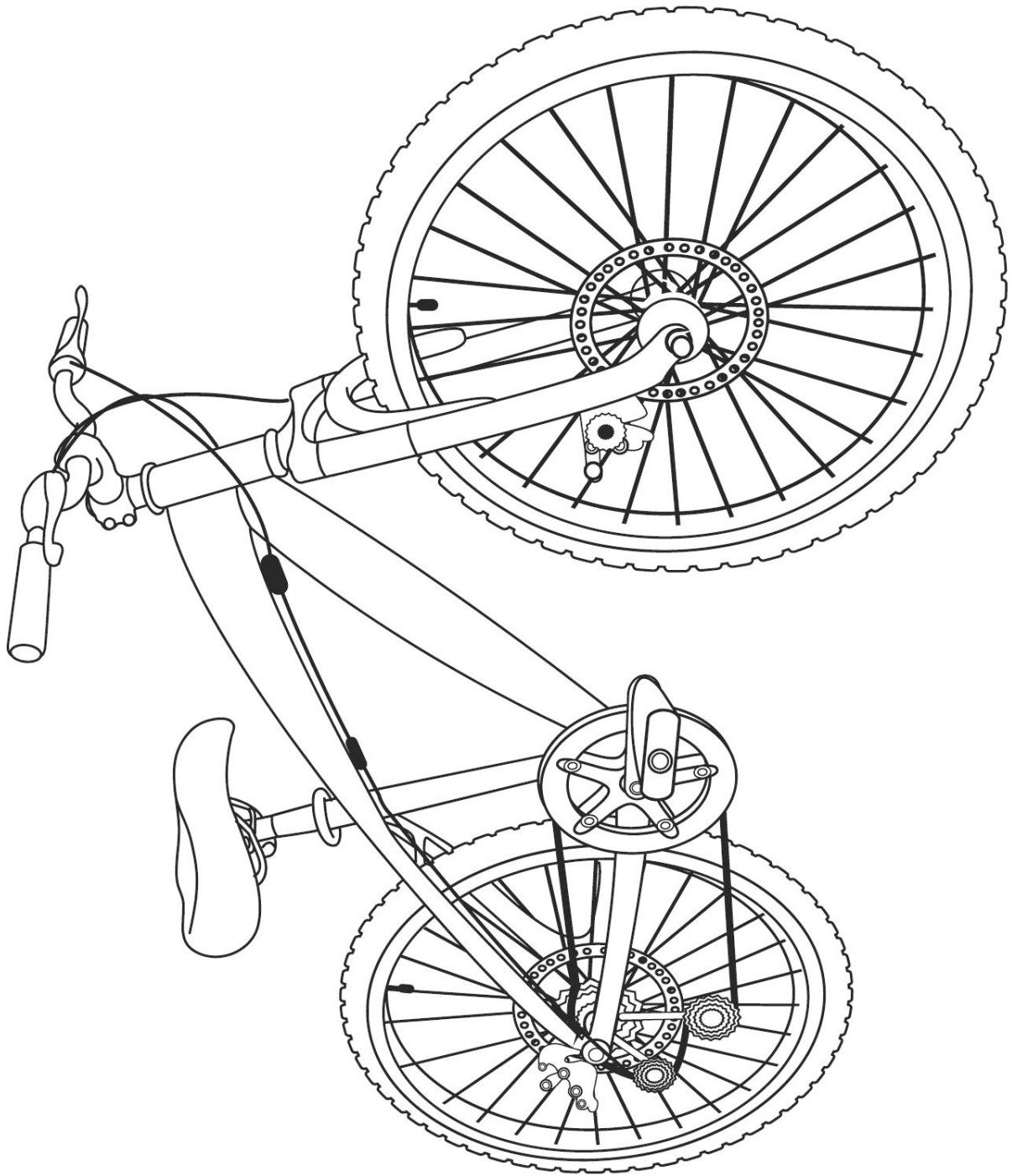


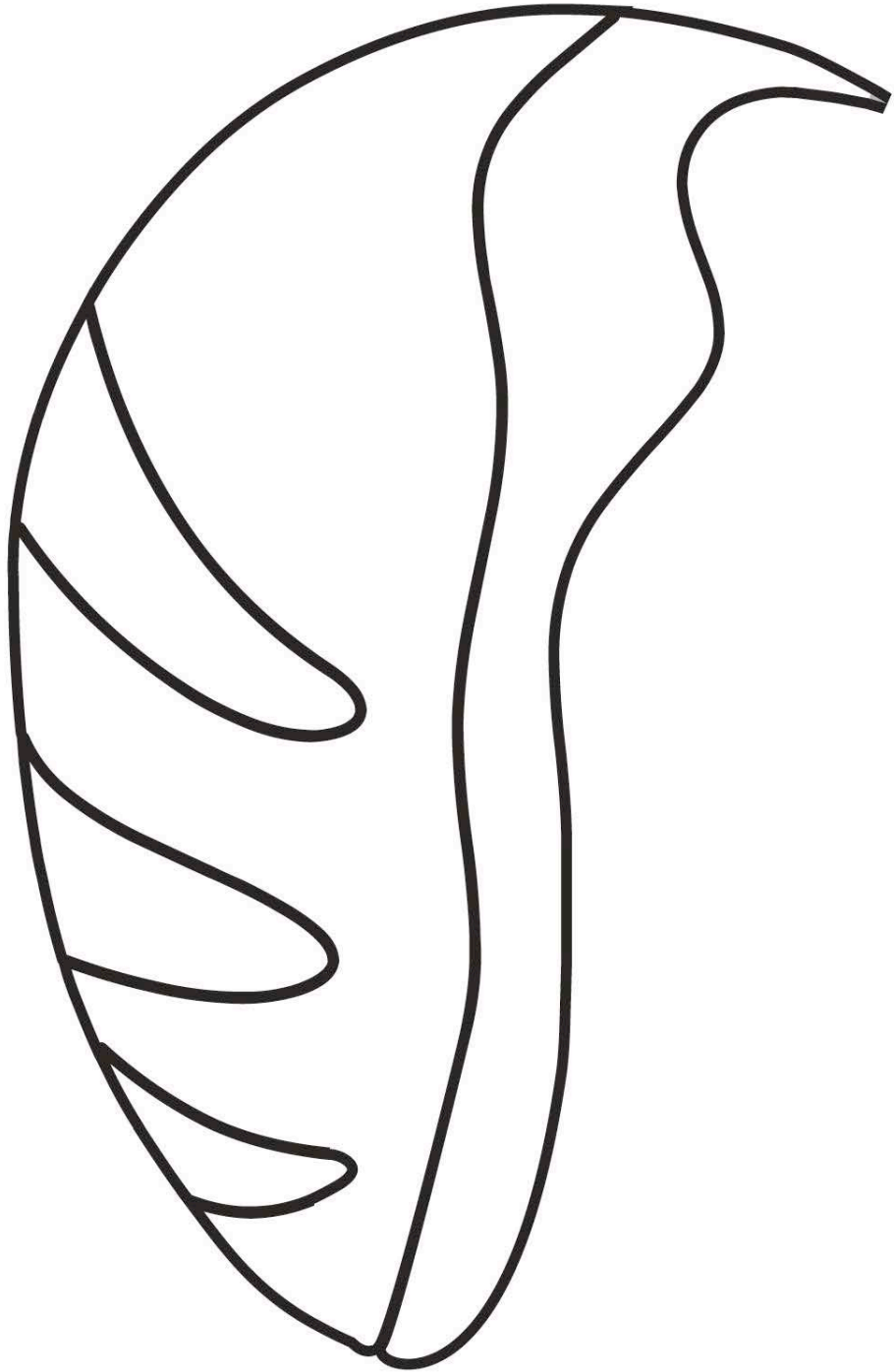












SONGS AND STORIES

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!")

OH BROOKE, REMEMBER TO BE SAFE

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

Ask the children to practice saying "Oh Brooke, remember to be safe!" if Brooke, the girl in the story, needs a reminder.

Brooke had been looking forward to today for some time. Today her Grade Two class was going to the local swimming pool so that the kids could start swimming lessons. Brooke had brought all her swimming things to class. She had a big bulging backpack filled with her bathing suit and swimming cap, a big beach towel with pictures of penguins, and brand new swimming goggles. Crammed in at the top of her bag were a drink can and a snack.

As this was the first school trip of the year for the Grade Two kids, Mr. Edgware, her teacher, had reviewed safety rules for riding on the bus. He reminded them about the Danger Zone and asked them to stand in a safe spot away from the bus when it arrived. He told them that if they dropped anything outside the bus they were to tell the driver. He also reminded them that when they got on the bus they were to sit with their legs facing in front of them. They could talk quietly but they weren't to distract the driver.

When the bus came the students started to board the bus. Brooke was waiting in line and suddenly noticed her shoelace was undone. As she bent to tie the shoelace her drink can fell out of her backpack, rolled over her shoulder, rolled over the curb and landed behind the wheel of the bus. Brooke quickly stood up and went to get it back. ("Oh Brooke, remember to be safe!") Then she remembered what her teacher had said. She asked the driver who quickly got the can back and returned it to Brooke.

When Brooke went to sit down she noticed that Maria, her best friend, was seated across the aisle from her. Brooke wanted to show her the new goggles. So she swung sideways, put her feet down in the aisle and went to stand up. ("Oh Brooke, remember to be safe!") Maria saw what Brooke was going to do and made a hand gesture to remind her friend to sit properly. So Brooke sat back in her seat and swung her legs so they again faced in front of her. It was a very good thing that Brooke was reminded to sit properly because the bus suddenly made a quick stop. If Brooke had faced the aisle, or was standing, Brooke might have been hurt.

The class arrived safely at the pool and all the class had a great time with their swimming lessons. When they got back to the school the bus driver paid them a good compliment. She said that she was glad that their class had sat properly and had talked quietly without distracting her. "I am so glad that everybody helped to get us here safely!" she said. "You are a great class and I'm looking forward to driving you next week to your swimming lesson!"

Review what Brooke's class needs to remember about bus safety (staying out of the Danger Zone, asking the driver to retrieve dropped items, sitting with their feet in front of them with their backs to the back of the seat, talking quietly and not distracting the driver.)

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.)

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 (BIKE) SAFETY

FICTION

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: 978-0439083676, ISBN: 0439083672

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

Mike and the Bike by Michael Ward, Bob Thomson, Phil Liggett and Lance Armstrong. 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: 978-1594414985, ISBN: 159441498X

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: 978-1931382496, ISBN: 1931382492

I'm Safe on My Bike by Wendy Gordon and Paul Gordon. 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: 978-1891596100, ISBN: 1891596101,

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

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: 978-1403449399, ISBN: 1403449392

Staying Safe on My Bike (Safety First) by Jill Donahue. ISBN: 978-0836878011, ISBN: 0836878019

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

Stay Safe – Bicycle Safety by Sue Barraclough. ISBN: 978-1403498649, ISBN: 1403498644

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

Safety DVD Collection, including "Getting to School Safely", "School Bus Safety", "Bicycle Safety. Can be ordered through: www.schoolvideos.com

Bicycle Safety and You. A police officer advises students on making bicycle riding safer and fun. Can be ordered through: www.schoolvideos.com

McGruff and the Law: Bicycles and Pedestrians. McGruff explains why bicycle and pedestrian laws protect bicyclists and other pedestrians. Includes wearing helmets and checking intersections. Can be ordered through: www.schoolvideos.com

Bicycle Safety: Kids for Safety. Includes live-action, animation and colourful graphics. Demonstrates through music and clips rules of the road. Can be ordered through: www.schoolvideos.com

School Bus Safety: Kids for Safety. Songs, graphics and role playing. Helps students understand appropriate behaviours. Can be ordered through: www.schoolvideos.com

I Can Be Safe. Potential Safety Hazards Importance of planning ahead in case of emergency. Can be ordered through: www.schoolvideos.com

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

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).

STREETSAFE

GRADE 2

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